

PARTICIPATION OF PEOPLE WITH DISABILITIES IN THE LABOUR MARKET: THE ROLE
OF VOCATIONAL TRAINING

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การศึกษานี้มีจุดประสงค์ที่จะศึกษาความสำคัญของกาจ้างงานคนพิการในประเทศไทยมีนมา การจ้างงานมีความสำคัญอย่างยิ่งในการทำให้มาตรฐานความเป็นอยู่ที่ดีขึ้น มีรายได้เพิ่มขึ้น และทำให้มีความภาคภูมิใจมากขึ้นในสังคมในด้านความเสมอภาคด้านสิทธิมนุษยชนนั้น คนพิการมีสิทธิเท่าเทียมในการเข้าถึงสิ่งอำนวยความสะดวกและมีชีวิตอย่างมีอิสระในสังคม แต่คนพิการยังไม่สามารถเข้าถึงการอบรมด้านอาชีพ โอกาสการจ้างงานและการมีรายได้โดยมีการสนับสนุนด้านการฝึกอาชีพหลายด้าน เช่น การเข้าใจอุปสรรคในการออกแบบการฝึกอาชีพ ความลำบากในการมีส่วนร่วมในตลาดแรงงานและข้อจำกัดในด้านโอกาสการจ้างงานนั้นมีความสำคัญในการวิเคราะห์โอกาสการจ้างงานสำหรับคนพิการ

ในการศึกษานี้วิเคราะห์การสอนการออกแบบการอบรมด้านอาชีพ การส่งผู้ที่ได้รับการฝึกอบรมเข้าไปในชุมชน ทศนคติของนายจ้างทั้งในภาคทางการและไม่เป็นทางการ รวมถึงการวางแผนองค์การด้านการฝึกอาชีพที่ส่งเสริมโอกาสการจ้างงานสำหรับคนพิการ ในการศึกษานี้ได้สัมภาษณ์ 1) องค์ด้านการฝึกอาชีพที่มีการฝึกอบรมคนพิการทางร่างกายและสายตา 2) นายจ้างในภาคทางการ 3) ธุรกิจไม่เป็นทางการของคนพิการ 4) ผู้ให้ข้อมูลสำคัญจากองค์กรด้านคนพิการ โรงเรียนอาชีพะเอกชนและหน่วยงานรัฐในเมืองย่างกุ้ง ประเทศเมียนมาร์

การศึกษานี้พบว่า การฝึกอบรมวิชาชีพซึ่งมุ่งเน้นไปที่การฟื้นฟูและให้เฉพาะทักษะวิชาชีพพื้นฐาน ไม่เพียงพอที่จะมีส่วนร่วมในตลาดแรงงานโดยตรง ดังนั้นการมีส่วนร่วมอย่างเต็มที่ในด้านการศึกษาจึงเป็นจุดเริ่มต้นที่สำคัญในการเข้าถึงการฝึกอบรมอาชีพและการเข้าสู่ตลาดแรงงาน เมื่อพิจารณาถึงโอกาสการจ้างงานสำหรับ PWDs ตลาดที่มุ่งเน้น การฝึกอบรมอาชีพ และการแทรกแซงของรัฐสามารถนำโอกาสงานมากขึ้นสำหรับ PWDs ในทางปฏิบัติ

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SALAI VANNI BAWI: PARTICIPATION OF PEOPLE WITH DISABILITIES IN THE LABOUR MARKET: THE ROLE OF VOCATIONAL TRAINING. ADVISOR: ASST. PROF. NARUEMON THABCHUMPON, Ph.D., JERROLD W. HUGUET, 181 pp.

This study aims to identify the notion of obtaining job opportunities for people with disabilities (PWDs) in Myanmar. The issue of getting a job is incredibly significant to improving living standards, getting a better income and increasing self-esteem in society. Regarding international human rights treaties, PWDs have equal rights to access public transportation accessibility and live independently in society. However, PWDs are still struggling twice as much in society to access vocational trainings, job opportunities and improve income in Myanmar. Thus, many organizations also aim to create job opportunities and income credibility by supporting various vocational trainings. For instance, understanding the challenges of vocational designs, the hardships of participating in the employment market, and limitations in accessing job opportunities are extremely important issue to analyze for creating job opportunity for PWDs.

This study analyzes the teaching design of vocational trainings, the application of trainees in the community, the aspect of formal and informal employers and the planning of vocational institutions which attempts to find employment opportunities for PWDs. In particular, this study interviews: 1) vocational institutions which train persons with physical and visual impairments, 2) formal employers, 3) informal businesses of PWDs, 4) different key informants from DPOs, private vocational schools and related government sectors in Yangon, Myanmar.

