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Training and Employment of People with Disabilities: Cambodia 2002

Abstract
[Excerpt] *Training and Employment of People with Disabilities: Cambodia 2002* is descriptive in nature. When the ILO commissioned the researchers for the *Country Study Series*, each was asked to follow the comprehensive research protocol appended to this document. The resulting report therefore includes country background information, statistics about people with disabilities and their organizations, a description of relevant legislation and policies and their official implementing structures, as well as the education, training and employment options available to people with disabilities. While few countries have such information readily available, researchers were asked to note the existence or lack of specific data points and to report data when it did exist.

Keywords
disability, Cambodia, training, employment, public policy

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AbilityAsia Country Study Series

International
Labour
Office

Training and Employment of People with Disabilities: Cambodia 2002

Päivi Pöyhönen

Training and Employment of People with Disabilities: Cambodia 2002

An *AbilityAsia* Country Study

Päivi Pöyhönen

International Labour Office

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Preface

Training and Employment of People with Disabilities: Cambodia 2002 is part of the *AbilityAsia Country Study Series.* The series was designed as a contribution to the end of the Economic and Social Commission for Asia and the Pacific (ESCAP) Asia and Pacific Decade of Disabled Persons, 1993-2002, and to mark the 20th anniversary of the International Labour Organization (ILO)'s Convention No. 159 Concerning Vocational Rehabilitation and Employment (Disabled Persons).

One of the primary purposes of the *Country Study Series* is to contribute to the knowledge base on people with disabilities in Asia and the Pacific. According to World Health Organization estimates, people with disabilities represent 10 per cent of the population of developing countries. Yet, in many countries, people with disabilities are "invisible". Little reliable data exists about their numbers, needs and achievements. While they are recognized as among the poorest of the poor, people with disabilities typically face barriers to the very services that might lift them out of poverty, such as education, vocational training, and employment and business development services.

Another objective of the *Country Study Series* is to provide baseline data regarding the status of education, training and employment for people with disabilities. This takes on greater significance in light of the ESCAP proclamation to extend the Asia and Pacific Decade of Disabled Persons, 1993-2002, for another decade, 2003-2012. In October 2002, governments from across the region adopted the Biwako Millennium Framework (BMF) for Action towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities as the regional policy guideline for the new Decade of Disabled Persons. The BMF includes targets and actions in several priority areas, including training and employment. With regard to the BMF, *Training and Employment of People with Disabilities: Cambodia 2002* should prove useful as an evaluation tool since it provides a baseline description of the situation in Cambodia against which future progress can be compared.

The BMF includes the ILO's principle of decent work − defined as, "productive work in conditions of freedom, equity, security and human dignity for women and men everywhere". Further, the BMF's employment and training targets call upon countries to mainstream (integrate) vocational training programmes, collect reliable employment and self-employment rates for people with disabilities and consider ratification of ILO Convention No. 159. This Convention, among other things, requires a national policy of vocational rehabilitation and employment based on the principles of equal treatment and equal opportunity for workers with disabilities.

Training and Employment of People with Disabilities: Cambodia 2002 is descriptive in nature. When the ILO commissioned the researchers for the *Country Study Series,* each was asked to follow the comprehensive research protocol appended to this document. The resulting report therefore includes country background information, statistics about people with disabilities and their organizations, a description of relevant legislation and policies and their official implementing structures, as well as the education, training and employment options available to people with disabilities. While few countries have such information readily available, researchers were asked to note the existence or lack of specific data points and to report data when it did exist.

Since the lack of information about people with disabilities contributes to their invisibility and social exclusion, the information itself is important. The protocol called for limited analysis and did not specifically ask for the researchers' recommendations. However, researchers were asked to report on existing plans and recommendations of significant national stakeholders.

Upon completion of the draft country studies in the series, they were shared with participants of the ILO/Japan Technical Consultation on Vocational Training and Employment of People with Disabilities, held in Bangkok in January 2003. The consultation was a regional meeting of governments and representatives of workers', employers' and disabled persons' organizations from across the region. Each country team was asked to review the country study reports and make comments with regard to accuracy, omissions and the general content of the report.

As noted, the main purpose of the series is to describe the employment and training situation of the country at a particular point in time. Since the data was collected in 2002, the information contained in *Training and Employment of People with Disabilities: Cambodia 2002* may not be the most recent. In fact, since the study was completed, the Government of Cambodia has initiated new policies and existing programmes have realized significant positive outcomes. Examples of these include the success of the ILO's Alleviating Poverty through Peer Training programme and the Disability Action Council's efforts at integrative education. Although there have been subsequent developments since 2002, the report provides a comprehensive view of the employment and training situation of people with disabilities within the context of Cambodia's progress and development.

The ILO wishes to acknowledge Development Cooperation Ireland, whose resources contributed to the research project that resulted in the *AbilityAsia Country Study Series*. The ILO wishes to acknowledge Debra A. Perry, the main author of the report and the ILO's Senior Specialist in Vocational Rehabilitation for Asia and the Pacific for her technical oversight and hard work in designing and coordinating the overall project, along with Päivi Pöyhönen, the consultant who researched and wrote *Training and Employment of People with Disabilities: Cambodia 2002*. In her efforts to offer the most comprehensive and accurate study possible, Ms Pöyhönen interviewed many experts in the area of disability, and these are noted in the reference footnotes of the report.

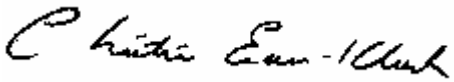
Members of the ILO support staff also made significant contributions, in particular Sugunya Voradilokkul who supported the project from its inception and Teerasak Siriratanothai, whose computer expertise made the Web publication a reality.

To the reader, whether you are an academic, researcher, policy maker, practitioner or an individual with a disability, we hope you will find the information you are looking for in these pages.

For more information about the *AbilityAsia Country Study Series* or to learn more about the ILO, Convention No. 159 or other issues related to employment and training of people with disabilities in the region, please visit the AbilityAsia Web site: www.ilo.org/abilityasia.

For more information about the ESCAP Decade of Disabled Persons, 2003-2012, visit www.unescap.org/esid/psis/disability/index.asp.

Readers may also be interested in two recently published works by the ILO relating to employment and disability − *Moving Forward: Toward Decent Work for People with Disabilities − Examples of Good Practices in Vocational Training and Employment from Asia and the Pacific* and *Proceedings of the ILO/Japan Technical Consultation on Vocational Training and Employment of People with Disabilities in Asia and the Pacific*. Copies of these and other ILO publications on disability in Asia and the Pacific can be ordered by contacting abilityasia@ilo.org.



Christine Evans-Klock
Director
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Abbreviations

AAR-Japan	Association for Aid and Relief Japan
ABC	Association of the Blind of Cambodia
AAC	Artisans' Association of Cambodia
ACLEDA	Association of Cambodian Local Economic Development Agencies Bank
ADB	Asian Development Bank
ADD	Action on Disability and Development
APPT	Alleviating Poverty through Peer Training
BWC	Blind Women's Committee
CAMFEBA	Cambodian Federation of Employers and Business Associations
CAM –I	Children Affected by Mines International
CAML	Commune Administration and Management Law
CCMH	Kandal Center for Child Mental Health
CPDO	Cambodian Persons with Disabilities Organization
CPP	Cambodian People's Party
CSES	Cambodia Socio-Economic Surveys
CUF	Cambodians Union Federation
CVAP	Cambodian Veterans' Assistance Program
DAC	Disability Action Council
DDP	Deaf Development Program
DPI	Disabled Peoples' International
DRT	Disability Resource Team
DTVET	Department of Technical and Vocational Education and Training
EDC	Enterprise Development Cambodia
ESCAP	Economic and Social Commission for Asia and the Pacific (UN)
FUNCINPEC	National United Front for an Independent, Neutral, Peaceful and Co-operative Cambodia
GDP*	Gross Domestic Product
GNP*	Gross National Product
HDI	Human Development Index
HI	Handicap International
IO	International organization
IPM	National Program of Integrated Pest Management
IRS	Information and Referral Services
GTZ	German Technical Cooperation Agency
LWS	Lutheran World Service
MFI	Micro-Finance Institution
MOEYS	Ministry of Education, Youth and Sport
MOH	Ministry of Health
MORD	The Ministry of Rural Development
MOSALVY	Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation

* Note: Both GDP and GNP refer to the financial value of final goods and services produced by a nation during a specific time period, usually a year. GDP refers to production within national boundaries, while GNP refers the value of goods and services produced using productive resources owned by nationals both within and outside of the country.

MoWVA	Ministry of Women's and Veterans' Affairs
MPDF	Mekong Project Development Facility
MTU	Mobile Training Unit
MWVA	The Ministry of Women’s and Veterans’ Affairs
NCDP	National Center of Persons with Disabilities
NTB	National Training Board
NTTI	National Technical Training Institute
PIT	Provincial Implementation Team
POSALVY	Provincial Offices of Social Affairs, Labour, Vocational Training and Youth Rehabilitation
PRSP	Poverty Reduction Strategy Paper
PTC	Provincial Training Center
PVC	Provincial Veterans’ Committee
RBC	Caritas Rehabilitation of Blind of Cambodia project
SEDP	Socio-Economic Development Plan
VRAU	Vocational Rehabilitation Agriculture Units
VREU	Vocational Rehabilitation Extension Unit
VRC	Vocational Rehabilitation Center
VVAF	Vietnam Veterans of America Foundation
WID	Women in Development Centers
WRF	World Rehabilitation Fund
YWAM	Youth with a Mission

Part One: Country Overview

1.1 Introduction

As a a post-conflict country, much of Cambodian's physical, social, human, and economic infrastructure for growth and development had been shattered. The current priorities of the Royal Cambodian Government have now clearly shifted from peace-building to poverty-alleviation and socio-economic development. Relying heavily on external support, the Government is reforming the public administration and the judicial system, demobilizing the military, and reforming the public finance and banking sectors. The recent political backdrop has been marked by active decentralization, and led the way to the first commune elections, which were held in February 2002.[1]

The recent history of Cambodia has left a legacy of a high number of people with disabilities. They are among the most disadvantaged groups in the society. And, because Cambodia is also among the world's poorest countries—the 2002 Human Development Index (HDI) ranked Cambodia number 130 out of 173 countries, which placed it in the medium human development category[2]— the recovery process is hampered by the developmental problems associated with extreme poverty. The 2002 Human Development Report inidcators included a life expectancy of 56.4 years, adult literacy rate of 67.8 per cent, combined primary, secondary and tertiary gross enrolment ration of 62 per cent, and GDP per capita of US$1,446.

Due to the continued conflicts between the Government and the Khmer Rouge in the 1990's, much of the country was unsafe for development. It is only recently that all parts of the country have become safe enough to allow for the development and delivery of services. Landmines, however, remain a widespread problem. Within this context, there is a wide range of problems confronting people with disabilities in Cambodia. Many, especially women, experience discrimination and have poor access to education, training, and employment opportunities, which reduces their participation in all areas of life.

1.2 Geography

Cambodia occupies a territory of 181,035 square kilometers that is dominated by the Mekong River and Tonle Sap Lake, one of the world's richest sources of freshwater fish. Cambodia also has sea access to the Gulf of Thailand in the south. The population density averages 64 people per square kilometer, and varies significantly from one province to another. For instance, in the most sparsely populated province, Mondulkiri, the population density is two people per square kilometer, and in Phnom Penh city, the figure is 3,441.[3] The climate of Cambodia is governed by two monsoons, which set a rhythm of rural life. From May to October (the rainy season) the level of the Mekong river rises, causing annual floods which fertilize land used for agriculture. However, particularly heavy flooding in recent years has hampered peoples' lives and slowed down economic growth.[4]

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[1] UN: Annual report of the UN resident coordinator (Cambodia, 2001), p. 3.
[2] UN: Human development report 2001, pp. 141-144.
[3] DAC: Study on persons with disabilities in Cambodia (February 2001), p. 5.
[4] ILO/EASMAT: *Country briefs* (Cambodia, 2001).

The majority of the population lives in rural areas and works with agricultural production. Only 15.7 per cent of the total population resides in urban areas and towns.

1.3 Population

The latest Population Census of Cambodia, carried out in 1999 by General Population Census of Cambodia and the Ministry of Planning, put the total population of the country at 11,561,000. A large proportion of the population (84 per cent) lives in rural areas. Phnom Penh, the capital and largest city, has a population of about one million.

Men comprise 48.19 per cent of the population, and women 51.81 per cent. Almost half of the population is under the age of fifteen. Based on the 1999 Census, United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP) estimated Cambodia's population to be 13,441,000, and the annual growth rate as 2.5 per cent. The population is projected to reach 20 million by 2020. Life expectancy is 54 years for males and 59 years for females. Nearly 13 per cent (12.8) range from zero to four years, and 30 per cent are between five and 14 years. Those that are between 15 and 64 constitute 53.7 per cent of the population, and 3.5 per cent is represented by individuals over 64.

Since the end of the Khmer Rouge regime, literacy rates have risen by nearly 30 per cent. They are now at 80 per cent for men and 59 per cent for women.[5] The population imbalance between women and men, due to years of conflict, is not as serious as sometimes suggested, but is still significant. The proportion of females is 52 per cent due to poverty, poor sanitation, and disease, and it is estimated that nearly one child in eight dies before the age of five.[6] Ninety-five per cent of Cambodians are Theravada Buddhists.

1.4 Government and general development plans

A constitutional monarchy was established in Cambodia in 1993. King Norodom Sihanouk has been head of state since 1993, and also served intermittently since 1941. Since the national elections in 1998 brought in a coalition Government of the Cambodian People's Party (CPP) and the National United Front for an Independent, Neutral, Peaceful and Co-operative Cambodia (FUNCINPEC), the country has enjoyed peace and stability for the first time in over 20 years. Hun Sen, Deputy Chairman of the CPP, is currently Prime Minister.[7] The Government has recently developed the Second Socio-Economic Development Plan (SEDP II) and the Poverty Reduction Strategy Paper (PRSP), which forms the most important national policies and strategies for the country's development. Among the prime instruments proposed for reducing poverty is the promotion of greater employment via macroeconomic stability, private sector encouragement, and rural development.[8]

Administratively, Cambodia is divided into 20 provinces and four municipalities. Provinces are further subdivided into a total of 182 districts, 1,623 communes and 13,408 villages. Each province has provincial offices for a total of 24 ministries, which administer district offices under them. These offices are the main method of rule by the central Government. Provincial offices are directly beneath the ministry, followed by districts, then communes. For example, Provincial Offices of Social Affairs, Labour, Vocational Training and Youth Rehabilitation

[5] UNESCO, Institute for Statistics: *Literacy statistics* (2002).
[6] UN-ESCAP: *Population data sheet 2001* (Bangkok, 2001).
[7] UNDP: Cambodia key facts (2000).
[8] RGC: Socio-economic development requirements and proposals (May 2001), p. 1.

(POSALVY) administer district offices, which are only located in cities and larger provinces. Due to limited government resources and accessibility to rural areas, however, NGOs provide most services to people with disabilities at the community level. Foreign aid, both financial and technical, has been substantial over the past five years, representing roughly 60 per cent of total public funds.[9]

One of the most exciting recent developments in democratic decentralization is the passage of a new Commune Administration and Management Law (CAML) in early 2001. It will change the hierarchical and centralized system of administration that has been in place in Cambodia for the last 130 years. State reforms were broadened to lay the foundation for a democratic society for the first ever-local level (commune/sangkat councils elections), which were held in February 2002. Under the new law, all communes in the country will hold elections every four to five years to elect a Commune Council of between five and eleven councilors who will make development plans and deliver services, including social services, to the villages under its domain.[10]

1.5 Economic composition and status

With 78 per cent of the labour force engaged in agriculture (37 per cent of GDP), the Cambodian economy is highly agrarian. Services account for 42 per cent of GDP, while industry accounts for 21 per cent. Garment products represent almost three-quarters of all exports, but lower export earnings are expected due to the economic slowdown in the United States, which is the destination for 90 per cent of garment products.[11] Close to nine million of Cambodia's 12 million people live in rural areas. Rural poverty accounts for almost 90 per cent of total poverty. Not only is poverty more pervasive in rural areas, it is more severe.

