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**Guide on Inclusive Technical and  
Vocational Education and Training  
(TVET) for People with Disabilities**

**Year 2023**

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# Foreword

The guideline on inclusive Technical Vocational Education and Training (TVET) for people with disabilities (PwDs) aims to provide practical and evidence-based guidance for TVET institutions and stakeholders to promote and implement inclusive TVET policies and practices. The guideline is based on the key recommendations generated and constructed from the Technical Working Group (TWG) Meetings on Inclusive Technical Vocational Education and Training (TVET) held annually in May 2022 and 2023 with ongoing consultation with key stakeholders such as the Ministry of Social Affairs, Veterans and Youth Rehabilitation, the Ministry of Labour and Vocational Training, the Ministry of Education, Youth and Sport, and several TVET Institutions.

This guideline is intended to be a living document that can be adapted and updated according to the changing needs and contexts of TVET institutions and stakeholders. The guideline reflects the commitment of the Royal Government of Cambodia to ensure that all people, including those with disabilities, have equal access to quality education and training opportunities that enable them to develop their skills and competencies for decent work and social inclusion. It also aligns with the national and international frameworks and standards on disability rights, such as the Convention on the Rights of Persons with Disabilities (CRPD), the Incheon Strategy to “Make the Right Real” for Persons with Disabilities in Asia and the Pacific, and the Sustainable Development Goals (SDGs).

The development of this guideline was made possible by the generous support of the Czech Development Agency - CzechAid as part of the 3-year project “Towards Inclusive Employment for People with Disabilities” (2021 - 2023) co-implemented by People in Need Cambodia and Agile Development Group. The project seeks to improve access to decent job opportunities for the PwDs as a result of gaining relevant skills matching the needs of the private sector, supporting PwDs to start their own enterprise, and more inclusive practices from employers.

We hope that this guideline will serve as a useful tool for TVET institutions and stakeholders to foster a more inclusive TVET system that respects and values diversity and ensures equal opportunities for all people with disabilities.

# List of Abbreviation

ADG	Agile Development Group
PwDs	People with Disabilities
TVET	Technical and Vocational Education and Training
MOLVT	Ministry of Labour and Vocational Training
MOSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
RECU	Reach, Entre, Circulate and Use
PTC	Provincial Training Centres
VTC	Vocational Training Centres

# Chapter 1: Learning about Disability

## 1.1. Purpose

Before starting the inclusion effort, it is essential to have a basic understanding of disability. The section will introduce the main concepts and definitions of disability, the different models and perspectives that shape how disability is understood and addressed in the society, and barriers faced by people with disabilities. The chapter aims to provide a foundation for further learning and critical thinking about issues relating to disability.

## 1.2. What is Disability?

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) recognizes disability as an evolving concept and states that:

*“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”*

**Disability = impairment + barrier**

## 1.3. Conceptualizing Disability

The concept of “disability” is changing, and we need to keep up.

People with Disabilities (PwDs) have traditionally been characterized by *what they cannot do*. This way of thinking has led to their being at best ignored and at worst actively discriminated against. This conceptualization is called the ‘Traditional’ or ‘Charitable’ and ‘Medical’ model of disability.

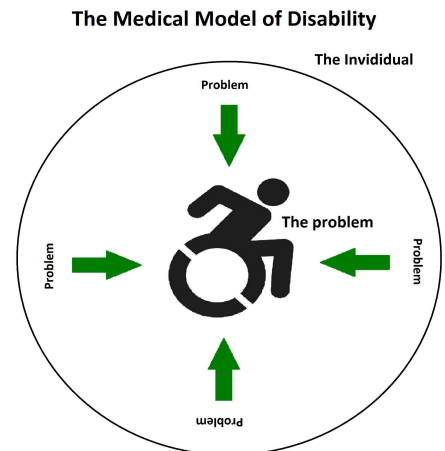
A better approach conceptualizes disability as the interaction of people with their environment, this shifts the focus from the individual and places it on society, it is called the ‘Social Model’ of disability. This is the approach that we endorse.

- **The Charity Model:** sees a person who is unable to walk or see requiring charitable services, such as sympathy, dependence and other allowances.

These models enable society to ignore its responsibility; someone else will deal with it, likely a charity, and there is no need to do anything more. The assumption is that the *source of the problem* is the individual PwDs, it is not that society has excluded that individual, it is that the individual is incapable of being included in society.

It has also led to a belief among many PwDs that there is *something wrong with them*. Imagine always being told that you are a problem that needs to be fixed, not just from one person, but from society as a whole. Would you be confident? Would you be comfortable in your community or society?

- Medical Models of Disability:** Traditional models of disability see disability as an individual person with a medical problem that needs to be prevented, cured or contained. If their disability cannot be eliminated, then these individuals become a 'charitable issue'. They are classed as 'unfortunate' people who need to be pitied and catered for by different charitable services.



The Medical model focuses on what people with disabilities *cannot do* because of their impairment. Therefore, to address their impairment, we need the provision of materials, equipment or assistive devices (wheelchairs, prosthetic legs or arms, spectacles, sticks, crutches) and assistants.

For example: She could not walk, so she needed a wheelchair to move.

She could not see, so she needed an assistant.

She could not hear, so she needed an accessibility device to assist her listening.

- The Social Model of Disability:** Originating in the 1960s, the Social Model of Disability is a radically different model - it holds that disability is the result of people with impairments interacting within their physical and social context. Disability is *not* an inevitable consequence of having an impairment - it is caused by the way society is run and organized. *An impairment* can be understood as the physical characteristic of a person. For example:
  - A person has difficulty walking
  - A person has difficulty seeing



A *barrier* is when society fails to provide adequate measures to include a person with an impairment. When a person who has difficulty walking is confronted with stairs, they are in a

*disabling situation.* When a person with difficulty seeing is confronted with small text in light colors, they are in a *disabling situation*.

- A person has difficulty walking = provide them with a ramp.
- A person has difficulty seeing = provide them with accessible documents (large text in simple fonts in contrasting colors).

In these scenarios, society is the source of the disability, and it is very easy to see how.

- No Ramp = No access to wheelchairs = Unable to enter a building = Exclusion
- Hard to read documents = documents not read = no knowledge = Exclusion

## 1.4. Types of Disabilities<sup>1</sup>

Defining ‘Disability’ is complex; however, an easy way to approach the concept is to categorize impairments into 5 groups.<sup>2</sup>

**Note: People can have several impairments at the same time.**



### 1. Physical Disability

This includes physiological, functional and/or mobility impairments. These can be fluctuating or intermittent, chronic, progressive or stable, visible or invisible. Some involve extreme pain, some less, some no pain.

- Progressive.** These impairments get worse over time, but they can fluctuate:
  - Multiple Sclerosis - neurological deterioration
  - Muscular Dystrophy - muscular disorders
  - Chronic Arthritis - inflammation of the joints
- Non - Progressive:** These impairments are non-progressive and remain stable over time.
  - Cerebral Palsy - neurological condition
  - Spina Bifida - congenital malformation of the spinal cord
  - Spinal Cord Injury - neurological damage resulting from trauma or accident of some kind.

These impairments are **non-progressive but can fluctuate.**

- Fibromyalgia - chronic pain condition
- Chronic fatigue syndrome - chronic fatigue condition

<sup>1</sup> Guidelines for the Disabilities Identification, MOSVY, Aug 2020

<sup>2</sup> Guideline On Social and Rights-Based Disability Identification, Ministry of Social Affairs Veterans, Youth Rehabilitation, August 2020)

Type of Impairment	Definition	Characteristics
<b>Difficulty moving upper body parts</b>	Refers to the weakening, damage or permanent loss of the upper extremities (arm), including muscular dystrophy and muscle spasms or immobility due to nerves of the arms.	Arm amputation (parts of the hand, for example: fingers, wrist joints, forearms, elbow joints, elbows, shoulder joints and beyond the shoulder joint), arm muscular dystrophy, arm joint cramps, severe arm-bone fractures, shrinking arm muscles, cerebral palsy, club hands, weakening arms, broken shoulders, and hand deformity.
<b>Difficulty moving lower body parts</b>	Refers to weakening, damage or permanent loss of lower extremities (legs), including muscular dystrophy and muscle spasms or immobility due to nerves of the legs.	Leg amputation (foot, ankle joint, below knee, knee joints, above knee, hip joint...) leg muscular dystrophy, ankle sprains, severe leg bone fractures, shrinking leg muscles, cerebral palsy, clubfoot, weak legs, severe hip sprains, paralysis of one side of the body, severe vascular damage, severe sprains and severe inflammation.
<b>Difficult adjusting the body and back, and other organs of the body</b>	Refers to the deformity of the body or back or other organs of the body which permanently impairs or damages the function of the organ.	Spine deformity (forward curve, backward curve, or lateral curve), cervical spine (crooked), disability resulting from spinal cord injury, high blood pressure and stroke
<b>Internal organs Disability</b>	Refers to surgery of important internal organs that have been weakened or damaged, or the permanent impairment of immune systems (this disability must be certified by a medical specialist).	With a history of major surgery or are chronically ill or weak, completely damaged internal organs (example: heart, kidney, spleen, respiratory system, bladder, intestine, liver, stomach or other organs.)