Key findings in this study found that vocational training explicitly focused on rehabilitation and could only provide basic vocational skills, which are not adequate in order to participate in the labor market directly. Consequently, full participation in education is a crucial starting point to access vocational training and enter the labor market. When considering employment opportunities for PWDs, market-oriented vocational training and state intervention could bring more job opportunities for PWDs in practice.

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CONTENTS

	Page
THAI ABSTRACT	iv
ENGLISH ABSTRACT	v
ACKNOWLEDGEMENTS	vi
CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS.....	xii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Research Questions.....	7
1.3 Research Objectives.....	8
1.4 Hypothesis.....	8
1.5 Research scope and limitation.....	9
1.6 Research Methodology.....	11
1.6.1 Measuring the Barriers of Persons with Disabilities in the Labor Market..	11
1.6.2 Measuring the factors that vocational institutions prepare for Persons with Disabilities.....	13
1.6.3 Measuring the role of the stakeholders in creating job opportunities	15
1.7 Significant of research.....	21
1.8 Ethical issues.....	22
1.9 Conceptual Framework.....	23
CHAPTER II.....	28
LITERATURE REVIEW	28
2.1 General situation of Persons with Disabilities	28
2.2 Global Discourse on Disabled Issue.....	29
2.3 Regional Discourse for Persons with Disabilities.....	32

	Page
2.4	Right-based Approach..... 35
2.5	Social Exclusion and disabling condition..... 37
2.6	The Relationship between Disability and Poverty..... 39
2.7	New Discourse on Myanmar National Development..... 42
2.8	Myanmar National Poverty Alleviation strategy..... 43
2.9	National Context of Disabled Issue in Myanmar..... 46
2.10	Causes of Disability in Myanmar..... 49
2.11	Disability Population and Yangon Region..... 50
2.12	Developing Vocational Training in labor market..... 54
2.13	Strengthening tools for vocational planning..... 58
2.14	Literature summary..... 61
CHAPTER III.....	62
PWDs AND THEIR BARRIES TO PARTICIPATE IN LABOR MARKET.....	62
3.1	Understanding the Circumstance of Education in Myanmar..... 62
3.2	Supporting Education for Persons with Disabilities..... 65
3.3	The causes of Challenging in Education..... 68
3.4	Infrastructure Barriers in the Community..... 70
3.5	Discrimination in community..... 72
3.6	Discrimination in formal and informal employment..... 74
3.7	Current employment sphere in Myanmar..... 79
3.8	Limited Support of DPOs..... 84
3.9	The Weaknesses of Structure and System of Vocational Training Design..... 86
3.10	Conclusion..... 95
CHAPTER IV.....	97
THE ROLE OF VOCATIONAL INSTITUTIONS FOR PWDS.....	97
4.1	Vocational Education in Myanmar..... 97
4.2	Profile of Vocational Institutions for Persons with Disabilities..... 102

	Page
4.3	Profile of Vocational Institutions for Non-disabled persons 107
4.4	Training Preparations of Vocational Institutions for Persons with Disabilities 111
4.5	The criteria to access Vocational Training for PWDs 116
4.6	The Different between Vocational Training for PWDs and Non-disabled Persons 119
4.7	Job Preparation for Persons with Disabilities by Vocational Institutions 122
4.8	Job Preparation for Persons with Disabilities by Different Stakeholders 125
4.9	Labor Participation of Graduated Trainees 128
4.10	Economic Hardship of household 133
4.11	A New Development Paradigm 135
4.12	Further Opportunity in Myanmar's FDI 137
4.13	Evaluating the Right-based Approach in Myanmar 141
4.14	Conclusion 144
CHAPTER V 148	
CONCLUSION, DISCUSSION AND RECOMMENDATION 148	
5.2	The Barriers of Persons with Disabilities 149
5.3	The Barriers in Vocational Education 153
5.4	The Challenges in Vocational Training for Persons with Disabilities 155
5.5	Job preparation for Persons with Disabilities in labor market 157
5.6	Recommendations for Government institutions 165
5.6	Recommendation for DPOs, INGOs and Donor Agencies 168
5.7	Recommendation for Vocational Training 171
REFERENCES 176	
VITA 181	

LIST OF TABLES

Table 1: Key-Informant Interviews	17
Table 2: Budget allocation of government vocational institutions	90