The Cambodian economy was organized along a centrally planned system until 1985. After signing the Paris Peace Accord in 1991, Cambodia has become a market-oriented economy. The economic situation has been improving slowly, but unevenly. Annual Gross Domestic Product (GDP) for 2000 was US$3.2 billion, and real GDP growth was 5 per cent. Despite impressive macro-economic development in the nineties, Cambodia remains one of the poorest countries in Asia, with GNP per capita (2000) of US$260. Nearly four out of ten citizens live below the poverty line. The following chart shows levels of poverty, and includes numbers for people with disabilities.

[9] MOSALVY: Policy and strategy on social affairs in Cambodia (2001), p. 51.
[10] NGO Statement to the Consultative Group Meeting on Cambodia, Commune Administration (2001).
[11] ILO/EASMAT: *Country briefs*, Cambodia (2001), and World Bank: *Cambodia data profile* (2000).

Table 1.1: Distribution of poverty by disability status of household head

	Headcount		Poverty gap		Poverty severity		Share of
	Index %	Contribution to total %	Index %	Contribution to total %	Index %	Contribution to total %	total pop (%)
Poverty Line	**35.9**	**100.0**	**6.5**	**100.0**	**2.0**	**100.0**	**100.0**
No disability	35.7	96.2	6.4	94.7	2.0	93.6	96.8
Disabled, non-war	40.9	1.9	8.3	2.1	2.4	2.0	1.6
Disabled due to war	45.7	1.9	13.7	3.2	5.9	4.4	1.5
Food Poverty Line	**11.5**	**100.0**	**2.3**	**100.0**	**0.8**	**100.0**	**100.0**
No disability	11.1	94.1	2.2	92.8	0.8	92.4	96.8
Disabled, non-war	13.2	1.9	2.5	1.8	0.8	1.7	1.6
Disabled due to war	30.3	4.0	8.1	5.4	3.1	5.9	1.5

Note: Non-war related disabilities can be congenital or due to illness/disease or road and other accidents.
War-related disabilities include those due to land mine explosion and those due to war or conflict.

Income disparities both within urban areas and between urban and rural areas continue to be much higher than in most other Asian countries. Further, the global economic slowdown has hurt the economic performance of Cambodia, and projections indicated that growth in 2002 would be as low as 2 to 3 per cent.

1.6 Labour markets

The Cambodian labour market is characterized by generally high rates of participation, which range from 80 to 90 per cent among both adult males and females. Women represent 53 per cent of the active labor force. Rates for women exceed those for men between the ages of 15 to 19 years and are approximately equal between the ages 20 to 24 years, but are significantly lower at all older ages. Overall, only 15 per cent of workers aged 15 and over are wage employees, while 85 per cent (80 per cent of males and 89 per cent of females) are self-employed or unpaid family workers. About 10 per cent of workers are employed in the private sector.[12] The Cambodian labour force continues to suffer from serious unemployment, low productivity, and low income, especially in rural areas. Cambodia has about 200,000 new entrants into the force each year, 80 per cent of whom reside in the rural areas where poverty rates are highest. Creating new jobs will be a serious challenge for the country.

As in most developing countries, rates of open unemployment are low in the rural areas of the country, reflecting the fact that most individuals work on their farms or in self-employment activities. Open unemployment rates are higher in urban areas, and the rate for urban unemployed women is nearly twice of what it is for urban men (12.2 per cent versus 6.7 per cent). Underemployment rates, which are defined as the proportion of employed people who work fewer than 35 hours per week, are 9 to 15 per cent among males and 15 to 18 per cent among females.[13] Cambodia has a rapidly expanding workforce with an estimated 150,000 new people seeking employment annually. An immediate employment challenge relates to

[12] UNDP: Cambodia human development report (2000), p. iv.
[13] UNDP: Cambodia human development report (2000), p. iv.

the demobilization of some 35,000 redundant soldiers during 2000-2003. Thirty per cent of them are nondisabled, while 70 per cent of them are disabled, chronically ill, or aged over 55 years.

According to the 1996 Socio-Economic Survey of Cambodia, 78 per cent of the five million person labour force was engaged in the agriculture, forestry, or fishery sector as a primary occupation. Only about 5 per cent worked in industry, and 17 per cent worked in services and trades.[14] For female workers, trade, manufacturing, and services are important sectors, accounting for about 20 per cent of all female workers in the country. Indeed, two-thirds to three-quarters of all employees in manufacturing and services are female.[15] The garment industry employs a large number of low-skilled female workers with 70,000 to 90,000 women, accounting for about 18 per cent of all wage employees.[16]

About 35 per cent of Cambodian workers hold multiple jobs or engage in multiple income-earning activities, reflecting the low salaries in most jobs and the low levels of productivity in self-employment activities, including agriculture. There are relatively few wage earners in Cambodia, as only 15 per cent of all workers aged 15 years and over are paid employees. The rest are self-employed. As in other countries, there is a large gender difference in wages, with male monthly wages 27 per cent higher, on average, than female wages. There are also large rural/urban variations in mean wages, with urban wages being 61 per cent greater on average than rural wages.[17] In the garment sector, there is the mandatory minimum wage, which is determined by the government after tripartite consultation. The minimum wage stands at US$45 per month. The primary sector, agriculture, absorbs about 82 per cent of labour. The secondary sector engages less than 3 per cent of the labour force, as the country still does not have industrial infrastructure.

The context for people with disabilities, then, is within a society that is struggling to rebuild and develop economically, has over one-third of the population living in absolute poverty, maintains a small formal sector employing only 15 per cent of people, and in which most people live in rural areas and work within the farming, fishing, and forestry sectors. Easily accessible employment opportunities in the rural areas are few, especially for people with disabilities who must compete with nondisabled peers.

[14] ILO: Poverty alleviation through micro and small enterprise development in Cambodia (2000), p. 3.
[15] UNDP: Cambodia human development report (2000), p. v.
[16] ILO/EASMAT: *Country briefs*, Cambodia (2001).
[17] UNDP: Cambodia human development report (2000), pp. iv-v.

Part Two: People with Disabilities – Definitions, Data and Situation

2.1 Definition of disability

Cambodia lacks a legal or official definition of disability. However, the draft Cambodian Disability Law, states that, "A person with disability is any citizen who lacks any physical organ or capacity or suffers any mental impairment, that causes restriction to his or her daily life or social activities and which significantly causes differences from nondisabled people, and who has a disability certification from the Ministry of Health."

A government sub-decree will define the types and degrees of disability after passage of the draft law.[18]

2.2 Disability classification systems

There is no legal or official disability classification system in Cambodia. Until now, ministries have used different classification systems. The Cambodia Socio-Economic Surveys of the Ministry of Planning have classified disabilities into 14 categories, and the Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation (MOSALVY) has classified disabilities into 13 categories for operational purposes. Table 2.1 illustrates the two classification systems.

Table 2.1: Disability classification systems of two ministries in 1999

MOSALVY	Ministry of Planning classification 1999
1. One arm amputated	1. One limb lost
2. Both arms amputated	2. More than one limb lost
3. One leg amputated	3. Unable to use one limb
4. Both legs amputated	4. Unable to use than one limb
5. Paraplegia	5. Lower limbs paralysis
6. Hemiplegia	6. Four limbs paralysis
7. Tetra/paraplegia	7. Visual impairment
8. Deaf-muteness	8. Hearing impairment
9. Polio	9. Muteness
10. One eye lost	10. Deaf-muteness
11. Both eyes lost	11. Mental or intellectual disability
12. Multiple disability	12. Disfigurement
13. Leprosy	13. Multiple disability
	14. Disability caused by various diseases

Because of the difficulties of using two systems and the inadequacies of each in certain regards (e.g., how to classify someone with a psychiatric disability), MOSALVY will implement a new system with eight categories. This is a result of the work of the Disability

[18] Draft Cambodian Disability Law (translation March 2002), p. 1.

Action Council (DAC), a national coordinating body of disability issues, and MOSALVY, in coordination with the UNICEF-funded "Socio-Economic and Behavioral Pilot Survey on the Situation of Persons with Disabilities in Cambodia" in 2000. This simpler system was incorporated into the draft disability legislation. The DAC and the Ministry of Planning are also discussing the use of the revised system in the next national survey. [19]

The eight categories used in the Pilot Survey (2000) are:

1. Visual impairment ("seeing difficulties")
2. Hearing impairment ("hearing difficulties")
3. Speaking impairment ("speaking difficulties")
4. Physical disability ("moving difficulties")
5. Feeling difficulties
6. Mental disability ("strange behavior")
7. Intellectual impairment ("learning difficulties")
8. People who have fits[20]

2.3 Sources of disability information and statistics

Despite a number of studies and surveys, the existing data on people with disabilities is fragmented and outdated, and methodologies used for collecting data are unscientific. There is no comprehensive disability database or registration system in Cambodia. Of the information that is available, there is a great deal more on physical than mental or psychiatric disabilities.

The Cambodia Socio-Economic Surveys (STET 1996, CSES 1997 and CSES 1999) of the Ministry of Planning provided data on numbers and types of disabilities, but used different categories. The STET 1996 also compiled age, gender and geographic-specific data about people with disabilities. A UNICEF-funded study on disabilities was conducted in eight villages of two provinces (Kampong Speu and Banteay Meanchey) in 2000, but with the limited purpose of testing a new survey methodology for future national surveys.[21] The most comprehensive landmine-mapping project in the world was completed in May 2002. The data shall be available through the Internet. The project found that 46 per cent of all Cambodian villages are affected by mines or UXOs.[22]

The CSES 1999 suggested that 1.5 per cent of Cambodia's population are people with disabilities (169,058 people). The prevalence of disabilities, however, is almost certainly higher. According to World Bank estimates (2000) for Cambodia, the highest estimate of people with disabilities is 970,200 (10 per cent) while the lowest is 98,000 (1 per cent).[23] The Cambodian Persons with Disabilities Organization (CPDO) estimates that 200,000 to 300,000 people have physical disabilities. Of these, 40,000 to 50,000 people were disabled by landmines, and 60,000 were paralyzed by polio.[24] (Cambodia was declared polio-free on 29

[19] DAC: Study on persons with disabilities in Cambodia (February, 2001), p. 14.
[20] DAC: Socio-Economic and behavioral pilot survey on the situation of the persons with disabilities in Cambodia (2000), p. 26
[21] Ibid: pp. 6-11.
[22] *The Cambodia Daily* (Phnom Penh): 6 May 2002, p. 1.
[23] Robert Metts: Disability issues, trends and recommendations for the World Bank (February 2000), p. 67.
[24] CDPO has taken these figures from the database project. It is now called Cambodia Mine/UXO Victim Information System of Handicap International.

October 2000.) An additional 132,000 people are estimated to be blind and visually impaired, and 120,000 are deaf.[25] Furthermore, Cambodia reported 169,000 HIV cases in 2000, which was the highest HIV/AIDS occurrence in Asia.[26] According to the World Health Organization (WHO) more than 2 million Cambodians suffer from mental illness and depression, and millions more from post-traumatic stress syndrome.[27]

The estimated number of people with disabilities varies remarkably in the CSESs. For example, in 1996 the figure was 310,791, in 1997 it was 202,930, and in 1999 it was 169,058. The discrepancy can be explained partially by unclear definitions of disability and by a lack of trained data collectors. The data from CSES 1996 shows that the proportion of children with disabilities under 15 years old is 19 per cent, and 40 per cent of those are female. It also provides data on the different types of disabilities. In 1997, the principal reported cause of disabilities in both urban and rural areas was illness or disease, followed by congenital disabilities and accidents.[28] According to Handicap International, in 2000 there were still, on average, 80 landmine incidences every month.

2.4 On-the-job injuries

There is no data available related to people disabled by occupational injuries or their return to work rates.

2.5 Environmental factors affecting full participation

People with disabilities are one of the most vulnerable groups, and the poorest of the poor in Cambodia. For example, 30 per cent of families with heads of household who are disabled from mines or war are living below the food poverty line. By comparison, the average of all households living below the food poverty line is 11.5 per cent.[29]

People with disabilities have limited access to education, vocational training, employment and income-generation opportunities, and other services. Even when services do exist, they are particularly inaccessible to women with disabilities and people with disabilities in rural areas. For example, almost all of the vocational training centres are situated in Phnom Penh and other cities. Infrastructure is poor, and transportation possibilities are limited and expensive in both urban and rural areas. The majority of public buildings, including hospitals and schools, are inaccessible.[30]

Assistive devices, such as wheelchairs, crutches, and mobility aids are provided by NGOs and international NGOs such as Handicapped International and Veterans' International.

Those people with communication difficulties face additional barriers. CDPO's Deaf Development Program (DDP) has developed Khmer sign language and provides training for teachers. In reality, however, only some ten people have Khmer sign language teaching skills. Only two special schools teach sign language for children with disabilities and give day

[25] CDPO: Proposal for consideration by donor agencies 2001-2005 (2001), p. 15.
[26] UN: Annual report of the UN resident coordinator (Cambodia, 2001), p. 3.
[27] *The Cambodia Daily* (Phnom Penh): 25 September 2001.
[28] DAC: Study on persons with disabilities in Cambodia (February 2001), p. 12.
[29] ILO Regional Office for Asia and the Pacific: Generating decent work in an emergency – poverty reduction in Cambodia (2002), p. 26.
[30] DAC: Study on persons with disabilities in Cambodia (February 2001), p. 15.

classes to adults. Because almost all deaf people in Cambodia lack access to any education, are illiterate and do not communicate verbally, they remain one of the most socially and economically marginalized groups of people with disabilities.

Training and employment options for the blind are almost equally limited. The Association of the Blind of Cambodia (ABC) estimates that of 132,000 blind people in Cambodia, approximately 150 can read Braille. Though ABC plans to establish a Braille literature library,[31] they do not currently teach Braille. There is a severe shortage of services offered to people with hearing, visual and speech impairments, and there is great a lack of hearing aids and other assistive devices, sign language teachers, Braille machines, reading material, and speech therapists.[32] While physical and architectural barriers restrict access to mainstream services, it is the attitudinal ones that are most intransigent.

2.6 Social factors affecting full participation

According to the local culture and Buddhist beliefs, disability is the result of "bad karma," and people with disabilities may be perceived as "bad luck." Parents often feel ashamed of or are overprotective towards, their disabled children, and do not let them go to school or participate in social activities. Strong superstitious beliefs are connected to epilepsy, mental illnesses, and other disabilities, especially in rural areas. On the other hand, Cambodians also believe in good luck resulting from good deeds and charity for toward people. However, this perception has partly lost its meaning due to the civil war and breakdown of society. In general, it is difficult for people with disabilities to find a job and live independently. Even if people with disabilities are able to find jobs in the limited formal sector, they face many negative attitudes.

2.7 Organizations of people with disabilities

There are three advocacy organizations of people with disabilities in Cambodia: the Cambodian Disabled Person's Organization (CDPO), the Association of the Blind in Cambodia (ABC) and the National Center of Persons with Disabilities (NCDP).

CDPO was established in 1994 and is a part of Disabled People's International (DPI) worldwide network. CDPO represents all people with disabilities in Cambodia. Its role is to advocate on behalf of people with disabilities rather than provide services or material benefits. CDPO has developed a number of projects, such as the Sign Language Program for the Deaf and a Blind Musical Band. In addition, CDPO has established many self-help groups in communities and supports a group of women with disabilities. CDPO has more than 1,250 members and works with MOSALVY and the DAC at the policymaking and coordination level.[33] CDPO is undergoing restructuring and is expected to be operational in the near future.

The ABC, established in 2000, represents the interests of blind and visually impaired Cambodians and promotes equal opportunities and full participation in society. The ABC is a member of the World Blind Union and is registered with the Ministry of Interior. It currently operates an individual membership scheme with over 150 members. The ABC coordinates Seeing Hands (massage-therapy) projects by mobilizing the training and employment of blind and visually impaired masseurs, and has capacity for Khmer Braille translation. In 2002, the

[31] ABC Executive: ABC strategic plan 2002-2005 and beyond (May 2002), p. 12.
[32] DAC: Strategic directions for the disability and rehabilitation sector (February 2001), p. 52.
[33] CDPO: Proposal for consideration by donor agencies 2001-2005 (2001), p. 2.