## 2. Sensory Disability

Sensory disabilities take into account any impairment of all five senses, such as vision and hearing, to name a few. Below are comprehensive descriptions of each sensory impairment:

- **Visual impairment/difficulty:** In comparison to visual impairment, ‘legally blind’ is often used to describe someone who has about 10% or less of vision capability, it does not indicate that the individual is completely blind. Only 10% of people with vision problems are completely blind. The other 90% are described as having a visual impairment.
- **Hearing difficulty:** Also referred to as difficulty hearing, there are several ‘levels’ or types of hearing impairments. “Deaf” describes someone who has severe difficulty hearing, or cannot hear at all. You can acquire hearing loss after adulthood - this is often referred to as “deafened”. Hard of hearing is someone who uses their residual hearing and speech to communicate.

Type of Impairment	Definition	Characteristics
<b>Hearing difficulty</b>	Refers to hearing loss or impaired hearing, damage or complete loss of hearing.	Deafness, no ear holes, no eardrums, leaking eardrums, severe chronic middle ear infections, lumps in the ear holes.
<b>Speaking difficulty</b>	Refers to speaking difficulties, slurred speech, inability to speak at all, or difficulties understanding/listening to other people.	Slurred speaking (big tongue), severely stuttering, cleft palate, bad palate, unclear speaking, inability to speak or mutism.
<b>Seeing difficulty</b>	Refers to weakened or damaged vision, or complete loss of vision (can be caused by accidents, injuries, illness or aging, etc.)	One blind eye or both eyes are blind, atrophy of the optic nerve, embossed eyes – inability to see, severe cataracts, severe conjunctivitis, crossed eyes, myopia, drooping eyelids, scarring of the eye lens, increased intraocular fluid, optic nerve inflammation and color blindness.

### 3. Developmental Disability

Development disability refers to a specific and persistent disorder of the central nervous system affecting people's ability to learn in the same way as other people are expected to. This can impact a person's ability to interpret what they see and hear, or link information between different parts of the brain. One of the most common indicators of a learning impairment is a discrepancy between the individuals' potential (apparent aptitude & intelligence) and their achievements in academic or professional areas.

Type of Impairment	Definition	Characteristics
<b>Down Syndrome</b>	Refers to a genetic disorder often associated with specific facial features, slow development, heart problems, as well as problems with seeing, hearing and other health issues.	Difficulties with remembering, learning and understanding. Temper tantrums and impulsivity are common. People with Down syndrome are often routine-oriented, which helps them perform daily tasks.
<b>Autism</b>	Refers to a condition related to brain development. Autism is a complex disorder and has no proven direct causes or treatment options. Autism can be mild, moderate and severe.	People with autism struggle with assessing how other people feel or react, causing problems with communication and socializing. They experience difficulties expressing their own interests or responses to others. They tend to perform the same activities routinely, and it is hard for them to adapt to the surrounding environment.
<b>Cerebral palsy (CP)</b>	Refers to a neurological condition that affect body movements and adjustability of muscles. This is caused by damage in specific parts of the brain, and generally occurs before, during or immediately after birth.	Inflexible arm and hand movement, abnormal or trembling or unintentional movements, inability to move, inflexible muscles, salivation, and slow speech or behavior development.

### 4. Psychosocial Disability

It is important to note that not all mental health conditions are impairments. Mental health conditions is a broader term and can include temporary conditions related to mental health. On the other hand, mental disorders are long-term and with severe impacts on day-to-day life. There are many different types of mental health conditions, some are visible, some are not. However, people with mental health conditions or impairments are often amongst the most discriminated against.

- Schizophrenia: serious mental disorder affecting people’s perception of reality.
- Mood Disorders including depression, anxiety, or bipolar disorder
- Dementia: most common with elderly people. However, early-onset dementia can occur in younger people as well.
- Post Traumatic Stress Disorder (PTSD): An estimated 28.4% of Cambodians suffer from PTSD. The most common symptom is difficulty concentrating or memorizing.
- Eating Disorders, including Anorexia and Bulimia
- Obsessive-Compulsive disorders: recurrent, unwanted thoughts and/or behaviors.

Type of Impairment	Definition	Characteristics
<b>Psychosocial disability</b>	Refers to problems related to mental health issues. Common symptoms include unstable behavior and extreme feelings that and interfere with daily functioning.	Psychopathic, schizophrenia, stress, depression, anxiety, dementia, nakedness, extreme feelings of excitement, anger, mood swings, self-harm without realizing the danger.
<b>Difficulty remembering</b>	Refers to limited ability to understand, reason, make decisions, speaking or writing, listening and reading. This is caused by impaired brain functions, impaired brain development, or dementia.	Aging, brain injury, genetics, narrowing of the arteries that supply blood to the brain, coronary heart disease, or brain tumors, malnutrition or dementia, chronic infectious diseases.

## 5. Other Disabilities

Type of Impairment	Definition	Characteristics
<b>Abnormal body cramps</b>	Refers to chronic encephalopathy that disrupts the normal functioning of brain cells, which affects physical activity.	Convulsions or twitching of muscles, foaming at the mouth, eyes widening, biting the edge of the tongue, loss of consciousness(CP).
<b>Chronic illnesses</b>	Refers to physical or social functioning difficulties or disabilities that cannot be classified into any of these five types, or with multiple types of disabilities.	Deformed face, large head, dwarfism, stunting, thyroid disorder. Can be caused by accidents (acid burns, hot-water burn or fire-burns) or inherited genetically.

### **'Hidden' Impairments**

A hidden or invisible impairment is a physical, mental or neurological condition that is not visible from the outside, yet that can limit or significantly affect the quality of people's daily lives. Examples include debilitating pain, fatigue, dizziness, cognitive dysfunctions, brain injuries, learning difficulties and mental health disorders, and can also refer to hearing and vision impairments.

It is important to understand that these impairments are not always obvious to the onlooker, but can often limit daily activities. They can range from mild challenges to severe limitations, and vary from person to person.

## **1.5. Barriers to Inclusion**

One of the best ways to overcome the exclusion of people with disabilities comes to the concept of 'disabling barriers'. There are aspects of society that make life difficult for people with impairments and exclude them from fully participating in the society. The key 'disabling' barriers include:

- **Attitudinal:** There are social and cultural attitudes and assumptions about people with impairments that encourage prejudice, discrimination and exclusion of people with disabilities from society. For example, there are wide-spread assumptions and prejudices that people with disabilities cannot work, cannot be independent, cannot have sex, should not have children, pose threats to the society, should not be seen because they are upsetting to others etc.
- **Environmental/Physical:** These are barriers linked to the physical and built environment and cover a huge range of barriers that prevent equal access, such as stairs/steps, narrow corridors and doorways, low tables, kerbs, inaccessible toilets, inaccessible housing, poor seating, poor lighting, broken elevators, or uneven pavement.
- **Information/Communication:** These barriers are linked to a lack of people able to use sign language or interpreters for people with hearing impairments; lack of provision of information in different formats such as accessible printed materials (large font, simple graphics).
- **Institutional:** These barriers include legislation encouraging discrimination including employment laws, electoral systems, and educational policies that do not reflect the needs of people with disabilities.

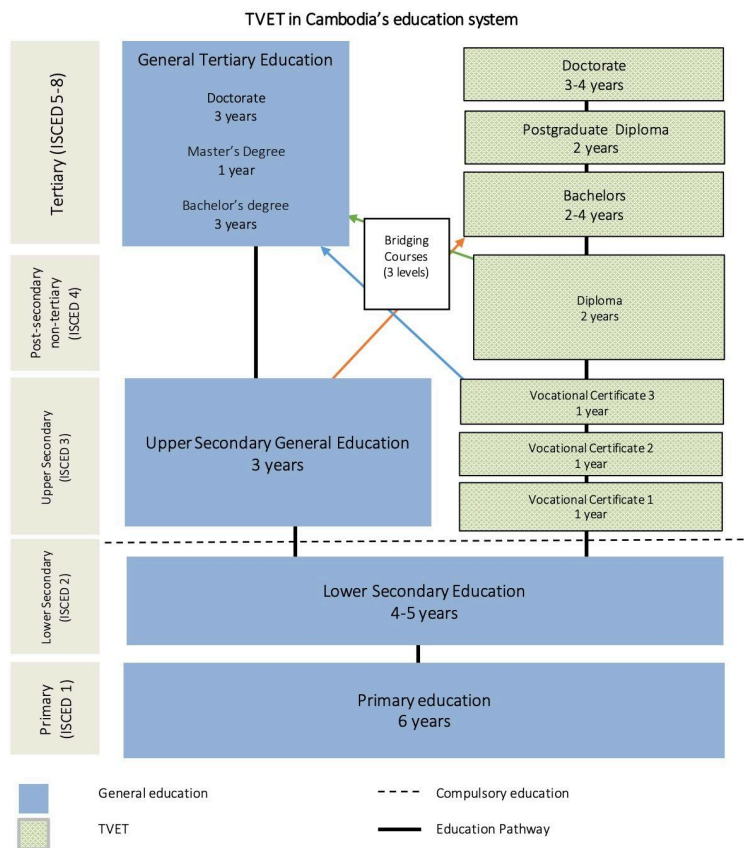
**Some people have an obvious impairment, but usually, it is the environment and the attitude of the society that is disabling. It is important to remember that disability is not a characteristic of an individual, it is the result of the interaction of people with disabilities and their environment. A disabling situation is when a person with disability cannot have the same opportunities as others.**

# Chapter 2: Disability and Technical, Vocational Education and Training (TVET) in Cambodian Context

## Current TVET Landscape in Cambodia

According to the TVET Country Profile Report from UNESCO, there are 2 types of TVET operations in Cambodia: Formal TVET and Non-formal TVET. Each serves different demographic of students based on their educational experiences (UNESCO, 2020).