LIST OF FIGURES

Figure 1: Conceptual Framework	23
Figure 2 : relation between poverty and disability	41
Figure 3 : Disabled Proportion of Myanmar National Disability	47
Figure 4 : Disability Prevalence	48
Figure 5: Main Causes of Disability	49
Figure 6: Disability Prevalence Rate in Yangon region	54
Figure 7:The Structure of Myanmar vocational education	102
Figure 8:Type of Training and learning Period	113
Figure 9: Type of training and learning Period.....	115
Figure 10: The Educational Criteria to access a Vocational Training.....	117
Figure 11:The Diagram of vocational training for PWDs	156

ABBREVIATIONS

AAR	Association of Aids and Relief
ADB	Asian Development Bank
ASEAN	Association of Southeast Asian Nations
CBM	Christian Blind Mission
CBR	Community Based Rehabilitation
CSR	Cooperate Social Responsibility
CWDs	Children with Disabilities
DPOs	Disabled People Organizations
DSW	Department of Social Welfare
DWA	Disabled Women Association
EFA	Education for All
EU	European Union
E4Y	Education for Youth
FDI	Foreign Direct Investment
GDP	Gross Domestic Product
GNP	Gross National Product
IE	Inclusive Education
IHLA	Intergrated house hold living Assessment
ILO	International Labor Organization
INGOs	International Non-governmental Organizations
JICA	Japan International Cooperation Agency
MBA	Myanmar Blind Association
MCFB	Myanmar Christian Fellowship of Blind School
MDGs	Millennium Development Goals

MDRI	Myanmar Development Resource Institute
MILI	Myanmar Independent Living Initiative
MOE	Ministry of Education
MPHA	Myanmar Physical Handicap Association
MYMCA	Myanmar Young Men Christian Association
NGOs	Non-governmental Organizations
PCI	Per Capita Income
PIE	People into Employment
PWDs	Persons with Disabilities
TLMI	The Leprosy Mission International
UDHR	United Nations Universal Declaration on Human Rights
UNCRPD	United Nations Convention on Rights of Persons with Disabilities
UNDP	United Nations Development Program
WEF	World Economic Forum
WHO	World Health Organization
YCDC	Yangon City Development Committee
YMCA	Young Men Christian Association

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In a study on disability and poverty, the World Bank concludes that disability and poverty are closely linked. Consequently, the report found that Person's with Disabilities are poorer than the non-disabled in society. The report continues that one of the United Nation's Millennium Development Goals (MDGs) strongly emphasizes the eradication of extreme poverty and hunger, which cannot be achieved without taking action for a group that is among the world's poorest people (World Bank, 2013: Online)¹. The causes of poverty do not only depend on physical and mental impairments but are also based on a challenge of educational achievement, earnings and income, the adequacy and equity of income maintenance schemes, and other programs. Meanwhile, a hardship of cost and benefits of rehabilitation, a limited vocational employment schemes and employment discrimination have been remaining in national, international development agenda (Elwan, 1999). Persons with Disabilities are a part of society and they can accomplish their potential into many different activities of society (Mike Oliver & Zarb, 1989). However, their potential and capacity is still neglected in society.

¹<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTDISABILITY/0,,contentMDK:20193783~menuPK:419389~pagePK:148956~piPK:216618~theSitePK:282699,00.html>

In Myanmar, disability and development is greatly under-researched. The government does not have a good plan for Persons with Disabilities in national development program. The first and only Myanmar national disability survey was developed in 2008-2009. It was conducted by the Department of Social Welfare (DSW) and The Leprosy Mission International (TLMI). According to this survey, a total of 2.3 per cent of Myanmar's population have some form of a disability.² Of this, 68.2 per cent are persons with physical impairment, 13.3 per cent are persons with visual impairment, 10.4 per cent are persons with hearing impairment and 8.1 per cent have some form of intellectual disability. Most disabled people suffer from some discrimination and/or exclusion, but the degree and severity often depends on the nature of their impairment and their varying personal situations. Disabled children and women are particularly vulnerable(DSW & TLMI, 2009)

Consequently, the educational participation for Persons with Disabilities is very limited in Myanmar as the importance of education playing a vital role in obtaining a good productive life in the world is debated. Education improves the value and excellence of human behavior, choice and dignity. Furthermore, education motivates self-reliance and provides us with whatever we need to do and what we

² The proportion of disability amongst the world's population is 15% (WHO, 2011.) However, criteria to measure disability in Myanmar differs to the usual international criteria. It includes persons with functional impairment due to a range of disabling conditions, regardless of age, but specifically does not include persons with limited function as a result of chronic diseases such as heart disease, HIV/AIDS, depression or general age-related debility.

have to make a decision for our own life. Thus, we can say that education is a human right to seek independence and self-determination without interference from others (Daniella Tilbury, 2000). Education is of the utmost importance for Persons with Disabilities (PWDs) in creating foundations for social skills, academic skills, economical skills, independent living and vocational training. There are few educational institutions for the disabled in Myanmar that are able to offer components of this range of education. Those that do exist are located in Yangon. Additionally, the national education system is not on the whole inclusive for disabled students, and presents many difficulties and obstacles to those Persons with Disabilities who attempt to access mainstream education. Consequently, the majority of Persons with Disabilities in other areas of the country, where the only other alternatives are limited adaptive (special) community education, have little access to either formal or informal education.