ABC facilitated the creation of the Blind Women's Committee (BWC). Within the next few years the ABC plans to strengthen a provincial coordinator network, to start a community-based rehabilitation project in Kampong Cham province, and to establish a National Resource Center that will include library services.[34]

The NCDP, a semi-autonomous government entity under MOSALVY, was established to deal with economic problems of people with disabilities. The NCDP's retail outlet for handicrafts by producers with disabilities was established in 1995. In 1997, the NCDP initiated additional efforts to promote the full participation of all people with disabilities in social and economic activities of Cambodia. One of the main objectives of the organization is to help people with disabilities to access education, training, and employment. Therefore, in addition to the retail outlet, the NCDP operates an Information and Referral Services (IRS), community-based rehabilitation programmes, an income-generation programmes, and scholarships for higher education. It also provides counseling and job placement services for people with disabilities and helps disabled producers to improve the quality of handicrafts. In addition to Phnomh Penh, the NCDP expanded to the provinces of Kompong Speu and Kandal in 2002.[35]

[34] ABC Executive: *ABC strategic plan 2002-2005 and beyond* (May 2002), pp. 3-11.
[35] NCDP: *Brochure* (2002).

Part Three: Legislation, Policies and Institutional Structures

3.1 International policies adopted

In a follow up to the Decade of Disabled Persons (1983-1992), the Economic and Social Commission for Asia and the Pacific (ESCAP) declared the Asian and Pacific Decade of Persons with Disabilities (1993-2002). Cambodia is a signatory to the Decade, and ratified it on October 20, 1994. Cambodia has not ratified the ILO Convention on Vocational Rehabilitation and Employment (Disabled Persons), 1983 (No. 159), but has signed legally binding policies that relate either directly or indirectly to the rights of people with disabilities such as the UN Universal Declaration of Human Rights (1948), and the United Nations Convention on the Rights of the Child (1989).[36]

3.2 National legislation

Although Cambodia has no specific disability legislation, disability issues have been addressed in some existing laws, regulations, and government decisions. The following table includes some of the main elements of the legislative framework related to training and employment of people with disabilities.

Table 3.1: Main legislative instruments to promote vocational training and employment of people with disabilities in Cambodia

Title of legislative instrument	Date	Description
Constitution of the Kingdom of Cambodia	1993, amended in 1999	Recognizes fundamental human rights, equal rights to employment, equal benefit from the same job, and assistance for people with disabilities
Labour Law	January 1997	Contains no special articles related to people with disabilities
Royal Decree NS RKM 0699/60 on MOSALVY	June 1999	Establishes MOSALVY
Government Sub-decree on MOSALVY functions in the rehabilitation sector	October 1999	Defines one of the MOSALVY's priorities as preparing policies and guidelines to support people with disabilities
Government Sub-decree on Investments (No. 88/ANK/BK)	June 1999	Regulates a tax reduction for foreign enterprises based on several factors, including percentage of disabled workers
Government Sub-decree on Supplementary Salary of Civil Servants, Military, Polices, Retirees and Disabled Officials (No. 059/ANK/BK)	April 1999	Authorizes an increase of net salary for civil servants, military, polices, retirees, and disabled officials since May 1999
Government Sub-decree on Pensions and Disability Regime for Civil Servants (No. 059/ANK/BK)	October 1997	Fixes the minimum and maximum of disability pensions at 50 per cent and 65 per cent of net salary
Ministerial Decision on Establishment of the Disability Action Council (DAC)	October 1999	Establishes the DAC as a national semi-autonomous coordinating body for the rehabilitation sector
Ministerial Decision on Establishment of National Center of Persons with disabilities (NCDP) (No. 757/MOSALVA)	May 1997	Establishes NCDP to provide job-placement and referral services for people with disabilities
Ministerial Decision on Implementation of the Cabinet Resolution No. 181/SSR (No. 02 PRNN)	1991	Establishes rehabilitation centres and vocational training opportunities for people with disabilities
Cabinet Resolution on Principles of Rehabilitation, Vocational Training and Job Placement for Persons with disabilities (No. 181/SSR)	December 1990	Provides guidelines on rehabilitation, training and employment opportunities for people with disabilities

[36] DAC: Strategic directions for the disability and rehabilitation sector (February 2001), p. 6.

The Constitution of the Kingdom of Cambodia (1993, amended 1999), Article 74 mentions people with disabilities in this regard: "The State shall assist the disabled and the families of combatants who sacrificed their lives for the nation." However, civil unrest and a shortage of resourses have meant limited practical help.[37] No other mention is made of people with disabilities, although Articles 31, 34, 35 and 36 of the Constitution include provisions of fundamental human rights, equal rights to employment, and equal benefit from the same work.

The Labour Code has no disability-related provisions, but has established principles to protect all workers in Cambodia. The Workers' Compensation Law is currently in a draft stage.

The Government Decision No. 181 SSR/SC (20 December 1999) provides rehabilitation guidelines for people with disabilities. As a consequence, the Government established rehabilitation centres, provided free public transportation and provided small loans through the National Bank for People with Disabilities. However, the Decision is not generally known nor implemented, and the draft disability legislation will eventually replace it.

One of the only legislative instruments to promote employment of people with disabilities is the Sub-decree on Investments (No. 88), June 1999. It regulates a tax exemption of one to eight for foreign enterprises in the field of tourism and hotels, food processing, manufacturing, and agro-industries. The entitlement to tax holidays depends on specific factors such as location of enterprise, number of employees, value added to the product, and percentage of disabled workers. For example, a company who reserves 5 to 10 per cent of their employment opportunities for disabled workers may give the investor 50 points, while an employer who fills 10 to 20 per cent of their openings with employees who are disabled gets 100 points. The total points are added up to determine the duration of the tax exemption. For example, one year without any corporate profit taxation requires a score of around 100 points.

Legislation exists that bans people with disabilities from certain types of jobs. For instance, the recruitment criteria of teachers for public primary and pre-schools imposed by Ministry of Education, Youth and Sport (MOEYS) in the Council of Ministers' Decisions No. 1356/1995, 223/1997, 872/1997, 835/1998 and 39/1999 state that, "recruitment must be made among candidates of either sex, of Cambodian nationality, who have clear biodata, good health and are free of disabilities and who are not serving the public sector yet."[38] MOEYS proposed in 2002, Prakas on the Criteria of Teacher Candidates' Physical Appearance at Primary, Secondary and High School Level, that identifies a wide range of disabilities that would prevent people with disabilities from becoming teachers. The DAC sent an open letter to MOEYS in March 2002 requesting a revision of the criteria.[39]

With regard to education, Cambodia is a signatory to the UN Convention on the Rights of the Child, and has a legal obligation to provide educational opportunities for all children, including children with disabilities. The Constitution (Article 48) provides the following

[37] Kassie Neou, Human rights in action, (Cambodia, 2000), p. 30.
[38] Leang, P. and Sinoeun, M.: Strategic plan and action plan for a pilot program for enhancing employment and self-employment opportunities and services for persons with disabilities in rural Cambodia. (DAC/ILO, December 1999), p. 5.
[39] DAC: interview with Executive Director Ouk Sisovann, 10 April 2002.

guarantee: "The State shall provide all citizens with primary and secondary education in State Schools free of charge. Citizens should receive education for at least 9 years."[40]

One of the major achievements in the rehabilitation sector is the development of a draft Cambodian Disability Law that has been in process since 1996. The current version includes a definition of disability, a principle of financial support for the poorest people with disabilities, accessibility requirements, right to education, right to vote, and the establishment of a Disability Fund. It also includes a quota on hiring people with disabilities, but it has not defined any percentages yet. It does stipulate that employers who fail to meet the quota will have to pay a contribution to the Disability Fund. Furthermore, employers and vocational training institutions will be required to provide a reasonable accommodation unless doing so is proven to cause undue burden. The draft law also allows tax incentives for employers, which will be defined in a sub-decree.[41] It is unlikely that the draft law will be ratified until 2003 to 2005. The Chamber of Commerce was involved in the meetings and did not object the legislation. People with disabilities were also involved in formulation of the law.[42]

Cambodia's draft Law on Social Security, being developed for seven years and undergoing further discussions before being passed, includes old-age pensions, invalid pensions, employment injury benefits, and survivors' allowances for a large proportion of workers. If a worker becomes physically or mentally disabled as a consequence of work before the age of 55, they are entitled to a full pension if they have fulfilled the general pension requirements (i.e. they have been registered in the national fund for at least 20 years and have paid a contribution for at least 5 years). A person temporarily disabled because of a work-related injury will receive a daily compensation, and someone who is permanently disabled will receive a disability allowance depending on the percentage of lost work capacity. However, the draft law doesn't specify who is responsible for paying the compensation.[43]

3.3 Disability policies and regulations

Cambodia's general government policy (the Five-Year Socio-Economic Development Plan) states that the Government's objective is the inclusion of people with disabilities into mainstream services, but there is no national rehabilitation policy (or vocational rehabilitation policy) as such. The Second Five-Year Socio-Economic Development Plan (2001-2005) developed by MOSALVY only comprises funding proposals, called "Public Investment Proposals," for the Royal Government. No proposals related to vocational rehabilitation are included. Another MOSALVY policy statement, "Policy and Strategy on Social Affairs in Cambodia (2002)," describes policies and objectives at a very general level.

The Disability Action Council (DAC), a national coordination body for the rehabilitation sector, has developed a plan entitled: *Strategic Directions for the Disability and Rehabilitation Sector in Cambodia* (February 2001). The document takes into account the obligations of the Government and aims to coordinate services. It is based on the UN-ESCAP document *Implementation of the Agenda for Action for the Asian and Pacific Decade of Persons with Disabilities (1993-2002)* and consists of the following areas:

[40] UNICEF: The right to education of children with disabilities (Bangkok, 1999).
[41] Draft Cambodian Disability Law (translated in March 2002), p. 8-14.
[42] Country paper on disability and poverty reduction in Cambodia (2002), p.5.
[43] Draft Law on Social Security (May 2002), unofficial translation.

1. National coordination
2. Legislation
3. Information and database
4. Public awareness
5. Women with disabilities
6. Accessibility and communication
7. Education
8. Training and employment
9. Prevention of disability
10. Community work and training of workers
11. Medical and physical rehabilitation
12. Self-help organizations
13. Regional and global co-operation
14. Sustainability
15. Recreation [44]

The DAC plans to develop this document into a national rehabilitation plan, but this will need more participation from all stakeholders.[45] DAC working groups also prepare action plans related to their work.

MOSALVY has indicated that the strategic approach of the Cambodian Government in disability issues will be based on overall policy and legislation development, but anticipates very limited service delivery in the foreseeable future. The MOSALVY policy preference is that service delivery should be provided by NGOs and INGOs as a matter of principle, as financial realities make it impossible to secure Government-funded service delivery. However, NGOs and INGOs implementing Government-approved projects will also need considerable investments in the coming years. According to the DAC, the third sector is not in a position to become a major service provider to the Government, and therefore it would be important to invest significantly in capacity building of ministries.[46]

Employers' and workers' organizations have not been involved in developing national policies and strategies for the disability sector, although the Chamber of Commerce has participated in the development of the draft disability law.

There are no specific regulations or policies related to transportation, housing, assistive devices, research, or training, and competency of vocational rehabilitation staff, since such dedicated staff do not exist.

3.4 Evaluation and review of policies

The DAC develops a three-year strategic plan and one-year action plans for the sector. The evaluation of the plans is done both internally and externally, the latter being required by the donor. The DAC uses a participatory approach with regard to its planning and evaluation.

Since there is no comprehensive data collection system in place with regard to training and employment, or measuring the participation rates of disabled people in such programmes, there are no national targets in this regard.

[44] DAC: Strategic directions for the disability and rehabilitation sector (2001), pp. 5-7.
[45] DAC: interview with Ngy San, Deputy Executive Director.
[46] DAC: secretariat strategic plan 2002-2005 and beyond (2002), p. 7-8.

3.5 Institutional structures

Cambodia was in a state of war and conflict from 1970 to 1993. Then, during the 1980s, and increasingly in the 1990s, international organizations moved into Cambodia to provide services for people with disabilities. While these efforts aided many people in need of rehabilitation services, they were appropriate for emergency relief rather than development. The organizations often worked in isolation, with a minimum of coordination among themselves or with the Government. In 1995, with the creation of a Government-sponsored disability task force, the first attempt was made to develop common strategies in the sector. In the absence of resources and policy guidelines, the Government still has a modest role in the development and implementation of rehabilitation services, carried out mainly by NGOs and international organizations (IOs).[47] The DAC, supported by external funds, has an important role in coordinating disability activities.

In Cambodia there are six ministries responsible for services for people with disabilities. These six ministries and their responsibilities are:

1. *The Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation (MOSALVY)* has the main responsibility for preparing policies and guidelines related to people with disabilities and for providing vocational rehabilitation and employment services. MOSALVY's Department of Rehabilitation administers 16 provincial rehabilitation centres and eight vocational training centres with NGOs.
2. *The Ministry of Education, Youth and Sports (MOEYS)* is responsible for general education and vocational training, and has established a Special Education Office within the Primary School Department to facilitate the inclusive education of children with disabilities.
3. *The Ministry of Women's and Veterans' Affairs (MWVA)* is responsible for services and pensions of 70,000 veterans, many of whom are disabled.
4. *The Ministry of Health (MOH)* is responsible for the health care of people with disabilities and has established a national health care policy.
5. *The Ministry of Rural Development (MORD)* is responsible for rural development and agricultural training programmes, including vulnerable groups.
6. *The Ministry of Planning,* through their National Institute of Statistics, is responsible for collecting statistics for national socio-economic surveys, including disability-related data.[48]

In order to implement vocational rehabilitation services, MOSALVY cooperates with NGOs to operate eight vocational training centres for people with disabilities. MOSALVY also promotes the employment of people with disabilities among government institutions.[49] Provincial offices of Social Affairs, Labour, Vocational Training and Youth Rehabilitation (POSALVY) are responsible for facilitating the integration of people with disabilities into vocational training centres, operating training centres with NGOs, introducing credit schemes, and providing marketing assistance. District offices of MOSALVY are responsible for identifying training needs, awareness raising, collaborating with NGOs and the private sector, providing information, locating markets, and establishing self-help groups.[50]

[47] DAC: strategic directions for the disability and rehabilitation sector (2001), p. 5.
[48] DAC: Study on persons with disabilities in Cambodia (2001), p. 19.
[49] MOSALVY: Policy and strategy on social affairs in Cambodia (2001), pp. 33-35.
[50] MOSALVY: Summary of roles and functions in rehabilitation (2001).

However, because of limited resources of the Ministry, NGOs provide almost all services. In addition, MOSALVY has a Department of Rehabilitation and a Department of Children Welfare, which are involved in providing rehabilitation services to disabled people.[51]

The Disability Action Council (DAC), a semi-autonomous national coordinating body under MOSALVY, was established in 1999. The objective of the DAC is to facilitate collaboration between the Government, NGOs, and other organizations working in the rehabilitation sector. It has become a focal point institution of national disability policy in Cambodia. The DAC advises the Government and policy makers on all disability issues and coordinates NGO and INGO activities. In 2001, the DAC had 159 members and cooperative organizations, both local and international. The organizational structure of the DAC includes the Executive Board, Secretariat, and a number of committees and working groups that meet regularly. One such group is the Vocational Training, Job Placement and Income Generation Committee that coordinates related programmes in the country. [52]

3.6 Other implementing organizations

In reality, NGOs and IOs have been the main service providers for people with disabilities due to the lack of government resources and capacities. Typically, NGOs and IOs work in partnership with MOSALVY, with the latter providing facilities such as buildings or office space. Whenever possible, government civil servants are hired by NGOs and IOs to provide services. The NGOs and IOs offer an incentive salary to government workers who are typically paid extremely low wages. The NGOs, IOs and MOSALVY then develop a cooperative relationship that engages government resources and international expertise. For example, an ILO/DAC study[53] identified some five IOs, 40 international NGOs and 20 local NGOs that provided training and income-generation programmes in the rural areas of Cambodia, most of whom are also serving people with disabilities. According to a recent study,[54] about 25 international organisations provide skill training or other income generation support targeted specifically to people with disabilities.