### 1. TVET Systems



<sup>13</sup> Compiled by UNESCO-UNEVOC International Centre. For a detailed overview and exact mobility between various programmes, please see page 6

## Formal TVET

Formal TVET is also divided into 3 different programs: TVET Programs, Vocational Diplomas, and TVET programs at tertiary level.

- 1) For **TVET Programs**, after finishing lower secondary education, students have the option to either pursue upper secondary education or enroll in vocational training. They can complete three Certification courses or join the workforce after each certificate. Alternatively, they can finish Level 1 of the bridging courses and gain access to undergraduate programs. Courses are available in fields such as vehicle repair, computer technology, and civil engineering (UNESCO, 2020, 06).
- 2) **Vocational Diploma programs**, on the other hand, are available in technical and business fields. After obtaining the diploma, students have the option to continue to a vocational Bachelors program, enroll in a bridging course to enter technology-focused undergraduate programs or join the workforce (UNESCO, 2020, 06).
- 3) For **TVET programs at tertiary level**, polytechnics provide tertiary level courses in areas like engineering and health sciences. TVET programs are available at undergraduate, graduate, and post-graduate levels. To enroll in a Bachelor's TVET program, students need a Vocational Diploma or to have finished upper secondary general education and passed bridging programs. Further education at Master's and Doctoral levels requires completion of previous degrees (UNESCO, 2020, 06).

## Non-formal TVET

The UNESCO TVET Policy Review of Cambodia (2013) states that Provincial Training Centres (PTCs) and Vocational Training Centres (VTCs) are the primary sources of non-formal TVET. Additionally, other public institutions and private providers offer informal apprenticeships. These courses are short-term and focus on areas such as agriculture, construction, motor repairs, and basic food processing. PTCs do not have a standardized program and their operations vary from center to center. The government and donors have also established a set of training funds for non-formal skills development programs. From 2009 to 2019, 114,142 people (56,882 females) benefited from these training funds (UNESCO, 2020, 07). Some of non-formal TVET programs currently implemented include National Training Fund, Voucher Skills Training Programme (VSTP), Prime Minister's Special Fund: Special Fund of Samdech Techo Prime Minister, and Post-harvest Technology and TVET Skills Bridging Programmes (UNESCO, 2013, 31).

## Government's Inclusion Achievements for People with Disabilities

According to the 2019-2023 Strategic Plan on Sectoral Development of Social Affairs, Veterans and Youth Rehabilitation of MoSVY, vocational training and entrepreneurship skills were provided to 1,081 people with disabilities in a variety of fields, with 385 finding employment. Additionally, partner organizations enrolled 1,028 children with disabilities in courses for sign

language and transcripts (Ministry of Social Affairs, Veterans and Youth Rehabilitation, 2018, 08).

## Challenges

People with disabilities, particularly those who are impoverished, experience social discrimination, physical, and financial challenges that limit their access to healthcare, education, and vocational training. This impedes their ability to participate in and benefit from the economy (Ministry of Social Affairs, Veterans and Youth Rehabilitation, 2018, 09).

According to the TVET Country Profile: Cambodia, published by UNESCO in June 2020, the quality of TVET is not meeting the demands of the labor market due to several factors including the lack of a quality assurance system, outdated training methods, insufficient industry experience among trainers, inadequate infrastructure and equipment, and the absence of relevant regulations and an industry-accepted assessment system for trainers and trainees (UNESCO, 2020, 14). The links and pathways between general education and TVET programs are limited. Furthermore, the implementation of skill-bridging training programs and certification across various ministries and non-public training providers is not widespread (UNESCO, 2020, 14). TVET is frequently viewed in a negative light as an education option of lesser value for underprivileged individuals. This perception presents a challenge to TVET enrollment and the development of workforces for current and emerging industries (UNESCO, 2020, 14).

## Inclusive TVET for People with Disabilities

According to the Policy Review of TVET in Cambodia Report, TVET plays a crucial role in promoting socio-economic growth and reducing poverty. It has already achieved significant success and needs to continue to grow and improve in both scale and quality. This will lead to the development of a competent workforce, the creation of job opportunities, the attraction of investment, and the resolution of issues such as labor movement and the formation of the ASEAN free trade zone after 2015 (UNESCO, 2013, 34); hence, it is necessary to make TVET inclusive to people with disabilities. In light of this, the government has been working and taking into consideration ways to include people with disabilities in their national strategies and activities to ensure that they are both socially and economically independent.

In the 3.2.2 of Promoting Quality and Effectiveness in TVET from the UNESCO's report of Policy Review of TVET in Cambodia, one of the strategic directions mentioned is "Strengthen training based on the principle of equity by giving priority to women, disadvantaged or marginalized people, poor youths and individuals who quit schools" (UNESCO, 2013, 34). Furthermore, In the same report, the 2011 Circular on Quality in TVET intends to promote fairness in education by giving priority to women, individuals with disabilities, those who are disadvantaged, impoverished youths and individuals who quit schools. Initiatives such as scholarship schemes and the establishment of dormitories will be implemented for these target groups (UNESCO, 2013, 46).



However, there is a gap in making TVET inclusive to people with disabilities. Evident in the information booklet about public and private TVET institutions published by the Ministry of Labor and Vocational Training in March 2022, 4 (located outside of Phnom Penh) out of 38 institutions have indicated support to vulnerable populations and people with disabilities in their mission statements and activities.

In the 2019-2023 Strategic Plan of MoSVY, the sub-program 1.3: *Developing welfare of people with disability*, aims to advance the rights of people with disabilities and eradicate discrimination against them, which involves the development of sign language, empowerment through rehabilitation and vocational training, support for small business growth, and the promotion of participation in sports and arts to enhance their standard of living and dignity. Its activities include developing a system for managing disability data, implementing a cash transfer program for individuals with disabilities in the community, providing vocational training and job opportunities, coordinating with ministries, institutions, and private enterprises to employ disabled individuals and improve accessibility, promoting the use of assistive devices and sign language, and collaborating with NGOs to develop and train in braille and sign language (Ministry of Social Affairs, Veterans and Youth Rehabilitation, 2018, 30).



# Chapter 3: Including People with Disabilities in Technical and Vocational Education and Training: A Guide to Disability Inclusion

Outlined below are simple contextual guidelines intended for administrators, instructors, and the leadership team in the technical and vocational education and training (TVET) institutions. The guidelines are to assist each training institution in their planning and decision-making processes in making their center inclusive for all. Implementation of the guidelines will result in the promotion of inclusion in the Cambodian TVET sector. It is acknowledged that the implementation of a number of the guidelines will involve coordination and cooperation with the Ministry of Labour and Vocational Training (MOLVT) and the Ministry of Social Affairs, Veterans and Youth Rehabilitation, Organizations for Person(s) with Disabilities, and service providers.

The guidelines are divided into the sections that include a number of the identified actions, indicating both their importance and effect on students with disabilities' training life.

## What Does It Mean to be Inclusive?

Inclusion, in the educational context, means that people living with and without disabilities participate in the class together. Training centers or vocational skills institutions have both legal and moral responsibility to remove barriers by making the center caters for, is accessible to, and supports every type of impairments so that people with disabilities can fully participate and learn along with their peers without disability.

Inclusive institutions are:

- **Accessible** to everyone, without discrimination including buildings, information, communication, curriculum, education materials, technologies, teaching methods, assessment, language and support services. Universal Design is introduced, ensuring that the environment (both offline and online) and tools for teaching and learning are designed to foster inclusion and guarantee equality throughout the education process and class activities. Reasonable accommodation is provided to students with disabilities to meet their specific needs.

- **Adaptable.** The curricula are designed and applied to meet and adjust to the requirements of every student. Standardized assessments are replaced by the flexible and multiple forms of assessment and recognition of individual progress towards broad goals that provide alternative routes for learning.

In this chapter, we will explore the applicable approaches Technical and Vocational Education and Training centers can work to include students with disabilities.

## 3.1. Planning for Inclusion

Inclusive planning is a systemic approach to achieve the goal and objectives of the organization, and it increases the likelihood of success.

### 3.1.1 Building Commitment to Disability Inclusion

Strategies to build commitment for the inclusion of students with disabilities in the TVET institutes and its training programme include:

#### 3.1.1.a Develop a clear vision and mission statement about inclusion



A vision and mission statement can help to communicate the goals and objectives of the TVET centre to all stakeholders, including staff, students, parents, employers and partners. It can also help to guide the planning and implementation of inclusive policies and practices. A vision and mission statement should be developed through a participatory process that involves the input and feedback of people with disabilities and their representatives, as well as other relevant groups. The statement should be reviewed and updated regularly to ensure its relevance and effectiveness.

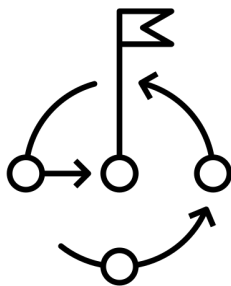
A pledge of “working to achieve inclusion” could be published on the official website as well as through outreach promotional materials.

### An example of an inclusive vision and mission for TVET center

Our **vision** is to be a leading TVET center that provides inclusive and quality skills training for all learners, especially those who face barriers to education and employment due to disability, migration, gender or other factors.

Our **mission** is to empower our learners with relevant and marketable skills that enable them to access decent work and entrepreneurship opportunities, and to contribute to the social and economic development of their communities.