In Myanmar, there are only a few vocational institutions available for Persons with Disabilities and most of these institutions are only based in Yangon. However, these institutions cannot provide adequate skills and knowledge in line with job opportunities in the employment market. Additionally, livelihood challenges of Persons with Disabilities and their families are another serious factor. It was found that there are only a few supporting organizations providing livelihood programs for Persons with Disabilities and their families, but they do not have enough funding to

support job creation programs fully in the community. Limited funding resources and low donor interest in disability are some of the reasons that have affected the struggle of service providers to initiate livelihood programs and improve vocational institutions in Myanmar. There is also limited organisational and human resource capacity building available to disabled people's organizations.

The Myanmar National Plan of Action 2010-2012 for Persons with Disabilities clarified that Persons with Disabilities are significantly less likely to be currently employed, with numbers totaling 15 per cent. Persons with Disabilities were also very unlikely to be a undergraduate university graduate with only 1.5 per cent of the Disabled population of Myanmar having received these credentials. According to this Plan, only 27 per cent of Persons with Disabilities have awareness on existing social service for disabilities in the community and 24 per cent of Persons with Disabilities have knowledge about the existence of the Department of Social Welfare and their social welfare services. Meanwhile, only 20.2 per cent of Persons with Disabilities have knowledge about special institutions in Myanmar for disabilities and more of the population did not contact with those organizations (DSW & TLMI, 2010)

Additionally, there has been no sufficient study on equal rights and full participation for Persons with Disabilities in developing vocational curriculum in Myanmar which one may make reference. It is important to value an effective and significant teaching plan for Persons with Disabilities in a vocational institution. At the

same time, there are few evidences or reports about the improvement of vocational training and the engagement between the vocational institution and employment market. Before we even begin to build the foundations of these services, service providers must have a firm understanding of the best strategies to approach mainstreaming disability in Myanmar, and there must be familiarity with appropriate methodologies to use to support the needs and challenges of Persons with Disabilities.

Myanmar is presently going through a critical social and political transition, and is leaning towards a democratic process that is seeking to improve the country both socially and economically. The Government of the Republic of the Union of Myanmar, newly elected in October 2010, has already initiated ensuring the rights of Persons with Disabilities, at the national level through to the international level. Section 32 (A) of the 2008 Constitution of the Union of Myanmar states that “the State has the responsibility to take care of mothers and children, orphans, children of deceased military personnel, elderly people and Persons with Disabilities.” The Department of Social Welfare has the primary responsibility to fulfill this mandate. The Myanmar government signed the Bali Declaration on the Enhancement of the Role and Participation of the Persons with Disabilities in the ASEAN Community on November 17, 2011, and the Convention on the Rights of Persons with Disabilities (CRPD) on December 7, 2011. Yet until now, there is a lack of research and

recommendations to establish an inclusive development program for those with disabilities in Myanmar.

In addition, it is important that both the Myanmar public and the government become aware of the social implications of disabilities and that they gain knowledge of the capacity and effects of different rehabilitation services for Persons with Disabilities in Myanmar. After electing a new democratic Myanmar, the government committed to increase efforts in national poverty reduction nationwide. The target efforts will mainly focus on poorer people and regions. This is a crucial incentive to include Persons with Disabilities in the national development plan. The President of Myanmar addressed at the first meeting of foreign aids management central committee at the meeting hall of the President's office:

“The nation will become rich only when it is industrialized. The poverty rate in Myanmar is 26 per cent. It will be reduced to 16 per cent by 2015 according to the UN Millennium Goals. A large number of people are in neighboring countries as legal or illegal migrant workers. It means the country is losing labor. They will come back if there are jobs and higher pay equal to others” (Asian correspondent, 2013: Online)³.