Neither employers' organization or trade unions have implemented special activities or services for people with disabilities. However, a group of volunteer employers called the Business Advisory Council (BAC) has been established in collaboration with international and local organizations for placement and training programmes. The BAC promotes the employment of people with disabilities and organizes awareness raising activities for employers in Cambodia, and is described in detail in section 4.9 of this paper.

[51] Country paper on disability and poverty reduction in Cambodia (2002), p.2.
[52] DAC: DAC Annual report 2000, pp. 7, 17.
[53] DAC/ILO: Vocational training and employment opportunities for persons with disabilities in the rural areas of Cambodia (1999).
[54] DAC: Study on persons with disabilities in Cambodia (2001) pp. 45-51.

Part Four: Education, Vocational Training, Self-employment and Employment and Services for People with Disabilities

4.1 Education system

Education is compulsory and free for nine years of basic education, which begins with primary grades, defined as grades one through six, and extends through lower secondary level grades, which include grades seven through nine. Upper secondary includes grades 10 to 12. However, Cambodia has the lowest school enrollment in the Asia-Pacific region, especially for girls. Primary education net enrollment is 78 per cent, with a 74 per cent enrollment rate for girls. Net enrollment rates at the secondary level are very low, with 6 per cent in the lower secondary grades of seven through nine, and 5 per cent in the upper secondary levels, which include grades 10 through 12.[55] An important reason for the unusually low secondary enrollments is the lack of secondary schools in the country. Only 5.4 per cent of villages in Cambodia have a lower secondary school, and just 2 per cent have an upper secondary school. In the absence of affordable public transportation across villages, many distances are too far for a student to commute on a daily basis.[56]

The years of war and civil unrest disrupted education. One of the results of this is that 23 per cent of the labour force has never attended school. Further, Cambodia's current spending on education, at less than 1 per cent, is the lowest in Asia. The Government plans to double the recurrent budget by the end of 2003.[57]

Education issues noted by the UN Economic and Social Commission for Asia and the Pacific provide additional information. An estimated 400,000 children between 6 and 11 years of age do not attend school. At the same time, more classrooms are needed for those who do, as there are 40 to 45 students per classroom in the urban areas, and higher numbers in the rural schools. And, although school is free, extra fees are often requested of parents. Another issue is the enrollment of girls, which declines significantly with age. While girls represent 49.5 per cent of students enrolled in pre-school, they represent only 31.8 per cent in upper secondary school. Discrimination based on gender, geography, ethnicity, disability, and wealth is also of concern. For example, Vietnamese and linguistic minorities are not adequately served by the system, and children from these groups may need to attend private schools.

In addition to the concerns discussed above, teachers' salaries are also very low, averaging an estimated US$20 per month. If salaries were raised, this would reduce the situation in which

[55] MOEYS Education for All (EFA): *The year 2000 assessment* (1999), p. 29.
[56] UNDP: Cambodia human development report (2000), p. xiv.
[57] ILO Regional Office for Asia and the Pacific: Generating decent work in an emergency – poverty reduction in Cambodia (2002), pp. 14-16.

teachers request fees. Increased salaries would also attract more teachers, as well as former teachers, to the profession. Teacher training is also a priority. [58]

[58] Economic and Social Council, Commission on Human Rights, Advisory and Service and Technical Cooperation in the Field of Human Rights: *Situation of human rights in Cambodia* (December 2001).

Table 4.1 Schools in Cambodia

	Geographic coverage				Level and type of schooling						
	Whole Kingdom	**Urban Areas**	**Rural Areas**	**Remote Areas**	**Pre-school**	**Primary**	**College**	**Lycee**	**Lower secondary**	**Upper secondary**	Disadvantaged
Schools and classes											
No. of schools	6 449	1 094	4 605	750	806	5 156	355	132	480	132	574
Disadvantaged schools	574	39	417	118	32	532	10	0	10	0	574
Classes	57 547	16 255	37 602	3 690	1 414	48 370	3 506	4 257	5 903	1 860	3 090
Classes in Pagoda	1 414	211	831	102	61	958	125	0	125	0	73
Enrollment											
Total	2 447 235	718 415	1 576 190	152 630	45 068	2 094 000	127 247	180 920	226 057	82 110	126 019
Female	1 083 438	316 044	699 177	68 217	22 186	956 084	42 186	62 982	77 714	27 454	57 370
Male	13 63 797	402 371	877 013	84 413	22 882	1 137 916	85 061	117 938	148 343	54 656	68 649
Repeaters											
Total	536 180	122 967	371 556	41 657	0	514 363	10 102	11 715	19 327	2 490	32 745
Female	230 179	51 158	160 221	18 800	0	224 892	2 412	2 875	4 729	558	14 582
Male	306 001	71 809	211 335	22 857	0	289 471	7 690	8 840	14 598	1 932	18 163

Source: Education Statistics and Indicators, EMIS Center, Department of Planning MOEYS, cited in MOEYS, *Education in Cambodia* (1999) p. 19

4.2 Educational opportunities for people with disabilities

Children with disabilities are increasingly included in the mainstream educational system, though nationwide data is not kept. A recent small-scale survey conducted by the DAC in K'Cheay School Cluster, Svay Teab, Svay Rieng province, revealed that 86 out of 158 children with disabilities attended primary schools in the three communes and nine schools studied. According to many NGOs working in the disability sector, integration of children with moderate physical disabilities presents only a few difficulties, with poverty being the main barrier. It seems that in rural areas more children with disabilities are attending local schools. However, the vast majority of disabled children are currently excluded from education.[59]

In 2001, there were at least two special schools for children with physical disabilities, three schools and some classes for deaf children, two schools for blind children, including Kampot Traditional Music School, and one school for children with multiple and severe disabilities. Collectively, these eight schools and programmes provide services for just 500 children per year, which is a small fraction of children with disabilities in Cambodia.[60] NGOs' estimates suggest that there are about 260,000 children with disabilities for whom educational opportunities are limited and specialized education is unavailable.[61]

Presently, MOEYS has recognized the importance of educating children with disabilities and has made a policy commitment addressing their needs in the Education Strategic Plan of June 2001.

The DAC and MOEYS are currently implementing a project to develop mainstream education opportunities for children with disabilities in Phnom Penh, supported by UNICEF, the Nippon Foundation, and UNESCO. Over 90 children with disabilities have entered into schools.[62] The project, coordinated by a National Implementation Team of MOEYS Primary and Pre-school department, Special Education Office, invites school principals and one teacher from each school to attend the National Workshop on Education for Children with Disabilities, which is held in Phnom Penh. Participants then establish a Provincial Implementation Team (PIT), made up of local community members, to carry out efforts in implementing inclusive education programmes. PIT members also assess students for assistive devices or corrective surgery. All grade one and grade two teachers are instructed on using and developing appropriate training skills. Principals of all schools and some of the teachers receive the MOEYS-approved, in-service training course entitled, "Children with Special Needs in the Classroom." The PIT includes members from MOEYS and MOSALVY, as well as NGOs and organizations of disabled persons. Additionally, three members of the PIT are people with disabilities. PIT members talk with teachers and parents, develop quarterly action plans, and develop budgets. PIT members are compensated US$3 a day, plus expenses for their travel to visit schools.

This programme has been implemented in the following areas:

1. Svay Rieng IE cluster, supported by DAC and UNICEF

[59] DAC: Strategic directions for the disability and rehabilitation sector (2001) p. 55.
[60] ibid.
[61] Peter Leuprecht: *Report on the situation of human rights in Cambodia* (United Nations Economic and Social Council 2001), p. 18.
[62] DAC: interview with Executive Director Ouk Sisovann, 10 April 2002.

2. Kompong Spue, supported by NCDP and UNICEF
3. Battambang, supported by OEB & UNICEF
4. Sihanoukville, supported by Cambodia Trust
5. Kompong Thom, supported by Handicap International and UNICEF
6. Prey Veng, supported by Veterans International and UNICEF

Other areas will be added. Future plans also include the establishment of a MOEYS National Steering Committee on Inclusive Education that will guide the work of the national and provincial implementation teams.

People with congenital disabilities, especially the blind and deaf, are the most marginalized group because they often have no access to special educational opportunities. It is not known if evaluations have been carried out on special education or inclusive education projects in Cambodia.

Table 4.2 School attendance 2001-2002 by type of disability and by province or town

	Seeing Difficulty		Hearing Difficulty		Speaking Difficulty		Moving Difficulty		Feeling Difficulty		Psychological Difficulty		Learning Difficulty		Fits		Total	
Provinces/ Towns	**Total**	**Female**	**Total**	**Female**	**Total**	**Female**	**Total**	**Female**	**Total**	**Female**	**Total**	**Female**	**Total**	**Female**	**Total**	**Female**	**Total**	**Female**
Phnom Penh	1 065	431	528	203	872	266	313	118	372	148	141	38	737	684	69	30	4 097	1 918
Rattanakiri	108	27	291	85	260	72	69	25	91	26	62	16	526	180	10	1	1 417	432
Siem Reap	761	285	1 230	535	1198	482	575	230	580	221	300	125	3 503	1 619	74	33	8 221	3 530
Banteay Meanchey	769	310	1 275	439	1152	428	553	222	604	227	248	79	2 354	1 014	91	32	7 046	
Kratie	266	106	474	192	357	129	146	60	146	76	47	15	847	360	12	7	2 295	945
Takeo	666	215	870	272	782	244	342	123	337	119	120	32	790	302	60	19	3 967	1 326
Stoeung Treng	144	48	285	109	155	58	74	28	85	32	60	27	290	117	24	11	1 117	430
Pailin	71	26	75	25	29	11	34	10	22	7	8	2	32	14	3	1	274	96
Kampong Chhnang	352	113	457	135	460	190	225	79	241	98	86	24	862	409	31	15	2 714	1 063
Sihanouk	121	42	118	45	141	45	98	26	78	20	21	4	139	69	14	6	730	257
Oddormeanchey	126	39	253	79	203	75	103	38	128	53	76	20	472	198	12	5	1 373	507
Svay Rieng	658	260	991	348	821	300	326	125	359	131	123	45	1 772	753	99	42	5 149	2 004
Mondulkiri	25	9	46	16	23	10	27	13	17	10	18	7	97	41	7	2	260	108
Kep	41	16	32	9	59	18	44	16	28	11	32	8	200	73	2	0	438	151
Kampot	626	251	691	253	660	280	383	152	216	86	123	40	2 935	1 234	34	9	5 668	2 305
Battambang	841	335	1 165	473	1 279	480	551	211	592	229	233	82	2 617	1 072	149	76	7 427	2 958
Kampong Thom	249	87	472	199	345	138	160	70	177	132	52	17	628	288	38	12	2 121	943
Preahvihea	117	47	315	175	217	154	107	35	119	48	16	4	454	227	12	6	1 357	696
Pursat	447	170	692	259	615	238	249	90	321	129	111	38	1 383	605	63	27	3 881	1 556
Koh Kong	72	29	76	32	66	20	50	14	19	7	12	4	299	145	4	3	598	254
Kampong Speu	230	90	273	97			270	93	221	71							994	351
Total	7 755	2 936	10 609	3 980	9 694	3 638	4 699	1 778	4 753	1 881	1 889	627	20 937	9 404	808	337	611 444	24 581

4.3 Mainstream vocational training system

Several ministries are involved in vocational training for the general population. These include MOEYS, MOSALVY, the Ministry of Women's and Veterans' Affairs (MoWVA) and the Ministry of Rural and Development (MORD). NGOs and private institutions also provide vocational training in Cambodia. While no distance learning programmes exist, some individuals access correspondence and Internet programmes through their own efforts.

Two units within the MOEYS focus on vocational training: the Department of Technical and Vocational Education and Training (DTVET) and the National Technical Training Institute (NTTI). The DTVET administers the National Training Board (NTB), which administers the National Training Fund that provides grants and loans to training institutions. The DTVET also oversees 18 provincial training centres (PTCs) and two other centres outside the capital, bringing the total to 20. Each PTC offers two to four-month courses in non-farm skills such as radio and TV repair, motor repair, hairdressing, tailoring and carpentry. [63] The PTCs are supported by the NTTI, which provides teacher training and curriculum development. The Training Needs Assessment unit is supposed to conduct surveys to determine training needs in the country. The NTTI then has the responsibility to examine the feasibility from a training perspective and to develop the curriculum.

The ILO supported the initial seven PTCs until 1998. After that, the Asian Development Bank (ADB) assumed funding. Currently, however, many of the PTCs are closed or severely handicapped in their operation due to a cessation of ADB funds. Those that are operational survive through participant fees and the entrepreneurial abilities of their directors.

MOEYS-operated formal vocational training centres include four main vocational and technical institutions that teach engineering and business in Phnom Penh, 19 vocational technical colleges for students who have completed grade 12, and 13 vocational technical schools for students in grades 10 to 12. These operate under eight ministries and one NGO, which are under the TVET system. Only five of these institutions are located in the provinces.

A variety of training programmes and institutions are operated by NGOs in collaboration with other ministries, as well as by private owners. Three examples include the Lutheran World Service (LWS) in Battambang, Chantier Ecole in Siem Riep, and Don Bosco in Phnom Penh. The LWS vocational training school provides two years of trade training, primarily to boys, in its 54-bed facility. Training is offered in auto mechanics, agricultural mechanics, carpentry, electrical work, and radio and TV repair. The project has conducted a market survey to determine needs for skilled graduates, and to assess the equipment and procedures used in current workshops. In 1998, the school included 46 staff members and 240 students. There were no female dormitories, although some female students from surrounding areas attended.

Chantier Ecole in Siem Reap provides short-term training to poor and disadvantaged individuals, some of whom are landmine survivors. It started without a building, so the students learning masonry acquired their skills by building the school, while those preparing to be electricians learned their trade by wiring the building. This "hands on" learning was carried on throughout the school, which operates income-generating workshops where

[63] ILO: Poverty alleviation through micro and small enterprise development in Cambodia (2000), p. 30.

students learn on the job. The statistics show that 14 NGO and 54 private vocational training centres provide a large number of short-term (one to six-month) training courses. Private schools offer only language, computer, and accounting courses. Credit schemes and/or business development skills training is only offered by a small number of NGOs.

In 2000, a total of 26,313 people completed some form of technical and vocational education and training, of whom 2,223 completed formal long-term training programmes that lasted from one to three years.[64] Table 4.3 illustrates where some of these graduates received their training.

Table 4.3: National vocational training student statistics 2000-2001

Vocational Training Institutions	Number of institutions	Graduates in 2000	Female graduates in 2000	Graduates up to 2000
Public vocational technical colleges	19	1,340	413	14 405*
Public vocational technical schools	13	883	193	5 565*
Provincial vocational training centres	20	3 113	957	10 406
NGO vocational training institutions	14	3 239	1 198	12 081
Private vocational training institutions	54	17 738	7 076	81 487
Total	120	26 313	9 837	123 944

Source: MOEYS, Dept. of Technical and Vocational Education and Training (DTVET)

Since other ministries conduct vocational training, the figures in table 4.3 do not fully represent all students who have completed vocational training. For example, ten government and nine NGO-sponsored vocational training centres under MOSALVY, with about 500 graduates per year, were not included in the DTVET statistics. Additionally, non-formal training is offered by seven Women in Development (WID) Centers, and 11 other training centres under MOWVA were similarly not included, which, according to MOWVA, provided training to 2,842 people in 2001. These centres target women and veterans. A recent study found that the WID Centers share the same pattern of providing short-term vocational skills training in areas traditionally perceived as feminine such as sewing, hairdressing, and weaving. MOWVA plans to develop the curricula and introduce business-related skills in the near future.[65]

Non-formal training and apprenticeship has been a hallmark of skill acquisition in the past. Considering Cambodia's history and lack of access to education in general, it is not surprising that DTVET officials estimate that tens of thousands of people receive vocational skills through informal apprenticeships annually.[66] However, there is no way to adequately capture such data. This informal system could account for training hundreds of thousands of people in the last decade, whereas the provincial training centres have trained around 10,000 people (see table 4.3). Individuals will apprentice with a family friend or someone they know for a small fee. An ILO programme, noted below, will capitalize on this history of informal apprenticeships to facilitate skill and small business development among people with disabilities. One NGO, Caritas, has an apprenticeship programme for young people in Phnom

[64] MOEYS: Department of Technical and Vocational Training: Student Statistics 2000-2001.
[65] MOWVA: interview with H.E. Ing Kantha Phavi, Secretary of State, 21 June 2002.
[66] GTZ German Technical Cooperation: interview with Tauch Choeun, 18 June 2002.