We are **committed** to promoting equity, diversity and inclusion in our TVET programmes and practices, and to collaborating with our partners and stakeholders to create a more inclusive TVET system.



#### 3.1.1.b Develop roadmap toward disability inclusion

**Define objectives:** of what the institution wants to achieve, which should be aligned with the mission and values of the institution. This can be done by the management team of the institutions with the help of external disability experts/consultants (further information and contacts in [Annex 1](#)) by setting up the specific action steps.

**Name person(s) in charge and responsibility:** The person(s) in the institution responsible for the goal or for the specific action steps needs to be identified. Disability Inclusion focal persons need to be determined to push forward the work with a setting up of an internal Working Group to monitor the action plan, guide policy formulation, budgeting and implementation of disability inclusion measures. If possible, the group is recommended to include the representative from each faculty.

**Specify time frame:** indicate the start date and anticipate finished date. Short-term, medium-term and long-term actions should be set with realistic and measurable indicators to monitor and evaluate progress and impact.

**Estimate the costs:** determine the related-cost in reaching the objective, such as the resources needed for training staff, adapting facilities or curricula, providing assistive devices and support services, and raising awareness among stakeholders. In case of the lack of resources (human and financial), the objective may need to be revised or added some certain action steps in raising funds.

#### 3.1.1.c Establish non-discriminatory policies

These policies should ensure that people with disabilities have equal access to TVET programs and services and that they are not subjected to any form of discrimination or harassment based on their disability. The policies should also provide reasonable accommodation and support for people with disabilities to participate effectively in TVET activities and achieve their learning

outcomes. To ensure the effectiveness of the policies, consequences should be made clear from the start, and actions should be taken accordingly for every violation of the policies.

## **An Example of a Non-discrimination Policy for TVET Institution**

### **Non-discrimination Policy**

*[Institution]* is committed to providing a safe and inclusive learning environment and does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, disability, age, religion, or any other protected characteristic in our programs, activities, admissions, or employment practices. We respect and value the diversity of its community and strive to foster a culture of respect, equity, and belonging for everyone.

Any student, staff member, parent, or guardian who believes that they or someone else has been discriminated against or harassed on the basis of any protected characteristic should report the incident to the non-discrimination coordinator or any other school official as soon as possible.

*[Institution]* will promptly investigate all reports of discrimination or harassment and take appropriate action to stop, prevent, and remedy any violations of this policy. We will also protect the confidentiality and privacy of all parties involved in the complaint process to the extent possible.

*[Institution]* prohibits any retaliation against anyone who reports or participates in the investigation of a discrimination or harassment complaint. Anyone who engages in retaliation will be subject to disciplinary action. We also prohibit any false or malicious accusations of discrimination or harassment. Anyone who makes such accusations will be subject to disciplinary action.

*[Institution]* will provide training and education to all students and staff on this policy and on how to prevent and respond to discrimination and harassment. *[Institution]* will also communicate this policy to all parents and guardians and make it available on the school website and in the school handbook.

*[Institution]* welcomes any feedback or suggestions on how to improve this policy and promote a more inclusive and respectful school culture. We will review this policy periodically and make any necessary revisions or updates.

### 3.1.2 Assessment on Capacity Needs to Implement Inclusion

Another essential step in planning for inclusion is to assess the existing facilities and human resources to carry out the work. This would help determine what is already in place and what needs to be adapted or improvised.

#### 3.1.2.a Existing Infrastructure/Environment Accessibility

This step involves assessing how accessible the institution is with the support of resource organizations, both in terms of infrastructure (buildings, training rooms, toilets etc.) and informational aspects (braille, software for visually impaired persons, and sign language for hearing impaired persons etc). Through such assessment, TVET institutes will better understand their accessibility status and can take necessary measures to improve it.

#### What to Check

- Space for moving around and getting in
- Classrooms utilities: Chairs, equipment, tables, free space
- Bathroom: Toilets, urinals, free space
- Signage, labels and directions
- Accommodation
- Cafeteria
- Emergency evacuation routes and alarms
- Transportation

List of potential disability-focused organization and key governmental body that work on physical accessibility assessment

**1. Phnom Penh Center for Independent Living**

E-mail: [info@ppcil.org](mailto:info@ppcil.org)

Website: [www.ppcil.org](http://www.ppcil.org)

Tel/Fax: (+855)23 6329 214

Telephone: (+855)77 500 706

**2. Disability Action Council**

Email: [dac@dac.org.kh](mailto:dac@dac.org.kh)

Website: [www.dac.gov.kh](http://www.dac.gov.kh)

Telephone: (855)23 727 428

Fax: (855)23 727 426



## Resources

### **Non-technical Accessibility Guidelines (KH & ENG):**

<https://bit.ly/nontechnical-guideline>, developed by Disability Action Council and Humanity & Inclusion (HI), can be used as an assessment guide.



The tool is a checklist that has been developed following the four steps of the RECU principle for accessibility (RECU: Reach, Entre, Circulate and Use) and does not require any specialized equipment or expertise, but rather relies on observation. It can be conducted by

anyone who is interested in improving the accessibility of their environment. The assessment covers all the aspects of accessibility (horizontal, vertical, communication-related) and, at the same time, focus on different kinds of barriers (Horizontal, Vertical, Communication-related) for persons with different kind of impairments (physical, visual, hearing, psychosocial and intellectual), elderly people, children, pregnant women, etc.

### 3.1.2.b Staff Capacity - Disability Inclusion Scorecard

Part of the planning process is to assess how others in the center feel and think about inclusion, which can be done through a formal survey ([see Annex 2 for the Disability Inclusion Scorecard](#)). This guidebook can then provide directions to staff and management on how to proceed and what role each person is going to play in your inclusion efforts.

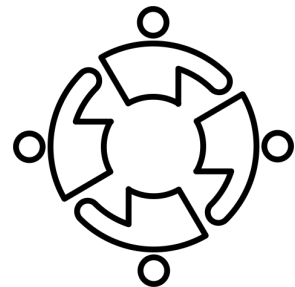
## 3.2. Encourage Participation

### 3.2.1 Outreach and Recruitment



Recruitment of trainees with disabilities will require a deliberate message. It must be made clear what types of persons with disabilities the institution is ready to provide training to, in addition to the list of courses applicable for students with certain types of disabilities. **Use a variety of outreach methods** to reach persons with different types of disabilities and life circumstances.

- When promoting your programme, remember that the community of persons with disabilities is not homogeneous. **Develop partnerships and networks with disability organizations and relevant stakeholders** (government offices serving persons with disabilities - Ministry of Social Affairs, Veterans and Youth Rehabilitation, Department of Welfare for Person(s) with Disabilities, informal community leaders and parent groups for instance) to mobilize and motivate students with disabilities and their families. A partnership agreement could be made between the TVET institutions and various disabilities organizations to help with the outreach of the recruitment, identification of potential students with disabilities, as well as enrollment.
- **Conducting awareness campaigns and information sessions** to inform students with disabilities and their families about the benefits and opportunities of TVET programs, as well as the available accommodations and support services.



- **Use multimedia** such as social media (Facebook, YouTube, Instagram, TikTok), local radio broadcast, TV and printed media for publication of the programme.
  - Compose a brochure or leaflet in simple language with pictures for those with limited literacy or intellectual disabilities. Avoid the use of disability sensitive language. For instance, instead of using the term “the disabled” or “handicap,” use the term “people/persons with disability” instead (United Nations, 2019, 5).
  - To assist and reach people with visual impairment, have some brochures printed in Braille and large print.
  - Advertising videos need to include both sign language and captions describing the program.

### 3.2.2 Provision of Financial Supports/Scholarships

One of the major challenges faced by trainees with disabilities is the lack of financial resources to enroll and complete the training courses. Provision of financial assistance enables trainees with disabilities to enroll and complete training courses. This could be in the form of grants or scholarships covering the tuition fees, transportation costs, and living expenses during their time at the institution. TVET institutions are also encouraged to provide free of charge accommodation and educational materials to ensure trainees with disabilities are fully accommodated.

## 3.3. Capacity Building - Building Awareness and Acceptance

Building awareness and acceptance of inclusion among TVET staff, students and employers is important to create a positive and supportive learning environment that respects diversity and fosters social cohesion. By raising awareness and acceptance of inclusion, TVET centres can also contribute to the implementation of the United Nations Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals. Various action steps are needed to kick off the inclusion journey.

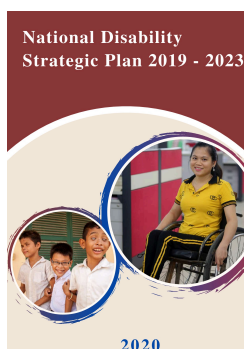
- Organize workshops or trainings for all staff (including school principals, administrators, teachers/instructors, course developer, etc.) on **Disability Awareness**. Topics may include the following:
  - Basic introduction to disability
  - Barriers to inclusion
  - Disability etiquette/ appropriate language





Such workshops can help staff comprehend the present status of, and challenges facing the organization while involving them in the process of planning for disability inclusion. This could be done through a Training of Trainers model to ensure sustainability, where the school administration provides trainings as part of the onboarding process for new staff in each institution.

There are several free-of-charge courses on the internet, see [Disability in the Workplace: A Global Perspective](#) as an example. In addition, organizations listed in [Annex 1](#) such as Agile Development Group, Cambodian Disabled People's Organisation (CDPO), People's Action for Inclusive Development (PAFID) can be contacted for the training tailored to the needs of your institution.