³ http://asiancorrespondent.com/84699/priority-for-president-of-burma-in-the-name-of-reform/?lang=en_us_output=json

The expectation of the goal of this research is to inform the Myanmar government institutions and service providers to enable them to offer better support and more adequate services for Persons with Disabilities. The research aims to answer the planning of vocational institutions in creating job opportunity in the employment market, the greatest challenges that they face in creating job opportunities and underline short and long-term needs of both institutions and Persons with Disabilities. This paper will discover that as a result of a combination of the lack of research and limited co-operation and information sharing between different organizations, there is little accurate information on most disability services offered in Myanmar.

1.2 Research Questions

This research seeks to answer the following research questions:

- What are the barriers of Persons with Disabilities to find employment in Myanmar?
- How do related vocational institutions prepare Persons with Disabilities to obtain employment and job opportunities?

1.3 Research Objectives

- To identify the barriers of getting employment and job opportunities for Persons with Disabilities in the community.
- To access how different stakeholders cooperate in finding job opportunities for Persons with Disabilities.
- To analyze the role of vocational institutions for Persons with Disabilities in the labor market.

1.4 Hypothesis

In reality, only about 70 per cent of persons of labor-force age are actually in the labor force; the remaining 30 percent are dependents of some type. Income can shape the socioeconomic life of the family and improve the quality life of the people in society. Additionally, employment opportunity is an essential method used to reduce poverty. For instance, increasing income at the individual level could create a greater poverty reduction rate for per capital income. Entering employment markets and/or vocational institutions is essential for Persons with Disabilities. The hypothesis of this thesis is that vocational training institutes for Persons with Disabilities in Yangon do not provide training that is adequate for their graduates to find employment and that those institutes do not do enough to identify

employment opportunities for their graduates. It is argued that, to achieve these two objectives, greater participation of Persons with Disabilities in decision-making and greater cooperation with other stakeholders is required. The review of published research and field work conducted for this thesis will permit the hypothesis to be proved or to be rejected.

1.5 Research scope and limitation

The research focused on four vocational institutions because there are only four vocational institutions existing for people with physically and visually impairment in Yangon. Likewise, there is a lack of vocational institutions for the hearing impaired and intellectually disabled in Yangon. This research was conducted in vocational institutions such as the Association of Aids and Relief (AAR), the Christian Blind School, the Blind School (Kyimindine) and the Vocational School for Adult Disabled in Yangon. The interviews also included the principals of vocational institutions and the trainers of vocational training from those organizations. The study focused on Yangon because it is the major city in Myanmar and many NGO and INGO head offices are based in Yangon. At the same time, the city has easy access to information, has good communication with the national and international level for national development through specific development area. The target population for this research strictly focused on people with visual and physical impairments that are

able to access vocational training in those institutions. Most Persons with Disabilities are living in these vocational institutions and access accommodations in short term when they are studying vocational training. The researcher randomly selected two different types of Persons with Disabilities: visual and physical impairments, from different institutions. Some interviews emphasized to group business which was established by Persons with Disabilities in Yangon.

The major limitations for conducting this research were the difficulty to engage with government officials for interviews, and difficulty in accessing accurate data and official releases. Sometimes, official information was prohibited to publicize before officially launch by the government. Consequently, specific interviewers' names in data collection were not revealed in this thesis in order to respect the confidentiality of interviewers. Thus, the bureaucratic nature of the Myanmar government was one constraint in collecting accurate data for government sector implementation. However, the research included a person working in a focal responsibility department for Persons with Disabilities and employment opportunity for Persons with Disabilities in Myanmar. Meanwhile, the researcher also interviewed some vocational training enterprises for non-disability in Yangon.

Additionally, the study addressed three specific major areas, which have been identified by the situation of vocational institutions, the challenges of Persons with Disabilities in obtaining jobs, and the implementation of different stakeholders in

creating jobs for Persons with Disabilities in society. However, the aspect of education for Persons with Disabilities was equally important, although it was not specifically addressed in this study.

1.6 Research Methodology

The research designed for field work research was mainly based on qualitative methods to understand the clear circumstances of vocational training in Yangon, the challenges of employment opportunities for PWDs, and the cooperation of different sectors to enhance job opportunity for Persons with Disabilities in Yangon. Regarding the hiring and inclusion of PWDs in the workplace, the research strongly indicated that the perspective of private companies who have Cooperate Social Responsibility (CSR), NGOs and the government institution was important for inclusion in the secondary data.