Penh. Since 1992, it has supported the training of 900 young people, of whom 780 have a job or have started their own businesses.

4.4 Mainstream vocational training opportunities for people with disabilities

Access for people with disabilities into public vocational technical institutions and training centres is limited. Almost all of the vocational institutions are situated in and around Phnom Penh, and most Cambodians with disabilities live in rural areas. In general, buildings are inaccessible and there are no distance learning possibilities. National DTVET statistics do not include data on students with disabilities.

It is not known how many students with disabilities participate within the mainstream NGOs. For example, a well-known training institution operated by the Don Bosco Foundation of Cambodia has four vocational training schools, two for boys and two for girls. About 1,000 students are trained yearly in various trades. However, only two students with disabilities were on its rolls at the time of the study. Both had polio. [67]

A recent review[68] of MOWVA's Women In Development (WID) Centers found that the programmes fail to reach the most disadvantaged women, which include those with disabilities. The review also found that the buildings were inaccessible. One of the study's recommendations was to employ mobile training units (MTUs) to reach these women. Recent information suggests, however, that these MTUs are not being used due to lack of funding. It should be noted that some PTCs once used such units quite effectively.

Only one programme, the ILO Disability Resource Team (DRT) project, funded by the Government of Japan, has specifically focused on the integration of people with disabilities into mainstream vocational training. This programme cooperated primarily with PTCs under MOEYS, and operated in only three provinces, Battambang, Pursat and Siem Reap. Between 1998 and 2001, a total of 270 individuals with disabilities completed training, and 68 per cent of all graduates found jobs or started their own businesses. About 130 people with disabilities completed a training course in three PTCs or government training centres (see table 4.4), and more than one hundred people completed training in NGO-training centres.[69] Prior to that, from 1993 to 1996 the ILO/UNDP Vocational Training for Employment Generation (VTEG) project trained more than 250 people with disabilities, which is five per cent of the graduates, in seven PTCs.[70]

Table 4.4: Number of individuals trained in PTCs by the support of ILO/DRT 1998-2001

Vocational Training Center	Trainees
Battambang Provincial Training Center	47
Pursat Provincial Training Center	39
Siem Reap Provincial Training Center	31
ROLAING Pursat	17
TOTAL	134

[67] Don Bosco: interview with John Visser, Director, 25 June 2002.
[68] ILO: Women's empowerment though enterprise and skills development in Cambodia (2001), p. 25.
[69] Margaret Gadd: Evaluation report, ILO/Japan disability resource team project (2001), pp. 9-10.
[70] UNDP: *Project performance and evaluation report* (MOEYS/UNDP/ILO CMB/96/002 Vocational Training for the Alleviation of Poverty Project, 1998).

The ILO/DRT project worked with PTC directors to promote an awareness of the needs and rights of people with disabilities. The project also built ramps, accessible toilets, and clear pathways for the centres, and provided adaptive equipment for many individuals. This successful project shows that mainstream programmes offer the possibility to expand the scope of segregated training programmes, and efforts to promote access should be increased in Cambodia.[71]

Th integration of farmers with disabilities into a National Program of Integrated Pest Management (IPM) by Handicap International (HI), the Ministry of Agriculture and the Food and Agriculture Organisation (FAO), offers another example of attempts to integrate people with disabilities. The IPM project trains farmers in agricultural practices and natural biological diversity methods and establishes agricultural schools around the country. It hired trainers to run the schools. From July 1999 to October 2000, HI promoted candidates with disabilities for the teachers' posts, as well as for participation in the training. The pilot phase started in Takeo and Siem Reap. As a result, trainers with disabilities are now running 11 agricultural schools. A total of 40 people with disabilities and 300 nondisabled people are participating in these schools. In 2001, IPM initiatives were extended to two other provinces.[72]

4.5 Segregated vocational training opportunities for people with disabilities

There are a total of eight vocational training centres targeted for people with disabilities in Cambodia. These training centres are operated and funded by different NGOs under cooperation agreements with the Department of Rehabilitation of MOSALVY. The centres offer training courses of approximately one-year in various skills. Most of them also provide some kind of self-employment support. In 2000, about 1,250 people with disabilities were trained in 14 skills by these eight centres. The figure is almost three times more than in 1999 (see table 4.5). MOSALVY estimates that between 1987 and 2000, 4,635 people with disabilities were trained by the segregated training centres. Most people received skills in agriculture (1,221), motorbike repair (877), electronics (689), tailoring (603), carpentry (188), engine repair (152), welding (137), and computer skills (121).[73] Some of the NGOs (CWARS for example) conduct market studies to ensure that their training is responsive to labour market needs.

[71] Margaret Gadd: Evaluation report, ILO/Japan disability resource team project (2001), p. 5.
[72] Handicap International Belgium: *IMP final report 2001*, 20/03/02.
[73] MOSALVY: Report on work results of the year 2000 and the future objectives (2001), p. 62.

Table 4.5: Segregated Vocational training centres for people with disabilities in Cambodia

	Date Opened	1999 Graduates	2000 Graduates	Success %	Location	Subjects and length	Business development and follow-up services
Association for Aid and Relief (AAR-J)	1992	34	40	70%	Kien Khleang Rehabilitation Center, Phnom Penh	Electronics, motorbike repair, upholstery, literacy (1 year)	Conduct market research in village prior to accepting candidates; Follow-up services
Cambodian War Amputees Rehabilitation Society (CWARS)	1995	124	809	80%	Pursat and Kompong Thom	Hairdressing, tailoring, television and radio repair, bicycle repair, agriculture, literacy	Market research and follow-up services; provides loans
Japan Cambodia Interactive Association (JCIA)	1997	29	30	80%	Phnom Penh	Electronics, motorbike repair, construction, sewing (1 year)	Business skills introduction, job placement and follow-up
Jesuit Services Cambodia (JS-C)	1991	73	88	…	Kandal	Electronics, motorbike repair, sewing, carpentry, welding, carving, tailoring, literacy (1 year)	Production workshops, business skills introduction, and follow-up
Maryknoll Wat Than	1991	48	416	100%	Phnom Penh	Computer and accounting skills; sewing (1.5 years)	Support in apprenticeships and job placement
United Cambodian Community Development Foundation (UCC)	1992	57	111	80%	Kampot	Motorbike repair, electricity, animal husbandry (5 months)	Small loans/grants, business skills, and follow-up
World Vision International Cambodia (WVI-C)	1991	43	153	…	Battambang, Bantey Meanchey, Pursat	Electronics, radio/tv, motorbike and engine repair, animal husbandry, agriculture	Small loans, business development, job placement and follow-up
Veterans International (VI) (AHA – Amputees Help Amputees)	1991	37	…	…	Prey Veng	Silk weaving (on-the-job training)	Support in marketing of products, management skills
Total		445	1 247				

The Association for Aid and Relief Japan (AAR-Japan) operates the Kien Khleang Vocational Training Center in Phnom Penh with an annual budget of US$224,000. AAR-Japan provides one-year training courses in tailoring, motorcycle repair, and TV and radio repair. The centre also operates a Wheelchair Production Workshop with nine disabled technicians, as well as a Leather Craft Shop. As of June, 2001, 315 people have graduated from the Kien Khleang Center, of whom 70 per cent are engaged in some type of income-generating activities in their own communities.[74] Maryknoll Wat Than training centre offers a one and a half-year course that combines computer skills such as Word, Excel, Power Point, accounting, and English classes for approximately ten people with disabilities per year. All

[74] UN Mine Action, projects (www.mineaction.org).

of these graduates have found jobs in the private sector, often in banking. This indicates that there is an increasing need for office workers with computer and English skills.

Many NGOs began programmes while Cambodia was still in a crisis situation. Some are beginning to transfer their programmes to MOSALVY. For example, World Vision Cambodia is working to transfer the operation of the Vocational Rehabilitation Center (VRC) in Battambang, the Vocational Rehabilitation Extension Unit (VREU) and four Vocational Rehabilitation Agriculture Units (VRAUs) to MOSALVY. The programme began in 1993 in response to the high number of mine survivors in the northwest of Cambodia. Training courses have been offered in the following topics, among others: TV, radio and motorbike repair, business skills, and community agriculture. The programme's current annual budget is US$320,000. MOSALVY staff have been promoted to several key positions at the VRTC, and at three of four VRAUs, with the goal of handing over these units to the Ministry.[75] The National Rehabilitation Center (Center 317) in Kandal province, established in 1984, provides rehabilitation services for 164 individuals disabled by war, and training in animal husbandry and sewing.

Since many of the NGOs operated with staff who were hired from the Government, these individuals are trained to operate the programmes. However, these staff members also received incentive stipends, since government salaries are as low as $25US per month. Without additional resources allocated to projects in transition from NGOs to the Government, it will be difficult for MOSALVY to manage them and maintain staff commitment.

Despite the increased number of graduates, these segregated training centres meet the needs of only a small percentage of persons with disabilities and serve mainly people with physical disabilities. Only one of the eight centres has accepted people with mental disabilities. For other disability groups, vocational training options are limited. For example, according to the Deaf Development Program (DDP) of CDPO, there are no vocational training programmes for deaf people in Cambodia. Additionally, 95 per cent of the deaf are illiterate, yet there is only one sign language/literacy day-programme for adults. The DDP is developing a funding proposal for vocational training of deaf people.[76] Similarly, there are no vocational training programmes for people with intellectual disabilities. The Kandal Center for Child Mental Health (CCMH) plans to start a programme for young people in the future.[77]

Vocational assessment and guidance for people with disabilities is limited. The NCDP information and referral programme is upgrading its counseling, guidance, and referral programmes. An increasing number of training centres and programmes have procedures to assist disabled student candidates to select courses based on their interests and income earning possibilities. Follow-up support after graduation, which includes follow-up visits, workplace adaptations, and provisions of loans, has gained increasing importance in most of the programmes. However, there is no standardized reporting procedure on employment or self-employment rates of the graduates with disabilities.[78] The DAC Committee on Vocational Training is currently developing standardized curricula and monitoring systems for vocational training.

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[75] ibid.
[76] Deaf Development Program (DDP): interview with Collin Allen, CDPO, 21 June 2002.
[77] Center for Child Mental Health (CCMH): interview with Bhoomi Kumar, 21 June 2002.
[78] DAC/ILO: Vocational training and employment opportunities for persons with disabilities in the rural areas of Cambodia (1999).

4.6 Self-help and peer vocational training opportunities for people with disabilities

In Cambodia, peer training is a traditional way to transfer skills, especially in rural areas. In 2002 the ILO started a project called *Alleviation of Poverty Through Peer Training* (APPT) for people with disabilities. The purpose is to assist people with disabilities to get informal peer training, and to start their own businesses. This methodology involves locating villagers who have achieved a high rate of success in their enterprises and utilizing them to train others. The results have been quite encouraging, with almost 50 people with disabilities placed in training in 2002 and about half starting their own business.[79] The project provides small training fees for the trainers and grants or loans for disabled trainees. Also, some other organizations plan to include informal peer training for people with disabilities in their activities. MOSALVY also promotes the methodology among its staff.

A total of seven organizations have self-help group projects for people with disabilities. All of these include income-generation activities. For example, Action on Disability and Development (ADD) has supported the formation of 170 self-help groups in Kompong Speu province. Groups consist of five to fifteen members with different types of disabilities. They have activities and refer members to vocational training centres. These village groups have recently formed three federations at the commune level that promote their interests to Commune Councils.[80] Handicap International has also established 50 groups, and CDPO has formed 100 self-help groups to include income generation activities. Social Service of Cambodia (SSC) facilitates self-help groups of people with mental health problems in 18 villages, focusing on the economic empowerment of the poorest individuals.[81]

Some self-help training programmes exist or are planned for blind people. Seeing Hands Projects have trained 12 blind and visually impaired masseurs, and soon eight more will graduate in blind massage after six months of training. According to the Association of the Blind in Cambodia (ABC), establishment of a National Center for Blind Massage Training is under consideration. The ABC also plans to establish a community-based rehabilitation project in Kampong Cham to increase the skills of people with blindness in food security and income-generation activities, such as animal husbandry, farming, home gardening, basket weaving, incense production, and other small business skills. The ABC would also like to start Braille reading and writing classes. In collaboration with the Association of Blind Musicians in Cambodia, the ABC will establish music-training projects in Phnom Penh and Battambang, and will also facilitate self-sufficient music groups.[82]

Institution-based vocational training, costing approximately US$1,400 per person,[83] may be more expensive than these approaches, however accurate data is not available. Similarly, it is difficult to estimate exact numbers of people with disabilities who have received training under these less formal programmes.

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[79] ILO: Annual Report of Alleviating Poverty through Peer Training Project (2002), p. 4.
[80] Action on Disability and Development: interview with Srey Vanthon , 21 June 2002.
[81] Social Services of Cambodia: *A program description* (July 2001).
[82] ABC Executive: *ABC strategic plan 2002-2005 and beyond*, (May 2002), pp. 5-15.
[83] DAC/ILO: Vocational training and employment opportunities for persons with disabilities in the rural areas of Cambodia (1999).

4.7 Mainstream employment services

The Government does not sponsor or offer any employment services for job seekers, but MOSALVY estimates that in the year 2000, around 50,000 job seekers found jobs, mostly in Phnom Penh. MOSALVY does have a plan to establish employment services by setting up a network of job counselors in its provincial offices and by registering job seekers.[84] The Ministry has prepared a project proposal for the Royal Government of Cambodia for 2003-2004, but funding is not expected in the near future. Don Bosco Vocational Training School has an employment office, which placed 60 out of 200 graduates last year. Some NGOs such as Caritas Cambodia have also contacted employers in order to find jobs for their vocational training participants. According to MoWVA, there are no special employment services for women.

4.8 Mainstream employment-services opportunities for people with disabilities

It is estimated that very few people with disabilities are served through these informal mainstream employment services. There are approximately ten private employment agencies in Cambodia recruiting both national and foreign job seekers. Very few people with disabilities have been recruited through these agencies.

4.9 Special employment and employment-support services available for persons with disabilities

The National Center for Persons with Disabilities (NCDP) has provided special employment services for people with disabilities in Cambodia since 1998. The NCDP provides counseling, goal setting, and job seeking skills training, as well as job placement services for people with disabilities. In addition, the NCDP maintains a database of some 1,500 registered disabled job seekers to match them to appropriate jobs for which they qualify or can be trained. The database focuses primarily on people with disabilities seeking jobs in Phnom Penh. The NCDP placed 29 people with disabilities in 1998, 68 people in 1999, 67 people in 2000, 66 people in 2001, and 32 in the first half of 2002. It has placed a total of 262 people with disabilities since 1998.[85] In addition, the NCDP provides counseling services for four people with disabilities daily. Its branch office in Kompong Speu has registered 120 people with disabilities in three first months of 2002.

The Business Advisory Council (BAC), a volunteer group of business representatives who promote employment and facilitate job placements of people with disabilities, assists the NCDP placement services. The BAC is funded through an international implementing NGO, the World Rehabilitation Fund (WRF), and receives technical assistance from the ILO. The BAC also manages a small on-the-job training fund to compensate employers for costs related to workplace training of selected workers with disabilities, and provides direct guidance to vocational training centres. Employers often contact the training centres directly to get skilled workers. For example, Maryknoll Wat Than training centre assisted 16 graduates with disabilities to find jobs in 2000, and 22 graduates in 2001.[86] Also, other segregated training centres such as World Vision International, which placed 20 people, and disability projects such as the ILO's APPT project, provide employment services.