- Orientation of staff on the **National Disability Strategic Plan (NDSP 2019 - 2023)** and accompanying disability inclusion strategy. Organizations of Persons with Disabilities/disability expert/relevant ministries (Ministry of Social Affairs, Veterans and Youth Rehabilitation/Disability Action Council Cambodia) can be reached for an orientation to the concerned staff and TVET principals on relevant national policies and international commitments.
- Include disability awareness sessions at the start of each school year as part of the students' orientation to ensure social discrimination can be alleviated (Skills for Youth Employment in the Caribbean, 2021, 7). This could serve as a refresher on disability inclusion for those who have had the training before, and it would also benefit new students or faculty members. At the same time, it also serves the school an occasion to set the tone for the inclusion in the new year or perhaps revamp or improve their vision statement toward disability inclusion. Parents are highly encouraged to participate in the session to clear existing misconceptions about disabilities (Skills for Youth Employment in the Caribbean, 2021, 8). Parents and family members are the biggest support system for people with disabilities; hence, it is crucial that they know the rights for their family members with disability, and they could benefit just as much as the faculty members in being educated on disability awareness, so they can be better counselors for their family members with disabilities.
- Segregation is never an answer to diversity. Instead of separating classes, it is highly **encouraged that students with disabilities and students without disabilities be put in classes together** (Skills for Youth Employment in the Caribbean, 2021, 6). That way they can learn from each other and exchange experiences which could help develop empathy toward each other. Moreover, separating classes would just add more costs to the school to bear.



## 3.4. Accessibility and Reasonable Accommodation

It is important to set up a series of steps to improve the access of students with disabilities by enhancing the infrastructure, equipment and facilities in the training institutions.

### 3.4.1 Physical infrastructure

After getting through the initial assessment of the physical infrastructure, adaptation is encouraged to be undertaken to provide a PwDs-friendly environment for aspiring students with disabilities. Actions can start small from:

- Put signage that clearly indicates the location and direction of accessible entrances, exists, elevators, restroom, and other facilities. The signage should be visible, readable, and consistent throughout the building, using symbols and colors that are universally recognized and understood by people with different disabilities.
- Installing ramps, handrails, automatic doors, and elevators in strategic locations to facilitate mobility and access for students who use wheelchairs.
- Adapting one of the toilets into an accessible toilet, marked with a wheelchair symbol, with features such as wider doors, grab bars, and lower sinks.



### Resources: Cambodian Standards for Physical Infrastructure Accessibility

- **Technical Standards for Physical Infrastructure Accessibility (KH & ENG):** <https://bit.ly/technical-standard-physical-accessibility> developed by Disability Action Council General Secretariat (DAC-SG) under the Ministry of Social Affairs, Veterans and Youth Rehabilitation give detailed technical specifications for accessibility infrastructure for all public buildings in Cambodia. Factsheets and video animations, produced by **ACCESS**, are also included.
- **Non-technical Accessibility Guidelines (KH & ENG):** <https://bit.ly/nontechnical-guideline> developed by Disability Action Council and



Humanity & Inclusion (HI), can be used as an assessment guide. The tool is a checklist that has been developed following the four steps of the RECU principle for accessibility (RECU: Reach, Entre, Circulate and Use) and does not require any specialized equipment or expertise, but rather relies on observation. It can be conducted by anyone who is interested in improving the accessibility of their environment. The assessment covers all the aspects of accessibility (horizontal, vertical, communication-related) and, at the same time, focus on different kinds of barriers (Horizontal, Vertical, Communication-related) for persons with different kind of impairments (physical, visual, hearing, psychosocial and intellectual), elderly people, children, pregnant women, etc.

### 3.4.2 Reasonable Accommodation: Beyond the Physical Environment

**Reasonable accommodations** are adjustments or modifications made to a school policy, or specific supports or services provided to a student with a disability, that enable the student to participate in school programs, including admissions, academics, vocational education, online and distance education courses, housing, physical education, athletics, recreation, extracurricular activities, transportation, counseling, health insurance (covering both physical and psychiatric disabilities), and financial aid.

Source: [Disabilities in Higher Education \(legalaiddatwork.org\)](http://legalaiddatwork.org)

Providing reasonable accommodations, such as extra time, adaptation to the assessment, accessible learning method, modified equipment, or individualized support, help students with disabilities participate fully and equally in the TVET courses.

#### 3.4.2.a Establishing Available Support Services: Counseling



To assist students with disabilities, TVET institutions play a key role in ensuring that students are provided with support needed, including their future plan upon graduation. Counseling assists students in making self-discovery and self-realization decisions. To put it simply, it is the process of advising students on “how to study” and “what to study”.

Picking a career usually comes after picking a course. To find the right career, an understanding of what course to take and if students with disabilities’ capabilities match interests is very much needed. The right counselors will not just help students make an informed decision about their career paths, but also help boost the institution’s credibility as well. Parents, too, will be grateful for the efforts in relieving a giant burden off their children’s backs, thus helping the institutions to garner tremendous goodwill.

Having an in-house career counselor or focal person who would be in charge of the aspect is a smart choice to ensure students with disabilities receive adequate support. For students with disabilities, the counseling is recommended to happen twice:

- One at the inception phase (prior to course registration), considering those with disabilities are mostly unable to determine what career they should take, their aptitude, and interests. Indicated here as “Pre-enrollment counseling”.
- Another in their final year or prior to graduation to re-assess their skills uptake and determine what changed to assist their transition-to-work journey.

**Pre-enrollment Counseling:** is essential to help students with disabilities make informed and realistic decisions about their education and career goals. Effective counseling to students with disabilities before they enroll in the course helps them to identify and overcome potential barriers and challenges that they may face. Specialists field visit to the community (village, commune, houses of PwDs) along with interview and consultation on future career is highly recommended to assess the student's interests, abilities, strengths, and needs.

- Use a variety of tools and methods, such as interviews, questionnaires, tests, portfolios, and observations, to gather information about the student's preferences, skills, aptitudes, learning styles, and support needs. Be sensitive and respectful of the student's disability, and avoid making assumptions or judgments based on stereotypes or labels.
- Hotline counseling is also deemed necessary to accommodate students with disabilities who are unable or have difficulty in commuting.
- Provide the student with accurate and up-to-date information about the different TVET programs and courses that match their interests and abilities. Explain the admission criteria, curriculum content, learning outcomes, assessment methods, and certification standards of each program or course. Highlight the benefits and challenges of each option and discuss how they align with the student's goals and expectations.
- Discuss with the student the possible barriers and difficulties that they may encounter in TVET programs or courses, such as physical access, communication, instruction, assessment, equipment, materials, resources, or social interaction. Help the student to identify and request reasonable accommodations or adjustments that can facilitate their participation and success in TVET. Provide information and referrals to relevant support services or agencies that can assist the student with their accommodation needs.
- Support the student's decision-making process by encouraging them to weigh the pros and cons of each TVET option and to consider their personal values, interests, abilities, needs, and goals. Help the student to clarify their doubts and concerns and to evaluate their readiness and confidence for TVET. Respect the student's autonomy and choice and avoid imposing your own opinions or preferences. Provide positive feedback and reinforcement to the student's strengths and achievements.
- Maintain contact with the student after they enroll in TVET and monitor their progress and satisfaction. Provide ongoing counseling and guidance to help the student cope with any challenges or difficulties that may arise during their TVET program or course.

Celebrate the student's accomplishments and milestones and support their transition to further education or employment.

### 3.4.2.b Reviewing Entry Requirements and Admission Process

To ensure that all students have equal opportunities to participate in and benefit from the technical and vocational skills programs offered by the institution, some of the way that institutions can improve accessibility in the admissions process include:

- Providing clear and comprehensive information about the entry requirements and admission processes on their websites and other communication channels, including hotline and in-person.
- Establishing a dedicated office or staff member to support students with disabilities throughout the application and admission process, and to liaise with other departments and faculties to ensure coordination and consistency.
- In case there is an entry assessment, offering multiple modes of application such as online, paper-based, or video-based, and allowing students with disabilities to choose the mode that suits their needs and preferences.

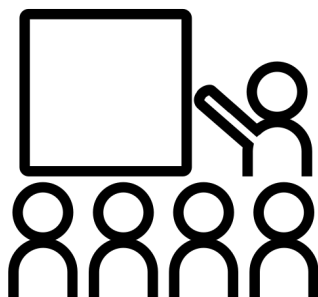
### 3.4.2.c Establishing Accommodation Needs Form

The best way to understand the needs of students with disabilities is to hear it directly from them. An Accommodation Needs Form is a document that allows students to request and receive appropriate accommodations from their educational institution. The form should include the following information:

- Name of student and contact details.
- Name of guardian and contact details.
- The student's disability and how it affects their learning and academic performance.
- The student's current treatments, medications, or assistive devices, if any.
- The student's preferred accommodations, such as presentation, response, setting, timing, scheduling, or organization skills accommodations.
- (if available) The student's supporting documents, such as a diagnosis from a licensed professional, an evaluation report, or a previous accommodation plan from another academic setting.

The form should get submitted to the office of student accessibility or a similar department that handles accommodation requests. The office will review the form and the supporting documents and determine the eligibility and feasibility of the requested accommodations. The office will then communicate with the student and their instructors to implement the accommodations as soon as possible. A sample of the Accommodation Needs Form is attached in [Annex 5](#).