1.6.1 Measuring the Barriers of Persons with Disabilities in the Labor Market

In order to answer the first research question, Semi-structure interviews were used to emphasize obtaining information from different key informants. Firstly, one assistant director from the Department of Social Welfare and one district level officer from the Department of Labor, and the Yangon Region Administrative were interviewed. The purpose of these interviews was to gain a deeper understanding on the development of employment law, policy, and the cooperation on the

implementing of employment opportunities for PWDs in their organizational level and the national implication of international and regional documents on the rights of Persons with Disabilities in Myanmar. Meanwhile, in order to have the information on the current investment trend, challenges and opportunities for the Myanmar citizen, one key informant who is one of Presidential advisors was interviewed. Furthermore, the interview included two experts; one is a former principal of the Christian Blind School in Yangon and another one is Japanese, who is acting country director of the Association on Aids and Relief. The interview was mainly focused on the planning of vocational training, the preparation for entering employment market, the strategy of market cooperation, creating formal and informal job opportunity for PWDs and the innovation on vocational training in Yangon.

Additionally, this study included several semi-structured interviews with the chairs of various Disabled Persons Organizations such as Disabled Women Association (DWA), Myanmar Independent Living Initiative (MILI), Shwe Min Thar Foundation, Myanmar Physical Handicap Association (MPHA) and Myanmar Blind Association (MBA). The research aimed to get information on the challenges and the networking of different stakeholders to assist job opportunities for PWDs, the challenges of disabled action in society regarding an individual's trauma, beliefs and norms, and a perspective on employment opportunities in labor market. During the field study, the researcher interviewed ten key informants from different stakeholders in Yangon.

Some of these key informant interviews did not want to identify their name and their position and it has been excluded in the proceeding of this research.

1.6.2 Measuring the factors that vocational institutions prepare for Persons with Disabilities

In this content, the research highly focused on the preparation, planning and strategy of different vocational training for PWDs and non-disabilities in Yangon. Getting deeper information for a concrete research, in-depth interviews were involved. Firstly, the research interviewed four officers from Association of Aids and Relief (AAR), Christian Blind School, Blind School (Kyimindine) and Vocational School for Adult Disabled in Yangon. The study basically emphasized the type and curriculum of vocational training, basic information sharing flow nationwide, the criteria to access vocational training for PWDs, the management procedure in vocational institution, the preparation of vocational training for employment opportunity, and a monitoring and evaluation mechanism.

Meanwhile, the interviews also included information on private vocational training for non-disabilities in Yangon. The research undertook the principal of Dual Tech Training center, an officer from Opportunities NOW Entrepreneurship Training program. Consequently, the researcher interviewed the secretary of Myanmar Young Men Christian Association (MYMCA) which is implementing Vocational Training for vulnerable youth, funded by European Union (EU) and the project officer from Education for Youth (E4Y) vocational school for marginalized youth which is being

funded by one of the Swiss foundations. The study wanted to utilize what is an effective training design, the strategy of market approach in labor market and the application of monitoring and evaluation of sufficient vocational training.

In order to have a diverse point of view on vocational training, the study included the perspective of eight Persons with Disabilities who are currently studying vocational training. The interviews helped collect information on the design of the curriculum of vocational trainings for PWDs, the strengths and weaknesses of vocational training for PWDs in the labor market, lessons learned from different obstacles and the innovative idea for creating job opportunities for PWDs in the current economic trend. Furthermore, interviews with two trainers on the diverse aspect on the preparation and the management of vocational training are also included.

Additionally, the research used non-participatory observation in two vocational institutions for PWDs. The total number of non-participatory observation was sixteen persons, meaning that each class had about eight trainees. The study attempted to observe the relationship between the trainer and trainees, the natural behavior and attitudes of learners and the interest level of participants in training session. The total population for in-depth interviews was eighteen interviewees.

1.6.3 Measuring the role of the stakeholders in creating job opportunities

To understand the role of different stakeholders in creating job opportunities for Persons with Disabilities, diverse stakeholders were interviewed. This included Persons with Disabilities who have working experience in formal and informal employment opportunities, disabled people organizations (DPOs), the private business sector and the government institution. In particular, the study highly valued the voices of Persons with Disabilities in this content.

Accordingly, two persons who do not have a job but graduated from vocational training; one person who has a physically impairment and established their own business in the community; one person who has a visual impairment and used to work in the company; and one team leader who graduated from vocational training and established a group business with peers was included. The study sought to recognize the engagement of PWDs with the formal/informal employment opportunity in society.

Moreover, the research interviewed the general manager of M-spiral Creative Media Company Ltd who had experience recruiting PWDs in their employment. The study mainly examined the preparation on a barrier free environment, accommodation, and the cost and effect of hiring Persons with Disabilities in working place. For instance, the reason why People with Disabilities are not willing to include in their business and how the employers' perspective on the inclusion of Persons

with Disabilities in workplace, the challenge of the work place, the requirements for PWDs and the suggestion on entering PWDs into the employment market, the researcher interviewed three companies which attached CSR in their business. These three companies were Shwe Taung group which is one of the top-ten companies in Myanmar, Myanmar Information Technology Company Ltd and A Crown Export and Import Management Agency. For instance, the study tried to find out the challenges, the strengths and the weaknesses of both the organizational level and the individual level of employing Persons with Disability. The total interviewees are nine persons in this content.