[84] MOLSAVY: Report on work result of the year 2000 and future objectives (February 2001), p. 32.
[85] NCDP: Information and Referral Services (IRS) Statistics, 20 June 2002.
[86] NCDP: interview with Yi Veasna, Director, 21 June 2002.

4.10 Mainstream support for self-employment and income generation

At present, there are no comprehensive policies or programmes in place to promote self-employment in the micro and small-scale enterprises sector. Cambodia has a reasonable number of vocational training centres administered by various ministries. These centres, however, provide only short-term courses and often no relevant skills that could support self-employment. Most of the activities to support self-employment focus on narrow business pursuits, such as motor repair, sewing, and crafts.[87] These courses suffer from being too generalized and are not demand driven. Most of the rural micro-entrepreneurs, especially women, do not have adequate exposure to business education. Illiteracy is high, which means that know-how and skills are often passed orally from parents to children as a kind of on-the-job training.[88]

Basic business development services such as the provision of information, training, knowledge, skills and counseling, and support institutions are virtually non-existent in Cambodia. At present, there are a few agencies working in business support services, including the Association of Cambodian Local Economic Development Agencies (ACLEDA) Bank (established by the UNDP and the ILO in 1993), Enterprise Development Cambodia (EDC), the World Bank-run Mekong Project Development Facility (MPDF), and a German NGO, the German Technical Cooperation Agency (GTZ). The GTZ, for example, has built the capacities of local trainers and consultants to provide entrepreneurial training and business services. [89] About 30 young people have launched their own business consultancy firms with support of GTZ.[90] MPDF helps small and medium-size enterprises with business strategies.

Micro-entrepreneurs in Cambodia borrow money from a variety of sources, but most rural households are forced to rely on informal credit markets with very high interest rates, some of which are as high as 30 per cent per month. There is a general lack of awareness about formal sources of micro-credit, especially from the micro-finance institutions (MFIs). For example, ACLEDA Bank has programmes for small and micro-entrepreneurs with interest rates of 4 to 6 per cent per month. The expansion of micro-enterprise credit by MFIs and NGOs in Cambodia has been quite successful.[91] Micro-credit programmes are widespread, with about 80 NGO credit programmes in 19 provinces, in addition to commercial banks. Despite these efforts, only about 25 per cent of the micro finance needs in the country are met.[92]

Under its concept of *Neary Rattanak* or "women are precious gems," MOWVA gives attention to economic empowerment of women. Donors have supported small and micro-enterprise development programmes of the Ministry in a variety of ways. MOWVA will start to provide entrepreneurial/business skills through its WID Centers in 2003 with external funds of US$1 million.[93] Most agencies involved in promoting enterprises for women place a strong emphasis on creating a foundation for community-based programmes to upgrade the living conditions of female-headed households. UNICEF has been especially active in

[87] ILO: Poverty alleviation through micro and small enterprise development in Cambodia (2000), p. 30.
[88] ILO: Women's empowerment through enterprise and skills development in Cambodia (2001), p. 2.
[89] ILO: Women's Empowerment though enterprise and skills development in Cambodia (2001), pp. 40-41.
[90] GTZ: interview with Mr. Tauch Choem, 18 June 2002.
[91] ILO: Women's empowerment through enterprise and skills development in Cambodia (2001), pp. 49-55.
[92] NGO Statement to the 2001 Consultative Group Meeting – Microfinance
[93] MOWVA: interview with H.E. Dr. Ing Kantha Pavi, Secretary of State, 21 June 2002.

reducing gender gaps through programmes aimed at household food production, credit opportunities, functional literacy and non-formal childcare, with a particular emphasis on women.[94]

4.11 Mainstream support for self-employment and income generation for people with disabilities

Although no data is kept from these mainstream programmes, participation of people with disabilities is considered to be low.

4.12 Self-employment and income generation support services for people with disabilities

NGOs are the primary service providers for assisting people with disabilities, and vulnerable groups in general, to gain vocational skills and establish small businesses. Business planning services are gaining more importance, and these sometimes include the provision of small loans or start-up money. More than half of the segregated training centres provide some kind of business development assistance for graduates with disabilities. The DAC has piloted a Business Development Advisory Unit in Kampot, which identifies new business skills for people with disabilities based on market research. The NCDP organizes small and micro-business planning training in its income generation project, which is especially targeted to people with disabilities. The training duration is 3.5 days. The NCDP estimates that 500 people with disabilities have been trained since its establishment. Some segregated training centres use NCDP services.

In addition to training centre based self-employment support, there are several self-help groups of people with disabilities established by NGOs. For example, ADD provides small grants for income generation. HI has established group saving programmes and provides income-generation grants of US$45 for individuals. One self-help group of 14 members managed to save a certain amount that HI then supplemented with US$120. The group used the money to launch more significant income-generating activities such as fishing, food processing, and farming.[95] The Caritas Rehabilitation of Blind of Cambodia (RBC) project in Kandal province provides 300 loans of US$100 per year for income generation activities such as animal raising. The SSC provides group credits for individuals suffering from extreme poverty, lack of skills, and mental health problems.[96] The DAC has initiated a project to analyze income-generation activities for people with disabilities.[97]

In Cambodia, there are many disabled handicraft producers trained by various NGOs. Often these organizations support the producers by buying and selling their products in local and international markets. Because of their non-profit nature, producers get higher income, which is sometimes up to US$80 per month. In 2000, the WRF, with ILO technical support, established the Artisans' Association of Cambodia (AAC), which assists artisans with disabilities in the design, production, and marketing of handicrafts. The AAC involves five organizations, which include Maryknoll Wat Than training centre, National Center of Persons with disabilities (NCDP), Rehab Craft, Vietnam Veterans of America Foundation (VVAF), and Children Affected by Mines International (CAM – I). Together these organizations

[94] ILO: Women's empowerment through enterprise and skills development in Cambodia (2001), p. 18.
[95] Handicap International: *Annual Report 2000*, May 2001.
[96] Social Services of Cambodia: *A program description*, July 2001.
[97] DAC: The DAC annual report 2000, p. 18.

support more than 200 disabled producers. The Association has created a constitution and by-laws, but has not officially established its structure. The AAC plans to recruit an international design consultant and hopes to help members and producers improve their product lines, engage in international and group marketing efforts, bulk purchasing, and other activities. [98]

The World Bank-funded Cambodian Veterans' Assistance Program (CVAP) is facilitating demobilization of 35,000 out of 140,000 soldiers during 2000-2003. Under this programme, 13,500 soldiers were demobilized in December 2001, and another 1,500 soldiers in May 2000. Seventy per cent of these soldiers belong to the category of "elders or disabled." The next 10,000 will be demobilized in July 2002. A "demobilization package" for each soldier and his family includes US$240, rice for six months, and two skill-training courses. Provincial Veterans' Committees (PVCs) implement the programme with members from different ministries that are responsible for using existing structures and cooperating with NGOs in order to link with income-generation programmes. Many NGOs, provincial training centres, and WID Centers are providing skill training. According to the German NGO, GTZ, a bilateral technical assistance provider for the programme, small business training has not been successful and mobile counseling/follow-up teams are needed. [99]

4.13 Poverty alleviation

Post conflict Cambodia has a very high incidence of people disabled by mines or from the war. Virtually half of the people with disabilities are poor. Further, the average deficit from the food poverty line of families in which the head of the household has been disabled from mines or war is high, at 27 per cent. As a subgroup of the poor, people with disabilities deserve special attention.

There have been some specific programmes geared to people with disabilities that relate to poverty alleviation through income generation. The ILO Alleviating Poverty Through Peer Training (APPT) programme, which the Finnish Ambassador is funding, began in August 2002. The project operates in collaboration with MOSALVY and POSALVY, to facilitate the reintegration of landmine survivors, as well as people with disabilities from other causes, into the economic mainstream. Its purpose is to identify successful small business operators in villages, evaluate the success of their businesses, and the market opportunities for replication of similar business activities. If appropriate and willing, the small businessperson will train the disabled individual in business and technical aspects of the operation. Field workers will facilitate the training matches, as well as business start-up, once the training is complete. The project will include or have access to resources for small grants and loans.

Cambodia has been one of the target countries for the Asian Development Bank (ADB) project to explore ways of integrating people with disabilities into mainstream poverty reduction programmes. The ADB is working with MOSALVY on this effort. Participatory meetings were held in 2002. A list of guidelines to integrate people with disabilites into poverty alleviation programmes will result.

The FAO, in its efforts to reduce poverty and increase food security through rural development and agricultural, has made specific efforts to include people with disabilities. Its integrated pest management programme to include farmers has already been noted.

[98] ACC: interview with Claire Menlowe, 21 June 2001.
[99] GTZ: interview with Annie Nut, 21 May 2002.

Additionally, the FAO met with the Disability Action Council in May 2001 to promote participatory approaches to rural development through training and income generation, specifically targeting people with disabilities.

Other efforts to foster marketing of products made by disabled producers in rural areas has been noted, specifically the work on the NCDP and the Artisan's Association of Cambodia. The participation of people with disabilities in poverty alleviation programmes overall is not known.

4.14 Staff training for vocational rehabilitation

While there are no formal vocational rehabilitation staff in Cambodia, field workers and service providers receive training through the fragmented efforts of NGOs and IOs. For example, the NCDP has trained two job counselors and Social Services of Cambodia (SSC), an NGO providing mental health services, and trains social workers. In 1998, the first class of ten psychiatrists graduated from the Cambodian Mental Health Development Program, and a second class of ten more graduated in 2001. However, these figures do not fulfill the gaps in mental health services.[100] According to the DDP, there are ten qualified sign language teachers.

The ILO's DRT project has trained government, project and NGO staff in a variety of skills related to employment and self-employment of people with disabilities. The APPT project hopes to do the same.

4.15 Barriers and gaps

There have been many advances in opportunities for people with disabilities as Cambodia continues it rehabilitation process after years of conflict. However, many serious gaps and barriers exist.

Seminar participants, including people with disabilities, and NGO and government personnel repeatedly identify barriers to the delivery of employment and training services to people with disabilities. Accurate, comprehensive data is deficient from both a national perspective and with regard to the participation of people with disabilities in certain types of programmes. There is a lack of disability rights legislation and policy support for the inclusion of people with disabilities in mainstream services. Public buildings, including schools and hospitals, are often inaccessible to people with disabilities.

People with disabilities do not have equitable access to education, and therefore do not advance to higher levels of training, though efforts to provide for and include people with disabilities in primary education programmes are beginning. Existing training meets the needs of only a small percentage of people with disabilities. Segregated vocational training has reached more than 6,000 nondisabled persons in PTCs, for example, but only about 400 of them were individuals with disabilities. Many programmes focus on skills traditionally suited to males. Mainstream vocational training possibilities are limited, and many charge fees. Since most people with disabilities are among the poorest of the poor, this creates a financial barrier to training.

[100] *The Cambodia Daily* (Phnom Penh): 25 September 2001.

In addition, the training for people with disabilities focuses primarily on landmine survivors and people with physical disabilities. The only option for blind people is masseur training. Vocational training programmes do not exist for deaf people and people with mental and severe disabilities. The geographical distribution of services is also uneven. The areas without or with limited access to training are former Khmer Rouge areas and northeastern and eastern provinces. The location of most training centres also requires many students to leave their homes for an extended period of time. This poses a problem for the heads of the households and women.

Another barrier is linked to the issue of limited land access and use among people with disabilities. Since Cambodia is largely an agrarian based economy, land access and use are instrumental to sustainable livelihoods. This is especially true for many Cambodians in rural areas, where there are few income-producing alternatives. There is also a lack of access to credit and participation in village based programmes due to negative attitudes about people with disabilities.

Part Five: Employment Opportunities for People with Disabilities

5.1 Open employment opportunities for people with disabilities

Cambodia's economy is characterized by an overwhelming predominance of small-scale micro-enterprises and subsistence agriculture. The formal sector is small and opportunities for private-sector employment limited. In addition, employees are often hired through unofficial networks of friends and relatives rather than through expertise or skills, limiting chances for people with disabilities who are more likely to be socially isolated. Further, most of the people with disabilities live in rural areas where family and micro-enterprises may operate, but where there are limited wage-employment possibilities. Nevertheless, several employment structures are available to people with disabilities, although the number of opportunities is limited.

The BAC and the NCDP collaboration is succeeding in finding employment for people with disabilities in positions such as accountants, computer operators, sewing-machine operators and office assistants. More than two-thirds of them found work in the private sector in places such as garment factories, computer companies, and in the services sector. Three people were employed in telecommunication companies and one-third work for NGOs. No people with disabilities were placed in the public sector.[101] Many of the garment factories provide on-the-job training and hire people with disabilities, and one factory has made a commitment to hire five people with disabilities every month. This garment factory received a disability award in 2002 because it had hired 60 disabled workers. According to the BAC, there is a need for English-speaking office clerks and computer operators. About 30 of Maryknoll Wat Than graduates are employed, mostly in the banking sector, for NGOs and private enterprises. As noted, the Wat Than programme in computers has a 100 per cent placement rate, suggesting the need for individuals with English language and computer skills in the labour force.

The Department of Rehabilitation of MOSALVY encourages the ministries and the public sector to hire people with disabilities. However, it has not estimated how many people have found a job in the public sector. The Government does not have positions set-aside for people with disabilities. NGOs and development programmes serving vulnerable groups often hire people with disabilities. For example, half of the NCDP's staff of 16 people have disabilities. HI hired 28 disabled staff in 2000. A newly established computer data company called Digital Divide Data, which is actually an NGO, trains vulnerable people in typing and computer techniques. It has contracts in data entry and hires many disabled workers.

No comprehensive data source exists about the labour force participation of people with disabilities, only this anecdotal information.

5.2 Employment opportunities for people with disabilities in protected work environments

Some NGOs operate specialized production centres for people with disabilities and other disadvantaged people in Cambodia. For example, there are at least two handicraft and two wheelchair production centres that employ people with disabilities. These include the Veteran's International Weaving Center in the north, and the Rehab Craft workshop in

[101] NCDP: interview with Long Ly, Program Manager, 24 June 2002.

Phnom Penh, both non-profit organizations, and both of which hire more than about 100 people each. In addition, the Association for Aid and Relief Japan (AAR-J) operates a wheelchair production workshop and has hired nine disabled wheelchair technicians. The Jesuit Services wheelchair workshop employs 20 people with disabilities. These production workshops provide higher salaries than the local average. There are also other protected work environments for poor people in general, including Tabitha Handicraft Center.

The Veteran's International Weaving Center in Preah Viher is particularly interesting because it was originally started to serve landmine survivors and other disabled people in a relatively remote area of Cambodia three years ago. A village has been built up around the factory, which produces boutique quality and internationally priced scarves and silk products. The factory practices reverse integration, and now 56 of its employees are disabled and 26 are nondisabled. Employees earn two to three times the average living wage and receive on-the-job training in weaving, silk production, English, remedial Khmer, health and sanitation, and management and production. All profits go back into business so it can meet its production demands and increase employment opportunities.

5.3 Self-employment opportunities for people with disabilities

The vast majority of workers in Cambodia are self-employed or unpaid family workers. The segregated vocational training centres report high success rates in self-employment after training. For example, CWARS helps people with disabilities open and operate their own tailor or radio and TV repair shops, with a success rate of 80 per cent. Graduates make US$50 to US$200 per month.[102] Many people with disabilities are engaged in agricultural activities, as are other Cambodians. A study of people with disabilities in mine-infested areas of Battambang, Oddar Meanchey, Banteay Meanchey, and Siem Reap revealed that out of 1,663 landmine survivors, 50 per cent worked or were engaged in income generating activities, including rice production, but incomes are insufficient, and 89 per cent reported food insecurity.[103]

Some people with disabilities have become self-employed by selling their products, especially handicrafts, directly through NGOs. For example, both the NCDP and the Maryknoll Wat Than Workshops buy products from 25 independent disabled craft producers, and Rehab Craft buys from 50 producers. Banteay Srei Souvenir Shop in Siem Reap sells handicrafts made by their one hundred disabled workers and up-trainers. The Youth with a Mission (YWAM) (soy milk retail) is an example of an NGO that has helped people with disabilities market their goods.[104] The salary of independent producers averages US$80 per month. In addition, there are some self-employed groups, including blind musicians and blind masseurs. For example, some 20 blind masseurs are self-employed through the Seeing Hands Projects. There are limited self-employment possibilities for blind, deaf and people with intellectual disabilities. According to DDP, only a few deaf are self-employed in activities such as selling cigarettes in the street.