### 3.4.2.d Teaching and Learning Methods



Including persons with disabilities in the classrooms, workshops and training programs does not mean you need to use different training

methods. You can use the methods and approaches you know, but you may need to apply them with due consideration to the diverse needs of your trainees. The following are some instructional techniques you typically use and how to apply them.<sup>3</sup>

❖ **Explain, not lecture.**

Explaining means telling someone how to do something or giving information. This goes beyond talking, which also includes

- Using sign language
- Writing
- Demonstration or guiding
- Visual learning material

❖ **Show or Demonstrate**

Showing or demonstrating is physically doing the activity you want your trainee to learn, or showing them using video or some other method. It works effectively for teaching complicated tasks that have many steps. Despite explaining and showing works for almost all groups of persons to learn, that does not work with those with visual impaired.

❖ **Learning by Doing**

The approach allows the trainees to do a practical task, which is an effective way to train. It is also a way to evaluate or test to see if the trainee is learning. Learning by doing is especially suitable for persons with hearing and/or speaking difficulties, since it relies on seeing and doing rather than hearing or speaking.

There are three types of learning by doing approaches

1. **Guiding:** In verbal guiding, the trainer tells the trainee what to do. The trainer coaches the person through each step of the process. In physical guidance, the trainer may physically take the person's hands (or another part of the body) and take them through the steps. You should always ask the trainee first if you can use physical guidance.
2. **Discovering:** The trainer creates a situation where the trainee has to figure out or discover what to do. For instance, in assembling a bicycle wheel, the trainers could provide a model (the assembled wheel) and the parts, and ask the trainee to "discover" or figure out how to put it together. Use with caution so this does not lead to frustration or failure. But, after providing proper instruction, the trainer may want to use this approach to test or determine how well the trainee can perform the task.
3. **Practicing:** Once the trainee understands how to do a task, the trainer could ask them to practice the task over and over to develop skill or improve speed.

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<sup>3</sup> ILO: Including Persons with Disabilities in Technical and Vocational Education and Training, 2016: [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms\\_543304.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_543304.pdf)


**For trainees who have hearing impairment (completely or partly deaf):**

- use writing (if your trainees can read)
- incorporate pictures and drawings to facilitate understanding
- use captioned or sign language videos
- use sign language (if you and the trainee know sign language or if you can get an interpreter)
- if you have a student who is able to read lips, make sure they can see you
- use technological devices (phone, tablet, computer) for interactive conversation (if available)


**For trainees who have visual impairment (completely or partly blind):**

- use large print notes and give to the student ahead of time if they have low-vision
- provide notes/lectures as in recordings or electronic format
- get lecture notes in Braille (if the student knows Braille)
- Narrate/explain verbally what is being demonstrated
- use touch or physical guiding (“learning by doing” approach)

### 3.4.2.e Using Assistive Devices

Assistive devices are tools and technologies that can enhance the functional abilities of students with disabilities and enable them to overcome the barriers while learning. Examples of assistive devices include screen readers, speech recognition software, hearing aids, magnifiers, braille devices, and ergonomic furniture. It is important for TVET educators and employers to provide adequate and appropriate assistive devices for their students and employees with disabilities, as well as to train them on how to use them effectively.



### 3.4.2.f Adjustments and Adaptations to the Assessment/Test

By providing adjustments and adaptations to assessment for students with disabilities attending TVET courses, educators can ensure that these students have equal access to quality education and fair opportunities to demonstrate their learning achievements. Adjustments and adaptations are intended to reduce or eliminate the effects of a student's disability on the assessment, without changing the construct or content that is being measured. Adjustments and



adaptations should be based on the individual needs and preferences of each student, as well as the requirements and objectives of the assessment.

Some examples of adjustments and adaptations for assessment are:

- **Presentation:** This refers to how the assessment information is delivered to the student. For example, a student may need the assessment instructions or questions to be read aloud, enlarged, highlighted, simplified, or interpreted in sign language.
- **Response:** This refers to how the student provides answers or evidence of learning on the assessment. For example, a student may need to use a scribe, a word processor, a calculator, a voice recorder, a sign language interpreter, or an alternative format (such as oral, graphic, or tactile) to respond to the assessment.
- **Timing/Scheduling:** This refers to when and how long the assessment is administered. For example, a student may need extended time, frequent breaks, flexible scheduling, or multiple sessions to complete the assessment.
- **Setting:** This refers to where and with whom the assessment is administered. For example, a student may need a separate room, a quiet area, special lighting, adaptive furniture, or individual or small group administration to take the assessment.

Adjustments and adaptations should be selected and implemented in consultation with the student, their parents or guardians, their teachers, and other relevant professionals. They should be consistent with the student's needs written at the start of the year on their Accommodation Needs Form.

### 3.4.2.g Encouraging students with disabilities graduating from the TVET courses to become role models

By having graduates with disabilities become role models, it helps with outreach and to inspire other students with disabilities to enroll.

- Recognize and celebrate their achievements and contributions in TVET courses and beyond. This can be done through awards, certificates, testimonials, media coverage, social media posts, newsletters, etc. Recognition can boost their self-esteem and pride, as well as showcase their skills and potentials to others.
- Provide them with opportunities and platforms to share their stories and experiences with other students with disabilities, as well as with teachers, employers and policymakers. This can be done through peer support groups, workshops, seminars, webinars, podcasts, blogs, etc. Sharing can help them to connect with others, express their views and opinions, inspire and influence others, and advocate for their rights and interests.



## 3.5. Maintaining and Sustaining Inclusion Progress

Once inclusive processes are implemented in the institutions, it is important to have the progress maintained and sustained. Several recommendations can be adopted, such as:

- **Regular audit of school's facilities and utilities** to ensure they are up to standard and quality for people with disabilities. The auditing is done with the intention of assessing whether the facilities within a particular school are accessible or up to the standards of accessibility provided for everyone, including students with disabilities (The Diversity Trust, n.d.).
- **Establish inclusive budgeting quarterly or yearly** to maintain accessible facilities and reasonable accommodations. According to the United Nations High Commissioner for Refugees, inclusive budgeting is the allocation of adequate financial resources on improving the accessibility of facilities and removal of barriers for people with disabilities. This should include physical accessibility, accessible communications, reasonable accommodations, assistive devices and mobility equipment (United Nations High Commissioner for Refugees, n.d., 1).
- **Keep accurate, comprehensive and up-to-date records** on student enrollment, student dropouts and graduation, segregated by gender and types of impairment or other vulnerability.
- **Maintain good relationships with alumni with disabilities** network and relevant stakeholders to establish the network of people with disabilities for future outreach or recruitments.

## 3.6. Transition to Work or Self-Employment

While students require information on how to search for jobs, information on various models of self-employment or entrepreneurship (sole proprietor, group or co-op managed), students with disabilities may require additional support to counteract societal expectations and norms. To address some of these challenges, TVET institutions need to work with stakeholders to identify country-specific skills requirements or align courses to reflect employment opportunities. This can facilitate a smooth transition to work.

### 3.6.1 Job Coaching

For TVET graduates with disabilities pursuing employment, job coaching helps them to prepare for employment. Job coaches assist people with disabilities who face challenges when seeking



employment, providing them with on-the-job training that help them learn how to be successful in the workplace, how to perform job functions or behave appropriately in professional settings.

For institutions, a career counselor can also act as a job coach, but more competencies are needed. In addition, partnership with specialist organizations working on job coaching, Essential Personnel Cambodia for instance, can facilitate the service and provide the necessary capacity-building, skills training, and job matching with potential employers.

### **3.6.2 Job Matching Upon Graduation**

To ensure TVET graduates receive job opportunities that best match their skills and passion, TVET institutions are encouraged to establish and expand partnerships with job matching organizations. Essential Personnel Cambodia (EPC) is one of the organizations in Cambodia that provide job matching services for people with disabilities on top of job coaching.

Through the collaboration with companies or partnering institutions that are in demand of the skills, TVET institutions are encouraged to work with the employer and provide equal opportunity for graduates with disabilities to pursue internships or apprenticeships with the company's relevant to their skills to build their portfolio and familiarize themselves with professional working environments. Kampuchea Sēla Handicap is amongst those organizations that offer job opportunities for people with disabilities, including those with intellectual disabilities.

### **3.6.3. Road to Self-employed: Equipped Students with Disabilities with Entrepreneurial Mindset**

While jobs are getting competitive due to reasons including technological advancements and population growth, entrepreneurship can be seen as a significant career option amongst the current generation, especially for those who are pursuing vocational education. To increase awareness amongst students of the possible benefits of being an entrepreneur, a basic entrepreneurship course is essential to be incorporated in the regular curriculum. This initiative will not only boost the interest of the students to go for personal business and move away from the traditional 9 to 5 jobs, but also help them to enhance creativity through an innovative approach to solve problems and think like a leader. Basic entrepreneurship modules like business modeling, financial planning, market analysis, creative problem-solving, organizational leadership and innovation are recommended to be included.

For instance, Agile Development Group is one of the few entrepreneur support organizations and disability development agencies that provides training on entrepreneurship, digital literacy, financial literacy, and advocacy with specific focus on people living with disabilities. Partnership or service contracts with the institution is deemed possible to push forward the action in incorporating entrepreneurship into training modules.