In order to underline diverse perspectives on the challenges and experience of Person with Disabilities in the labor market, the researcher used focus group discussion. Five Persons with Disabilities, three trainers, and eight family members of Persons with Disabilities were included in a focus group discussion. Furthermore, the preparation for PWDs in employment opportunity and the role of different stakeholders in community were discussed.

In addition, secondary data such as Myanmar national laws, policy, journals, newspaper articles, and reports were included in this research. This method provided the analysis of literature reviews and research findings to consider the notion of vocational training, the participation of Persons with Disabilities in the labor market, the important component of a poverty reduction strategy of Myanmar, the

implication of international documents to ensure the rights of PWDs and the significant changes of the current Myanmar national development pattern. Meanwhile, the proceeding research methodology utilized is clearly described in table below;

Table 1: Key-Informant Interviews

Key-Informant Interviews			
Research Focused	Interviewee	Method	Gender
Measuring the barriers of Persons with Disabilities in the labor market	District Officer, Department of Labor	Semi-structured Interview	Male
	Assistant Director, Department of Social Welfare	Semi-structured Interview	Female
	Presidential Advisor	Semi-structured Interview	Male
	Former Principal, Christian Blind School	Semi-structured Interview	Male
	Acting Country Director, AAR Japan	Semi-structured Interview	Female
	Chair, Disabled Women Association	Semi-structured Interview	Female

	Director, Myanmar Independent Living Initiative	Semi-structured Interview	Male
	Director, Shwe Min Thar Foundation	Semi-structured Interview	Male
	Chair, Myanmar Physical Handicap Association	Semi-structured Interview	Male
	Chair, Myanmar Blind Association	Semi-structured Interview	Male
Measuring the factors that vocational institutions prepare for Persons with Disabilities	Officer, Association of Aids and Relief (AAR)	In-depth Interview	Female
	Principal, Christian Blind School	In-depth Interview	Female
	Principal, Blind School (Kyimindine)	In-depth Interview	Female
	Principal, Vocational School for Adult Disabled	In-depth Interview	Male
	Principal, Dual Tech Training center	In-depth Interview	Female
	officer, Opportunities NOW Entrepreneurship Training	In-depth Interview	Male
	Secretary, Myanmar Young Men	In-depth Interview	Male

	Christian Association		
	Project officer,E4Y vocational school	In-depth Interview	Female
	Two PWDs, Association of Aids and Relief	In-depth Interview	1 Male 1 Female
	Two PWDs, Christian Blind School	In-depth Interview	1 Male 1 Female
	Two PWDs, Blind School (Kyimindine)	In-depth Interview	2 Male
	Two PWDs, Vocational School for Adult Disabled	In-depth Interview	1 Male 1 Female
	Two vocational Classes	Non-Participatory Observation	
Measuring the role of different stakeholders in creating Job Opportunities	Two PWDs who do not have a job	In-depth Interview	1 Male 1 Female
	One PWDs, Own Business	In-depth Interview	Male
	One PWDs, Former Employee	In-depth Interview	Male
	One PWDs, Group Business	In-depth	Female

	Interview	
General manager-spiral Creative Media Company Ltd	In-depth Interview	Male
Chair, Shwe Taung group Company Ltd	Semi-structured Interview	Male
Legal Consultant, Information Technology Company Ltd	Semi-structured Interview	Male
Director, A Crown Export and Import Management Agency	Semi-structured Interview	Male
PWDs and Trainers (PWDs)	Focus Group Discussion	3 Female 3 Male
Family Members of PWDs	Focus Group Discussion	7 Female, 1 Male

In this study, the perception and participation of male and female was highly recognized. For instance, the perspective on the livelihood program, vocational training and the barriers in the labor market which were faced by both male and female PWDs was calculated. Identifying different type of vocational trainings for male and female, job seeking experience and the circumstance of the labor market

for male and female with disabilities were other aspects to consider in this study. Thus, there are forty nine persons included in field interviews: seventeen males with disabilities, nine non-disabled males, nine females with disabilities and fourteen non-disabled females.