Informal apprenticeships are another way to gain vocational skills to establish one's own business, but it is difficult to estimate the numbers of people with disabilities who have gained self-employment in this way. Most people in Cambodia learn skills in a traditional

[102] *The Cambodia Daily (*Phnom Penh): April 13-14, 2002.
[103] Norwegian People Aid, Cambodia (www.npaid.org).
[104] Sharon Holmes: Small business enterprise development: options for the disabled in Cambodia, (DAC/Maryknoll, 1998), pp. 12-13.

way from their family or peers, as do most people with disabilities. In 2002 ILO/APPT trained almost 50 people through an informal peer training methodology called Success Case Replication (SCR) in poultry raising, knitting, jar making, wood carving, soy milk producing, and other skills. Almost half of the trainees started their own business in the same year.

5.4 Other segregated or protected employment opportunities for people with disabilities

As a result of contracts awarded to the Wat Than training centre from its affiliation with the BAC, the centre was able to assist six former trainees to set up a sewing co-operative to meet the contract demands that were beyond Than's training capacity. Wat Than provides technical support to a group of six former trainees, who also produce handicrafts for export. So far, the fledgling cooperative has produced a profit.

5.5 Barriers and gaps related to employment opportunities

There are a number of barriers and gaps specific to Cambodia with regard to people with disabilities finding employment or starting businesses. They include a lack of formal sector jobs in general, the fact that most jobs are urban-based and many people with disabilities live in rural areas, a need for vocational training and business development training, and the absence of disability rights or employment promotion legislation and policies. Further, employers hire people they know, which hinders opportunities for people with disabilities, as they have more limited social and work networks. People with disabilities are also confronted with a lack of accessible workplaces, transportation barriers, and negative attitudes. In addition, there are limited or non-existent employment and self-employment opportunities for certain disability groups, including those who are blind or deaf, and people with intellectual and severe disabilities. When people with disabilities try to become self-employed, they often lack entrepreneurial skills and training, and are faced with limited financial resources and access to credit.

Part Six: Employment-Promotion Activities Involving Social Partners

6.1 Government or NGO employment-promotion initiatives directed at employers

Support services for employers and employer partnership programmes to promote hiring workers with disabilities are organized in Cambodia by the National Center for Disabled People (NCDP) and the Business Advisory Council (BAC). The BAC, with funding from WRF and the ILO, organized the first seminar for employers in Cambodia in 2002 in order to raise awareness of issues surrounding the workplace and people with disabilities. The first employers' award was granted to the best employer of people with disabilities at this time.

The NCDP/BAC provide, among others, the following special services to employers:

1. Maintenance of a database of workers with disabilities and job matching services,
2. Technical assistance in management of disability issues,
3. Management of a small on-the-job training fund to compensate employers for costs related to workplace training of selected workers with disabilities,
4. Direct guidance to vocational training centres to assist their programmes to meet employers' needs,
5. Training and awareness-raising activities for employers, and
6. The collection of information on the employment of disabled workers.

In addition, many NGOs provide information and services for individual employers. This is related specifically to hiring workers with disabilities. These services may include awareness-raising training, the provision of assistive devices and workplace adaptations, provision of on-the-job training funds, and follow-up services. For example, the ILO/DRT project directly approached employers or assisted graduates with disabilities to do so, and approximately 30 project participants entered formal employment, primarily in garment factories, from 1998 to 2001.

The BAC is the only initiative made by individual employers and companies to support employment of people with disabilities. The BAC is an exceptional group, as it directly involves employers, functions on a voluntary basis, and brings together different stakeholders. The model for the BAC has been adopted from a successful employers' programme in the United States called Projects with Industry. Members include private employers and business organizations such as the Chamber of Commerce.

6.2 Government or NGO employment-promotion initiatives directed at trade unions and workers' organizations

There are not presently any programmes developed by government or NGO initiatives to support or encourage trade unions in the employment and training of people with disabilities.

6.3 Employer, trade union or workers' organization employment-promotion activities

See Section 6.1 for a full description of the NCDP-BAC programme.

The Cambodians Union Federation (CUF), one of the five major trade unions in Cambodia, provides vocational training in sewing for people with disabilities before they begin working in garment factories. In the year 2000, about 1,100 people were trained by this organization, including people with disabilities. CUF has also promoted regulations related to compensation of work accidents.[105]

[105] CUF: interview with Chuang Mom Thal, President, 14 June 2002.

Part Seven: Summary and Future Directions

7.1 Looking back over the past decade 1993-2002

There are a considerable number of organizations providing services for people with disabilities in Cambodia. However, the geographical coverage of services and the types of disabilities addressed remain limited. The overall responsibility of disability issues remains with MOSALVY, despite the multi-sectoral nature of disability concerns. Many positive developments have occurred during 1993-2002, including cooperation between different organizations after the establishment of the Disability Action Council (DAC) in 1999. The Cambodian Disabled People's Organization (CDPO) was established in 1994 and the National Center of Disabled Persons with disabilities (NCDP) in 1997.

NGOs, in partnership with MOSALVY, provided segregated vocational training for 5,000 people with disabilities from 1993 to 2002. In 2000, the number of segregated training facilities more than doubled. At least 400 people with disabilities have also been trained in the provincial training centres. Many income generation programmes have helped people with disabilities to start their own businesses. Around two-thirds of the disabled trainees succeeded in finding a job or, as is the case with most of them, to start small businesses. The NCDP, BAC and Maryknoll Wat Than training centres have placed 300 disabled job seekers in Phnom Penh. Most services are, however, targeted to people with physical disabilities. Cambodia also currently faces a challenge in terms of demobilizing 35,000 soldiers, many of whom are disabled. This represents one of the many challenges that must be overcome.

Despite the pressing needs for increased government involvement, comprehensive training programmes, attitudinal changes, and a complexity of accessibility-related issues that must be met in order to integrate people with disabilities into the workplace, there have been signs of progress over the last decade. It is important to recognize these measures. A survey of the changes and measures include the following:

1. a draft Cambodian Disability Law that supports mainstreaming, promotes the rights to training and employment, and includes a quota system with incentives for employers;
2. ILO/VTEG and DRT projects that integrate disabled trainees in PTCs;
3. training centres that have been made accessible with external funds;
4. Cambodian sign language and Braille text programmes are under development, though they offer communication possibilities for only a small number of blind and deaf;
5. the DAC's (Vocational Training and Job Placement Committee coordinates training and employment related issues and compiles information on opportunities in the rural areas;
6. the NCDP/BAC compiles information in urban areas (Phnom Penh) and provides job placements;
7. NCDP maintains a register of disabled job seekers; and
8. the Cambodian Veterans' Assistance Program (CVAP) has a register of demobilized soldiers.

7.2 Looking forward

As the efforts to integrate people with disabilities into the workplace move forward, it is necessary to understand the ways in which barriers exist in a variety of different areas. In the areas of legislation and government coordination, for example, barriers are found in the lack of legislation designed to protect people with disabilities, the limited technical and financial resources, the absence of a long-term investment plan, and the problematic coordination of services provided by NGOs and other organizations.

Low literacy rates, poverty, and a lack of employment services and opportunities for everyone is particularly challenging for people with disabilities who face so many other barriers. These include the lack of special education and vocational training opportunities.

There are also issues with target populations. For example, there is discrimination against women in general, and especially women with disabilities. There is also a high incidence of HIV/AIDS, which has an effect on people's work capabilities, and there is a lack of vocational training and employment opportunities for people who are blind or deaf, as well as those with intellectual disabilities. Cambodia is also about to undergo the demobilization of 35,000 soldiers, many of whom many are disabled.

There are also some encouraging developments in the rehabilitation sector in Cambodia. Strengths and opportunities related to education, training, and employment of people with disabilities include:

1. the existence of many international and national organizations devoted to serving people with disabilities and other vulnerable groups;
2. strong coordination through DAC;
3. increasing awareness of disabilities on the part of employers through BAC/NCDP activities;
4. the Draft Cambodian Disability Law, which should open up many possibilities for people with disabilities and their integration into the mainstream programmes;
5. the integration of people with disabilities into mainstream programmes, which offers access to services for many more people;
6. stable economic development and some new growth in sectors such as telecommunication and tourism;
7. the recent commune-election that accelerates decentralization and enhances people's possibilities to affect the provision of local services;
8. a considerable knowledge gained by different organizations, many of whom work in partnership with MOSALVY; and
9. the possibility that the demobilization of military could allow the Government to allocate more financial resources for the social sector and services.

7.3 In-country plans and recommendations

MOSALVY and DAC have developed strategic plans for their future activities and the rehabilitation sector, including the training and employment of people with disabilities. In order to carry out the Agenda for Action of the UN-ESCAP Decade of Persons with

Disabilities (1993-2002), MOSALVY has established the following objectives for the Department of Rehabilitation:[106]

1. Adopt and implement the Cambodian Disability Law;
2. Collect disability data and statistics (including training and employment needs) via POSALVY offices and prioritize target areas;
3. Expand rehabilitation services at the community level, and establish more rehabilitation centres in provinces, including those designed to meet training and employment needs;
4. Develop government management capacity of the rehabilitation centres;
5. Develop physical and mental rehabilitation of people with disabilities through sport and art activities; and
6. Create job opportunities for people with disabilities by expanding vocational training, encouraging self-employment, increasing the number of disabled civil servants in government institutions, and encouraging the private sector to hire people with disabilities.

The DAC's new strategic plan will focus on three priorities, which are to secure legislation in favor of people with disabilities by 2005, enable members to deliver integrated and sustainable services for people with disabilities, and to prioritize UN-ESCAP targets for action. A consultative process will be undertaken in order to make difficult choices about which target areas should be prioritized. In addition, the DAC will establish a national database system and simple tools for monitoring, evaluating, and reporting on services in collaboration with partners since the third sector (NGOs) must continue to play the main role in service delivery.[107]

In the training and employment section of the document entitled *Strategic Directions*, the DAC recommends development and standardization of training curriculums, development of entrepreneurship, and replication of good income-generation models. However, related activities are not fully monitored because of lack of resources. The DAC plans to develop the document into a national plan of the rehabilitation sector, including clear activity plans, responsibilities, and timeframes. The national plan will be updated, monitored and evaluated by the Committees of the DAC under supervision of MOSALVY. The DAC estimates that this will take at least two years.[108]

The NGO Statement to the 2001 Consultative Group Meeting on Cambodia for the disability and rehabilitation sector gives the following recommendations for the Government and donors:

1. The rehabilitation of people with disabilities should become an integral part of the government planning.
2. Additional and longer term funding should be ensured for the sector.
3. People with disabilities should be fully integrated into mainstream programmes and services, as there is an acute lack of access for people with disabilities in education, skill training, land and credit opportunities in communities.

[106] MOSALV: Policy and strategy on social affairs in Cambodia (2001), pp. 35-39.
[107] DAC: DAC secretariat strategic plan 2002-2005 and beyond (2002), p. 5.
[108] DAC: interview with Ngy San, Deputy Executive Director.

4. Demobilization should be accelerated to increase the government budget in social sector, and salaries and training of government staff should be increased so that they can provide professional services for people with disabilities.[109]

A Country Paper on Disability and Poverty Reduction in Cambodia presented to the Asian Development Bank meeting in fall 2002 included these recommendations:

1. Disability and rehabilitation should be one of the priority issues within the Poverty Reduction Strategy Paper of the Royal Government of Cambodia, as well as a Second Five-Year Socio-economic Development Plan.
2. Government and donors should consider further increases in allocation of human and financial resources for the sector.
3. Donor countries and institutions should check their policies on disability to ensure that policies relating to disability are actually implemented, and where no policies exist, new ones should be formulated.
4. Government, donors and service providers should insist that the needs of people with disabilities are considered as an integral part of all planning programmes and projects, and not viewed as a separate issue.
5. Additional and longer term funding should be further devoted to this sector so that comprehensive planning for the development and implementation of services can be created and implemented by Government and NGOs in collaboration and cooperation.
6. Multi-sectoral collaboration and cooperation efforts are needed to ensure the full integration of people with disabilities, and therefore, a national coordinating body should be further promoted and supported by governments and donors.
7. Mainstreaming people with disabilities into the existing programmes and services must mean that their natural place as an integral part of society is recognised.
8. The passage of the draft Cambodian Disability Law should be accelerated as part of the efforts to strengthen and protect the rights and interests of people with disabilities and to guarantee their full and equal participation in activities of community as other citizens.

[109] Consultative Group Meeting on Cambodia - Disability and Rehabilitation, NGO Statement 2001.

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About the author

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Ms. Pöyhönen has a background in engineering, and earned a Masters of Science through her thesis on environmental management systems. She is presently pursuing an additional Master's degree, majoring in communication at the University of Helsinki and also works as a freelance writer. Ms. Pöyhönen worked as an Associate Expert for the International Labour Organization in Bangkok for two years. She worked first in the area of occupational safety and health, and then in the field of vocational rehabilitation, with a primary emphasis on Cambodia.

Research protocol

PART ONE: COUNTRY OVERVIEW

1.1 Introduction
- Brief history and current events
- Brief introduction to level of development and UNDP Human Development Index

1.2 Geography
- Area in square kilometers
- Topography and climate
- Rural/urban configuration

1.3 Population
- Total population
- Geographic distribution, including rural/urban
- Annual growth rate (total and by gender)
- Life expectancy (total and by gender)
- Age composition (total and by gender)
- Literacy levels (total and by gender)
- Unusual demographic patterns (e.g. declining birth rate affecting workforce, etc.)
- Primary religious groupings

1.4 Government and general development plans
- Form of government
- Political system and stability
- Structure of government, including number of ministries
- Administrative structures (i.e., central and local, including number of provinces/states and description of local government structures)
- Influence of central government vis a vis local structures and influence
- Socio-economic/development objectives and strategies (e.g. 5-10 year plans), especially in relation to training and employment and/or people with disabilities

1.5 Economic composition and status
- Economic sectors such as the size and significance of the country's primary agricultural, manufacturing and service industries
- Relative sizes of the formal and informal sectors of the economy
- Current annual GDP, GDP per capita, and annual growth rates
- Percentage of people below the international poverty level
- Impact of recent current events on0 economy, if appropriate (e.g., impact of the Asian economic crisis, political instability, etc.)
- Economic projections

1.6 Labour markets

- Labour force participation (total and by age and gender)
- Unemployment rates (total and by age and gender)
- Underemployment rates defined as less than 35 hours per week (total and by age and gender)
- Relative levels of open employment, multiple employment (individuals holding more than one job), and self-employment (total and by age and gender)
- Levels of employment in the formal and informal sectors (total and by age and gender)
- Wage levels for the primary occupations in the formal and informal sectors
- Identify and describe any special issues that impact the country labour markets (e.g. importing labour, high rates of youth unemployment, ageing workforce, etc.)

PART TWO: PEOPLE WITH DISABILITIES---DEFINITIONS, DATA AND SITUATION

2.1 Identify and describe the most common definition(s) of disability used, especially the legal definition(s). If multiple definitions exist, describe them and reference their sources.

2.2 Identify and describe the primary disability classification system(s) used for official government purposes. If multiple classification systems exist, cite their sources, describe them and explain how they are used.

2.3 Identify and describe the major sources of disability information. For each, specify the

- Nature of the source (e.g., Census, national database, survey, registration for services, study, etc.)
- Definition of disability and classification system
- Data gathering procedures
- Scope (e.g., aimed at all disabled persons, a disability subgroup, a geographic part of the country, etc.)
- Primary demographics and findings to include, as available, the number of and types of disabled persons, principle causes of disability, gender, literacy level, education, employment status, and income levels
- Problems that may have existed in collecting information or that affect the validity of the available data (e.g., unclear definitions, etc.).