## Annex 1 List of Potential Disability-Related Organizations in Cambodia

Institution	Contact Details	Role/Service provided <sup>4</sup>
<b>National Disability Organizations in Cambodia</b>		
Cambodian Disabled People's Organization (CDPO)	Email: <a href="mailto:admin@cdpo.org">admin@cdpo.org</a> Website: <a href="http://www.cdpo.org">www.cdpo.org</a> Telephone: 023 221823 Facebook page: <a href="https://www.facebook.com/cdpo.org">https://www.facebook.com/cdpo.org</a> Youtube: <a href="http://www.youtube.com/user/cdpocambodia">http://www.youtube.com/user/cdpocambodia</a>	Key role in representing the views of person(s) with disabilities to government bodies as part of the policy process, promote the needs of person(s) with disabilities for accessibility and inclusive service.
Department of Welfare for Person(s) with Disabilities, Ministry of Social Affairs, Veteran and Youth Rehabilitation (MoSVY)	Hotline number for disability issues: 1270 Email: <a href="mailto:jobs.dwpd@gmail.com">jobs.dwpd@gmail.com</a> Telephone: 016 559 917 Facebook page: <a href="https://www.facebook.com/wpdCambodia">https://www.facebook.com/wpdCambodia</a>	Lead and manage disability-related work to promote the rights of person(s) with disabilities.
Disability Action Council, Ministry of Social Affairs, Veteran and Youth Rehabilitation (MoSVY)	Email: <a href="mailto:dac@dac.org.kh">dac@dac.org.kh</a> Website: <a href="http://www.dac.gov.kh">www.dac.gov.kh</a> Telephone: (855)23 727 428 Fax: (855)23 727 426 Facebook page: <a href="https://www.facebook.com/DACCambodia">https://www.facebook.com/DACCambodia</a>	Develop national strategies and action plans related to disability and has the duty to promote implementation, monitoring and evaluation of implementation of policies, national plans, laws and other regulations related to disability and rehabilitation.

<sup>4</sup> [cambodia-national-disability-strategic-plan-2014-18.pdf \(unesco.org\)](http://unesco.org/cambodia-national-disability-strategic-plan-2014-18.pdf)

<p>Person(s) with Disabilities Foundation (PWDF)</p>	<p>Email: <a href="mailto:pwdf@pwdf.gov.kh">pwdf@pwdf.gov.kh</a>          Website: <a href="http://www.pwdf.gov.kh">www.pwdf.gov.kh</a>          Telephone: 023 982 306          Facebook page:  <a href="https://www.facebook.com/pwdf.pagelike/">https://www.facebook.com/pwdf.pagelike/</a></p>	<p>Administrative public          Institution with duties to disburse funds for projects and program implementation to help persons with disabilities and support institutions providing services to persons with disabilities such as health, rehabilitation, education, technical and vocational training and job placement.</p>
<p><b>Other Organizations working on Disability</b></p>		
<p>Action on Disability and Development (ADD) Cambodia</p>	<p>Website: <a href="http://www.add.org.uk/cambodia">www.add.org.uk/cambodia</a>          Telephone: 023 885 006          Facebook page:  <a href="http://www.facebook.com/add.international.cambodia">www.facebook.com/add.international.cambodia</a></p>	<p>Works in partnership with a network of other organizations of disabled people to help them in their campaigning for the rightful inclusion of disabled adults and children in society.</p>
<p>Agile Development Group</p>	<p>Email: <a href="mailto:info@agiledg.com">info@agiledg.com</a>          Website: <a href="http://www.agiledg.com">www.agiledg.com</a>          Telephone: 017 350 544 / 016 708 848 / 088 733 4902          Facebook Page:  <a href="https://www.facebook.com/agiledg">https://www.facebook.com/agiledg</a>          LinkedIn:  <a href="https://www.linkedin.com/company/agiledg">https://www.linkedin.com/company/agiledg</a></p>	<p>An impact enterprise that uses human-centered design to create solutions and opportunities for people with disabilities, providing training service on ICT, entrepreneurship, and advocacy tailored toward the needs of person(s) with disabilities.</p>
<p>Deaf Development Program (DDP)</p>	<p>Email: <a href="mailto:info@ddp-cambodia.org">info@ddp-cambodia.org</a>          Website: <a href="http://www.ddp-cambodia.org">www.ddp-cambodia.org</a>          Telephone: 017 993 321          Facebook Page:  <a href="https://www.facebook.com/DDP.Cambodia">https://www.facebook.com/DDP.Cambodia</a></p>	<p>Work to remove the barriers preventing deaf people in Cambodia from achieving equality by providing Cambodian Sign Language research and development, education and job training courses, community development activities, Cambodian Sign Language</p>

		interpreting services and social services.
Essential Personnel Cambodia (EPC)	Email: <a href="mailto:nimulesessential@gmail.com">nimulesessential@gmail.com</a> Telephone: 012 324 548 Facebook Page: <a href="http://www.facebook.com/essentialpersonnelcambodia">www.facebook.com/essentialpersonnelcambodia</a>	Empowering young Cambodians with disabilities through education and vocational training, leading to employment and independence.
Mith Samlanh - Friends Organization	Email: <a href="mailto:info@mithsamlanh.org">info@mithsamlanh.org</a> Website: <a href="http://www.mithsamlanh.org">www.mithsamlanh.org</a> Telephone: 023 220 596	Work with marginalized children/youth to facilitate the children's social reintegration into their families, the public school system, the workplace, and their culture.
People's Action for Inclusive Development (PAfID)	Email: <a href="mailto:info@pafid.local">info@pafid.local</a> Website: <a href="http://www.pafid.org">www.pafid.org</a> Facebook Page: <a href="https://www.facebook.com/PAfID.org">https://www.facebook.com/PAfID.org</a>	Focus on Community Based Inclusive Development, by working directly with some of the most vulnerable groups, such as persons with disabilities, to ensure that they can access their rights and potential.
Phnom Penh Center for Independent Living (PPCIL)	E-mail: <a href="mailto:info@ppcil.org">info@ppcil.org</a> Website: <a href="http://www.ppcil.org">www.ppcil.org</a> Tel/Fax: 023 6329 214 Telephone: 077 500 706	Provide person(s) with disabilities the training, equipment, encouragement and assistance required to allow them to live independently.

# Annex 2 Disability Inclusion Scorecard

Please refer to the link for the adjustable spreadsheet in bilingual (Khmer and English):

[https://bit.ly/DISC\\_TVET](https://bit.ly/DISC_TVET)

This toolkit is originally developed by Light for the World.

## Disability Inclusion Score Card - technical and vocational training institutes

Name of institution							
Date of assessment							
Checklist							
	Level 1	Level 2	Level 3	Level 4	Score	Comments	
<b>Domain 1: Strategy</b>							
1. Are the strategic and operational documents disability inclusive?	Disability or inclusion of marginalised groups is not included in our strategic documents, or in our organisational procedures.	Inclusion of marginalised groups is mentioned in the strategic documents (like vision, mission and goals), but not in organisational procedures.	Inclusion of persons with disabilities from a rights-based perspective is mentioned in the strategic documents and worked out in some organisational procedures.	Inclusion of persons with a disability from a rights-based perspective is a crosscutting issue in our organisation and worked out in all our strategic documents and organisational procedures.			
2. Is there a mandate from the director/ higher management to promote and monitor the inclusion of persons with disabilities in the organisation?	Promotion and monitoring mandate from director/higher management on disability inclusion either non-existent or unclear.	Promotion and monitoring mandate from director/ higher management on disability inclusion exists but is either not clearly linked to inclusion policy, or is not easily actionable.	Coherent inclusion, promotion and monitoring strategy has been developed and is linked to the policy, strategy is mostly known but doesn't drive day-to-day behaviour.	Clear, coherent medium- to long-term inclusion strategy on disability that is both actionable and linked to overall policy, strategy is universally known throughout the organisation and consistently helps drive day-to-day behaviour at all levels of the organisation.			
<b>Domain 2: Human Resources</b>							
3. Is the human resource policy disability inclusive?	No human resource diversity policy available. No actions taken to employ persons with disabilities.	Diversity policy available, but disability is not mentioned there.	Disability is mentioned as part of the human-resource diversity policy.	Disability is mentioned in human-resource diversity policy and affirmative actions (for example, placing job announcements in disability networks) are taken to employ persons with disabilities.			
4. How far does your organisation use affirmative action to enable persons with disabilities to work as employees?	No affirmative actions to enable persons with disabilities for employment are in place.	Some affirmative actions to enable persons with disabilities for employment are in place.	Affirmative actions to enable persons with disabilities for employment are in place, but not yet always followed.	Affirmative actions to enable persons with disabilities for employment are in place, functional and with support system well established.			
5. Are persons with disabilities working in the organisation?	No staff board members or volunteers with a disability in the organisation.	At least 1% of staff, board and volunteers consist of persons with disabilities.	At least 2% of staff, board and volunteers consist of persons with disabilities.	At least 5% of staff, board and volunteers consist of persons with disabilities.			
6. Are persons with disabilities employed in decision-making positions? If so, how far does it follow a proportional representation?	No representation of persons with disabilities in decision-making positions.	Some representation of persons with disabilities but not yet on decision making positions.	There is a representation on management level in decision-making position, but not yet proportional.	A proportional representation of persons with disabilities can be seen on all levels.			
7. Is disability orientation to staff organized?	No orientation is so far given to staff of the organisation on the rights of persons with disabilities and inclusion in regular programmes.	Some staff received a one-off orientation on the rights of persons with disabilities and inclusion in regular programmes.	Majority of staff received a one-off orientation on the rights of persons with disabilities and inclusion in regular programmes.	Staff regularly receives orientation on the rights of persons with disabilities and on inclusion in regular programmes.			
8. Does your organisation/personnel have expertise on disability rights and inclusion (and/or does the organisation have access to make use of external disability expertise)? (e.g. inclusion specialist, disability local person)	No disabilities expertise/focal person within the organisation. No external support requested at all.	Disability expertise exists within the organisation, but is limited. Only a few people within the organisation are aware of this expertise. Available expertise is rarely used. Occasionally external support is requested.	Disability expertise exists within the organisation. Many people in the organisation are aware of this expertise and they frequently use it. Regular external support is requested.	Disability expertise exists within the organisation, many with organisation and partner organisations are aware of such expertise. It is regularly used within the organisation and also extended to other partners on request. Whenever needed external support is requested.			
<b>Domain 3: Accessibility</b>							
9. Are the buildings accessible to persons with disabilities?	The organisation's office building, classrooms and meeting rooms are not accessible to persons with disabilities.	Some classrooms and toilets are accessible to persons with disabilities.	The meeting rooms, classrooms, toilets and part of the office building are accessible for persons with disabilities.	The entire premise, including all workspaces, meeting rooms, classrooms, office buildings, and toilets, is accessible to persons with disability.			
10. Are events accessible to persons with disabilities?	Accessibility is not taken into account when events are organised by the TVET institute. Only a small proportion of events is accessible to persons with disabilities.	Accessibility is not taken into account when events are organised by the TVET institute. 50% of the events are accessible to persons with disabilities.	Accessibility is taken into account when events are organised. The majority are accessible to people with disabilities.	All events organised by the TVET institute are accessible to people with disabilities.			
11. Are accessible transport options available to the training location to the	No consideration on safe and accessible transportation.	Little consideration on accessible transportation.	Due consideration on accessible transportation.	Consideration on accessible transportation is automatic and part of programme.			
12. Is the website accessible and is other information available in accessible format?	The website and other information sources are not accessible to persons with visual impairments.	The website is tested for accessibility and is partly accessible. Newsletter and information are made accessible on demand.	The website is tested for accessibility by users and is fairly accessible. The option of getting newsletters and information in an accessible format is actively communicated.	Website is fully accessible and newsletter brochures are available independently.			
13. Is sign language available?	No accommodation is made for people that need sign language interpretation.	Sign language interpretation is sometimes available.	Sign language interpretation is available on demand.	Sign language interpretation is always provided as an option.			
14. How far are staff members trained to use, arrange for and produce materials and communications in alternative formats as applicable?	None of the staff members are trained to use, arrange for and produce materials and communications in alternative formats as applicable.	Sensitization to staff members are given to use, arrange for and produce materials and communications in alternative formats as applicable.	Some staff members are trained to use, arrange for and produce materials and communications in alternative formats as applicable with external support.	Staff members are trained to use, arrange for and produce materials and communications in alternative formats as applicable.			
<b>Domain 4: External Relations</b>							
15. What kind of partnership exists with CPDs and disability service providers?	There is no collaboration with disabled people's organisations and disability service providers (including government) in our programmes.	Incidental collaboration with disabled people's organisations and disability service providers takes place on the initiative.	Incidental collaboration with disabled people's organisations and disability service providers takes place based on our initiative.	A structural partnership exist with disabled people's organisations and disability service providers (including government).			
16. Does your institution address disability in promotion and communication?	Persons with disabilities are not mentioned in promotion and communication content.	Persons with disabilities are hardly mentioned or specifically mentioned as a charitable target group in promotion and communication content.	Persons with disabilities are sometimes mentioned in promotion and communication content, and where mentioned or pictures are depicted positively and equitably.	Persons with disabilities are proportionally and positively represented in promotion and communication content (i.e. people with disabilities are seen in pictures, advertisements etc.)			
<b>Domain 5: Student enrollment and accompaniment</b>							
17. Do the admission criteria enable enrollment of students with disabilities?	Admission criteria are discriminatory against persons with disabilities.	Admission criteria are non-discriminatory, but no provisions are made during admission and intake process.	Admission criteria and process provide for students with a disability.	Admission criteria and process provide for students with a disability.			
18. Are students with disabilities enrolled in college?	There is no data of students with disabilities enrolled in the institution.	1-2% of the total number of students are students with a disability.	4-5% of the total number of students are students with a disability.	8% of the total number of students are students with a disability.			
19. Are transport and accommodation needs of students with disabilities taken into account?	No difference is made in accommodation and travel provisions among students.	Students with disabilities are allowed more flexibility in time to come in to attend the courses.	Students with disabilities are assisted in finding accommodation close to the premise.	Hotel rooms are reserved for and accessible to students with disabilities.			
20. Do students with disabilities participate in social events?	No social interaction as no students with disabilities are present.	Students with disabilities participate in less than 50% of social events (e.g. in sports and music).	Students with disabilities participate in more than 50% of social events (e.g. in sports and music).	Students without disabilities actively seek participation of students with disabilities in all the social events.			
21. Is professional counselling available to students with disabilities?	No counselling service provided to students.	General counselling service provided to all students in terms of life-skills.	Individual counselling service provided to students by professional counselling staff.	Professional counselling staff are qualified and knowledgeable of psycho-social and emotional attributes of disability.			
<b>Domain 6: Curriculum planning, delivery and implementation</b>							
22. Is lesson planning adapted to specific needs of persons with disabilities?	Lesson plan is fixed and not amendable.	Some individual students with disabilities receive exemption for certain parts of the lessons.	Differentiation is practiced in lesson planning, but no active participation of students with disabilities.	Differentiation is practiced in lesson planning with input from students with disabilities.			
23. Are course materials and equipment accessible to students with disabilities?	No provision being made for accessible course materials and equipment.	Course materials are not accessible but some practical adaptations made to equipment.	Some course materials and books are available in accessible format (e.g. Braille, audio), effort is made to make equipment accessible.	Course materials and equipment are accessible for all students with different disabilities.			
24. Are teachers able to teach students with disabilities, taking into account their individual needs?	Teachers teach in a standard way and do not adapt teaching material to individual student needs.	Some teachers know how to adapt teaching method to meet the needs of some students with disabilities.	Most teachers know how to adapt teaching method to meet the needs of some students with disabilities, and actively use buddy students or other persons with disabilities as teaching assistants.	All teachers know how to adapt teaching method to meet the needs of students with different disabilities, and are able to communicate directly with Deaf students.			
25. Are teachers able to differentiate their assessment method to the needs of students with disabilities?	All students are assessed uniformly.	Less than 50% of teachers are able to differentiate the assessment of students with disabilities if required (e.g. extra time, different ways or recording and responding).	More than 50% of teachers are able to differentiate the assessment of students with disabilities if required.	All teachers are able to differentiate the assessment of students with disabilities if required.			
<b>Total Score</b>					<b>0</b>		
<b>Average Score</b>					<b>0</b>		

## Annex 3 Accommodation Needs Form

Please refer to the link for the adjustment/printable document in bilingual (Khmer and English):

<https://bit.ly/AccommodationNeedsForm>

*(name of institution and logo)*

# Accommodation Needs Form for Students with Disabilities

### Instructions for completion of this form

**The arrangement of reasonable physical and academic accommodations takes time and may require follow-up interviews. Please submit your request at the earliest possible date.**

2	<b>General Contact Information (required).</b> Please <b>complete</b> all information.
	<b>Disability Information (required).</b> Please <b>complete</b> all information.  (i.e., dyscalculia, dyslexia, information processing disorders, ADD/ADHD, hearing impairment, visual impairment, paraplegia, asthma, depression, bipolar disorder, etc.)
	<b>Accommodations Requested (required).</b> List the special accommodations you are requesting.  (i.e.: note takers, extended test-taking time, audiobooks, special residence hall requirement, sign language interpreter, writer for tests, wheelchair accessibility in the classroom, etc.)
3	<b>Comments (optional):</b> Please use this space to provide further explanation of your disability and request for special assistance
3	<b>Disclosure Statement (required).</b> Please be certain you have read, signed, and dated the disclosure statement.

*[Institution]* does not discriminate on the basis of disability status in admission or access to its programs and activities. Individuals are encouraged to make the institution aware of any permanent or temporary disability. Arrangements will be made to secure auxiliary aids and services, when necessary, to ensure that such students are not denied the benefits of, excluded from participation in or otherwise subject to discrimination under programs and/or activities at the institution.

In case of emergency, please contact	
Name of contact person:	
Position:	
Contact Details:	

*All information are strictly confidential.  
(name of institution and logo)*

## **Accommodation Needs Form for Students with Disabilities**

### **Information of Student**

**Name:**

**Age:**

**Address:**

**Email:**

**Telephone:**

### **Information of Guardian**

**Name:**

**Relationship  
with student:**

**Address:**

**Email:**

**Telephone:**

### **Disability Information**

*Please give a brief description of your diagnosed disability(ies).*

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### **Accommodations Requested**

*Please describe the accommodations you are requesting for your disability(ies).*

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<b>Comments</b>
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<b>Disclosure statement for Students with Disabilities</b>
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*(Institution)* will make every effort to serve your special needs. In doing so, our institution may need to make arrangements for your academic experiences on campus. This may require limited disclosure of your information in order to facilitate your special needs. You may withdraw this authorization at any time. **Please sign and date below:**

I authorize *(institution)* to disclose information about me, as needed, to arrange accommodations for me.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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