2.4 Cite and describe national data sources and statistics related to the number of people disabled by on the job injuries and cite return to work rates, if available.

2.5 Describe the environmental factors affecting the full social participation of people with disabilities in all aspects of life, especially their direct participation in training and employment. Note those specific to certain disability groups. For example:

- Environmental accessibility/barriers

- Communication accessibility barriers (e.g., sign language development/use, signage, use of Braille, etc.)
- Transportation accessibility/barriers
- Others.

2.6 Describe social factors that may also affect participation including
- Prevailing cultural attitudes toward disability (including religious beliefs)
- Negative attitudes or misconceptions (note disability specific attitudes)
- Societal and family expectations for people with disabilities by gender, if appropriate.

2.7 Identify and describe the primary advocacy organizations of (not for) disabled persons and their advocates. In particular, note
- If the organizations represent a single disability group or all types of disabilities
- Number of members and geographic scope
- Objectives, influence and services, especially those related to employment and training.

PART THREE: LEGISLATION, POLICIES AND INSTITUTIONAL STRUCTURES

3.1 International policies adopted

- Has the country ratified the Asia Pacific Decade Declaration? If so, when?
- Has the country ratified ILO Convention No. 159? If so, when? Describe any supervisory comments.

3.2 National legislation, official decrees, etc.
- Describe reference to equal rights, especially of disabled persons in the Constitution.
- Cite and describe any global disability rights or disability-specific legislation.
- Cite and describe legislation that currently influences persons with disabilities in relation to (include name, date, purpose, and disability provisions or lack thereof):
  - Education, vocational training and/or human resource development
  - Employment, wage, and labour issues
  - Income generation, self-employment and enterprise development
  - Transportation, housing and building codes, assistive devices, other.
- Cite and describe in detail any employment promotion legislation or provisions to promote employment of people with disabilities, such as quotas, levies, employer incentives, laws protecting employment rights, etc.
- Cite and describe any national legislation that discriminates against disabled persons, for example, with regard to employment in certain professions, etc.
- Cite and describe vocational rehabilitation provisions contained in the country's workers' compensation, social security and/or employment injury laws.
- Cite any other legislation that promotes or hinders the training and employment of people with disabilities.
- Describe any draft or impending legislation that deals with disabled persons.

3.3 Disability policies and regulations

- Cite and describe the national development plan as it relates to training and employment or includes the mention of people with disabilities.
- Cite and describe significant existing regulations or policy statements to implement the legislation described in 3.2.
- Cite and describe the national plan regarding vocational rehabilitation, training and employment for disabled persons, or a general rehabilitation/disability plan that includes these issues. Include the date developed, when and how the plan was developed, who was involved in its development and if workers' and employers' organizations and people with disabilities were included, the process for developing the plan, and its significant contents.
- Cite and describe any policies and/or regulations related to the availability of vocational rehabilitation staff and their competency and training.
- Cite and describe any policies and/or regulations related to vocational rehabilitation research activities.
- Cite and describe any other policies and regulations that relate to the training and employment of people with disabilities, their equal treatment, and their access to support services to enable them to secure employment and training.

3.4 Evaluation and review of policies

- Are there measurable targets with regard to the training and employment of people with disabilities? If yes, describe these targets, including gender dimensions and requirements for joint action by all ministries (such as those responsible for employment, training, small enterprise or rural development).
- Describe methods of reviewing and evaluating national plans or policies.

3.5 Institutional structure for policy and service implementation

- Briefly describe the historical evolution of vocational rehabilitation and other strategies to foster the employment of people with disabilities.
- Identify and describe the activities of the key government ministries or semi-autonomous organizations involved in implementing the policies and overseeing the services related to the vocational rehabilitation of disabled persons.
- Identify and describe any national coordinating body [ies] in support of employment and training activities for disabled persons, including the composition, structure and functions.
- Identify and describe any inter-ministerial groups or committees in support of employment and training activities for disabled persons.
- Describe the role of local (state/provincial) government in implementing disability policy.

3.6 Other implementing organizations

- Describe the relationship between the government, the private sector and the NGO community regarding the implementation of disability policies and vocational rehabilitation services. In particular, note the funding relationship between government and NGOs, including organizations of/for disabled persons, and how they cooperate to implement policies or deliver services in response to policies (e.g., funding arrangements, policy implementing roles, partnerships, collaborations, etc.).
- Describe any policy implementation or service provider roles for employers' groups

and trade unions.

PART FOUR: EDUCATION, VOCATIONAL TRAINING PRACTICE AND EMPLOYMENT

4.1 General education system

- Describe the structures of the primary, secondary and post-secondary education systems.
- Is schooling compulsory, and if so, to what level?
- Are fees charged, and if so, how much and to what level?
- Provide enrolment data for each level of schooling (total and by gender).
- Describe any urban/rural differences in educational systems and opportunities.

4.2 Educational opportunities for persons with disabilities

- Cite data or estimate the proportions of the disabled population that receive primary, secondary and post-secondary education (by gender and disability type).
- Identify and describe the educational opportunities for disabled persons in the country's mainstream educational systems, and estimate the numbers of disabled persons enrolled at each level (by gender and disability type).
- Identify and describe NGO-sponsored educational opportunities for disabled persons, and estimate the numbers enrolled (by gender and disability type).
- Identify and describe the educational opportunities for disabled persons in other systems that may exist (e.g., community based rehabilitation programmes) and estimate the numbers enrolled (by gender and disability type).
- Estimate the retention rates for persons with disabilities in each of the above systems.
- Describe the availability of appropriate teaching aids, assistive devices and facilities for promoting successful educational outcomes for persons with disabilities.
- Describe the nature and extent of disability related teacher-training programmes for teachers in the mainstream and special educational systems.
- Describe differences in availability and/or quality of educational services related to urban and rural areas, type of disability or gender variables.
- Cite data, evaluation studies or other authoritative sources to describe the quality of education services for students with disabilities.

4.3 The mainstream vocational training system

- Describe the formal vocational training system (i.e., certificate, diploma or qualification based), including oversight bodies, ministry or ministries involved, institutional structures, and types of training courses offered.
- Describe the informal vocational training system (i.e., provides skills training that does not result in formal qualifications), including ministries involved, institutional structures and types of training courses offered.
- Identify and describe programme[s] to provide vocational training through distance learning.
- Identify and describe work-based and apprenticeship opportunities.
- Identify completion rates (total and by gender) and outcome data (percentage who are employed or self-employed after training) that are available for the different types of training.

- Describe the availability of NGO or commercial vocational training programmes and their importance to the overall human resource development system.

4.4 Mainstream vocational training opportunities for people with disabilities

- Identify and describe any existing opportunities for mainstreaming and/or special support services for disabled trainees in the mainstream formal and informal vocational training systems.
- Identify disabled persons enrolment and completion rates (by gender and disability type) and outcome data (percentage who are employed or self-employed after training) that are available for the different types of training.
- Discuss differences in availability and/or quality of mainstream vocational training related to urban and rural areas, type of disability and gender variables.

4.5 Segregated vocational training opportunities for people with disabilities

- Identify and describe any existing segregated government and NGO-sponsored vocational training systems and programmes for persons with disabilities, including those providing formal and informal vocational training and any distance learning or apprenticeship opportunities.
- Describe special accommodations or special support services offered to students, including follow-up.
- Describe prevocational, remedial or other specialized training that may be offered.
- Describe the types of occupational skills taught, and discuss their relevance to labour market and self-employment opportunities.
- Describe the nature and extent of disability related instructor-training programmes for those in mainstream and segregated systems.
- Identify (or estimate) completion rates (total and by gender) and outcome data (percentage who are employed or self-employed after training) that are available for the different types of training.
- Discuss differences in availability and/or quality of mainstream vocational services related to urban and rural areas, type of disability and gender variables.
- Cite evaluation studies or other authoritative sources to describe the quality and responsiveness of the vocational training system to people with disabilities.

4.6 Self-help and peer vocational training opportunities for people with disabilities

- Identify and describe any existing self-help or peer vocational training programmes.
- Estimate the number of disabled persons enrolled, graduated and employed as a result of their participation by gender and by disability type.
- Discuss any differences in availability and/or types of self-help and peer vocational training related to urban and rural areas, type of disability and gender variables.

4.7 Mainstream employment services

- Identify and describe the government sponsored employment services system (i.e., providing assessment, vocational guidance and job placement services), the responsible ministry or ministries involved and particular groups targeted.
- Describe the institutional service delivery structures (e.g., schools, employment offices, and outsourcing to NGOs) and nature and extent of services provided.

- Identify significant NGO-sponsored employment programmes, the services that are offered, and the target groups (e.g. youth or women) served.

- Discuss any differences in availability and/or types of employment services based on urban/rural or gender dimensions.

4.8 Opportunities for people with disabilities in mainstream systems

- Identify and describe any existing opportunities for mainstreaming and/or special support services for disabled job seekers in the mainstream employment services.
- If mainstreaming occurs, provide data or estimate the proportion of disabled persons who use the mainstream system (s) and their success rate in terms of employment outcomes.

4.9 Special employment and employment support services for people with disabilities

- Identify and describe special employment and employment support services available to people with disabilities through government agencies, NGOs, schools or other sponsoring institutions.
- Describe the structures for delivering employment and employment support services (e.g., employment offices, work oriented rehabilitation centres or sheltered workshops, special vocational schools, etc.).
- Describe the services offered, especially disability specific employment support services (e.g., vocational assessment, peer group counseling, work experience or adjustment services, supported employment, job analysis, selective placement, etc.).
- Note if these services focus entirely on open employment, or include placement in sheltered employment, enclaves or other protected environments.
- Identify the number of persons served by gender and disability type and the number placed in employment (open employment, protected employment or self-employment) by gender and by disability type.

4.10 Mainstream support for self-employment and income generation

- Identify any government sponsored self-employment and income generation services and the responsible ministries.
- Describe the services offered (e.g., business planning, business development training, access to credit. etc.) and target groups.
- Identify any NGO sponsored self-employment and income generation programmes.
- Describe the services offered (e.g., business planning, business development training, access to credit, etc.) and target groups.

4.11 Mainstream support for self-employment and income generation for disabled persons

- Describe opportunities for inclusion of people with disabilities in self-employment programmes by identifying mainstreaming policies and special outreach and support services.
- Describe the extent to which people with disabilities are included in such programmes by citing or estimating participation and outcome rates.

4.12 Self-employment and income generation support services for people with disabilities

- Identify support programmes for self-employment and income generation for people with disabilities sponsored by governments, NGOs or special schools and training facilities.
- Describe the services offered and target groups.
- Identify the participation and outcome data (number starting businesses) by gender and by disability type.

4.13 Poverty alleviation programmes

- Describe any major poverty alleviation programmes and their sponsors and related ministries (if not identified in 4.11 or 4.12).
- Identify policies and practices related to the inclusion of people with disabilities.
- Identify or estimate the participation rates of people with disabilities in such programmes.

4.14 Staff training for vocational rehabilitation

- Identify and describe training programmes for professionals providing vocational rehabilitation and training and employment services for people with disabilities.
- Describe the availability of competent trained personnel related to vocational rehabilitation practice (e.g. trained rehabilitation counselors, vocational assessors, vocational counselors, job placement specialists, etc.). Cite data, if available, and estimate the proportion of disabled persons.

4.15 Barriers/gaps related to services

- Identify specific barriers that people with disabilities face in accessing or benefiting from educational, vocational training, employment and self-employment and income generation services, both mainstream and segregated (e.g., related to accessibility, transportation, support services, availability of assistive devices, trained instructors, policy support, etc.).
- Note gaps in services that may exist (e.g., such as for those with certain types of disabilities, age, ethnic or gender groups, those residing in certain geographic areas, etc.).
- Whenever possible, identify data or a rationale to support the identification of these barriers or gaps.

PART FIVE: EMPLOYMENT OPPORTUNITIES

5.1 Open employment

- Identify and describe open employment opportunities for people with disabilities in the public, for profit and not for profit sub sectors.
- Estimate or provide data related to the number employed (by gender and by disability type) especially in relation to the types of jobs, wages, benefits, and career advancement potentials in the open labour market.
- Identify and describe any teleworking, home-based or other non-traditional employment structures in the open market.

- Identify and describe employment opportunities that have developed because of advances in information technology, the Internet and the computer industry.
- Identify and describe any decreases in open employment opportunities, especially related to employment of disabled persons, such job loss due to technology, trade or globalization issues, the impact of transition economies, etc.

5.2 Employment opportunities for people with disabilities in protected work environments

- Describe the available employment opportunities in protected work environments designed for people with disabilities including the following:
- Government set-aside job programmes (i.e., jobs that are set aside or give priority to people with disabilities, such as sale of lottery tickets in Thailand)
- Sheltered workshops and work centres for people with disabilities.
- Supported employment programmes
- Enclaves (segregated work setting for people with disabilities within larger companies)
- Other.
- For each type of protected job opportunity, provide data or estimate the number of people employed (by gender and by disability type), especially in relation to the types of jobs, wages, benefits and rehabilitation services that are available to participants in these protected work programmes.
- Explain and describe opportunities and specific services for transitioning workers with disabilities from protected employment to open employment.
- Cite data or estimate the numbers or proportions of people with disabilities who transition from protected to open employment.

5.3 Self-employment opportunities for persons with disabilities

- Identify and describe self-employment opportunities for disabled persons in the formal sector, and estimate the numbers of people employed and the incomes of self-employed people with disabilities in the formal sector.
- Identify and describe self-employment opportunities for disabled persons in the informal sector, and estimate the numbers of people employed and the incomes of self-employed people with disabilities in the informal sector.
- Identify any special government or NGO programmes to support or assist people with disabilities in self-employment, such as special marketing schemes, tax breaks, etc.

5.4 Identify and describe other segregated or protected employment opportunities that may exist, such as disabled persons cooperatives, welfare enterprises, etc. and estimate the number of persons employed, types of job opportunities, wages, and number and types of disabled persons served.

5.5 Barriers and Gaps

- Identify specific barriers that people with disabilities face in accessing or benefiting from employment opportunities including those in open, formal, informal and protected environments (e.g., related to accessibility, transportation, support services, availability of assistive devices, discriminatory practices, lack of policy support, etc.).
- Note specific gaps to accessing employment opportunities that may exist (e.g., such as for those with certain types of disabilities, age, ethnic or gender groups, those

residing in certain geographic areas, etc.).

- Whenever possible, identify data or a rationale to support the identification of these barriers or gaps.

PART SIX: ACTIVITIES INVOLVING SOCIAL PARTNERS

6.1 Identify and describe any government or NGO initiatives specifically designed to educate, raise awareness in, or provide supports and encouragement to, employers who are involved in the training or employment of people with disabilities.

6.2 Identify and describe any government or NGO initiatives specifically designed to educate, raise awareness or provide supports and encouragement to trade unions or workers' organizations that are involved in the training or employment of people with disabilities.

6.3 Describe any employer or trade union initiated activities, partnerships, or liaisons with government or NGOs that are specifically designed to promote the training and employment of people with disabilities.

PART SEVEN: SUMMARY AND FUTURE DIRECTIONS

7.1 Looking back over the past decade 1992-2002

- Describe significant changes in policy and practice over the past decade.
- Describe specific progress or lack of progress.

7.2 Looking forward

- Describe major barrier needs related to policies and practices for equal opportunity and treatment of people with disabilities in regard to training and employment.
- Describe major strengths or opportunities related to policies or practices in regard to training and employment of people with disabilities.

7.3 Plans and recommendations from in-country

- Cite and describe goals, directions, and targets from official government planning documents related to training and employment policies and practices and specify time frames.
- Cite and describe any current recommendations made by advocacy or disability organizations related to the future of employment and training policies and practices.
- Cite and describe any other recommendations, studies or analyses within the country that pose specific recommendations about the future of policies and practices for the training and employment of people with disabilities.

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