1.7 Significant of research

In Myanmar, it is very difficult to get significant research focused on Persons with Disabilities in vocational institutions and creating job opportunities. This research mutually provides an attention to review crucial factors of curriculum of vocational training programs to match the labor market need. Consequently, Persons with Disabilities also have a better a chance to get appropriate vocational training programs in vocational institutions. At the same time, the finding of the research can be practical applied to highlight the circumstances of disabled people and their lack of employment opportunities in the labor market. The research reflected a better understanding of the need to create job opportunities for Persons with Disabilities in the employment market from different stakeholders in society. Additionally, the findings show an effective strategy for creating job opportunities, inclusion and participation of Persons with Disabilities in the development plan, and establishing a choice by business to be independently living and improving the equality of life with socioeconomic development. Overall, this research provides the understanding the

problematic vocational training in the labor market that is being faced by Persons with Disabilities. It also supports a person who is implementing vocational training for Persons with Disabilities and a person who would like to establish vocational training for Persons with Disabilities to be better focused on matching jobs of vocational training skills and the needs of labor market as well as guided the government bureaucrat to initiate employment policy or included in the national development plan.

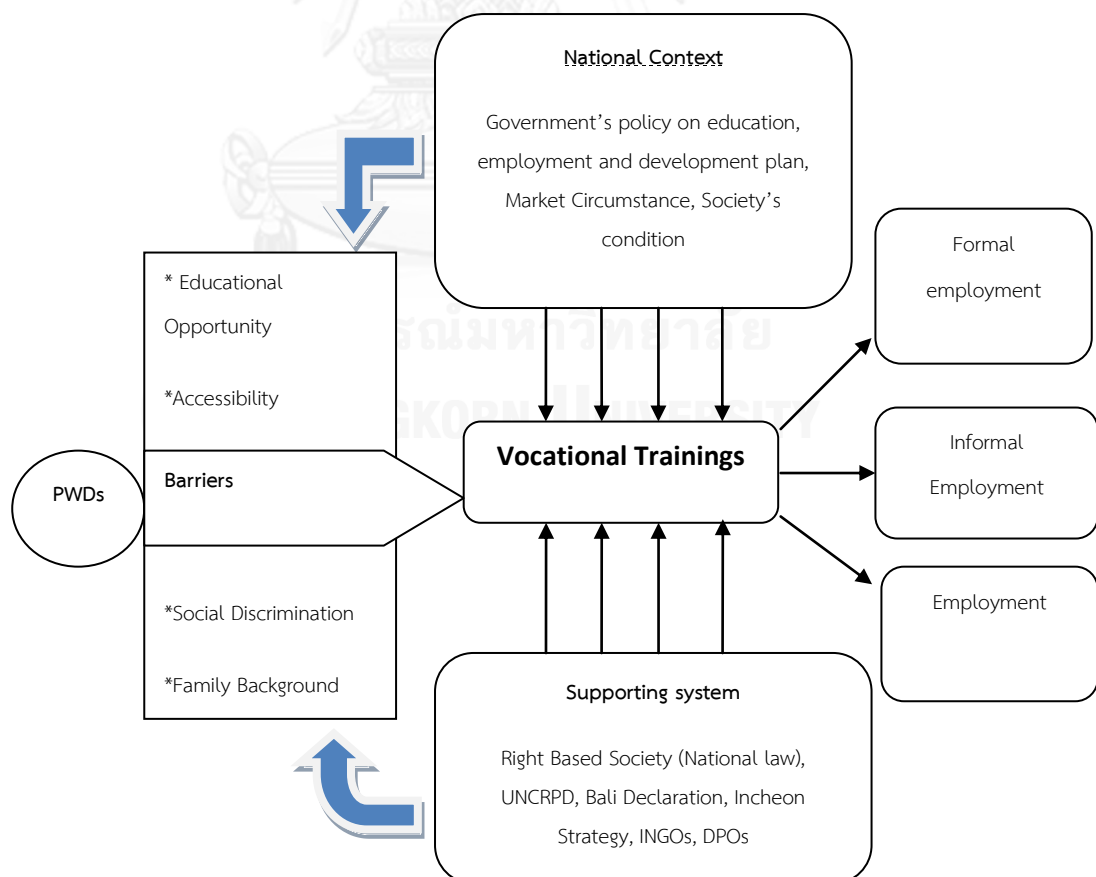
1.8 Ethical issues

When conducting interviews with People with Disabilities, ethical issues are very important to consider, especially in using specific language in a survey or interview questionnaire form. At the beginning, the researcher interacted with the heads of vocational institutions and explained the notion of this research and thesis. The researcher avoided discriminatory words or meaning by creating a research survey form. Meanwhile, the researcher conducted interviews with different key formants after getting agreement to address their wishes and perspectives in term of the research questionnaires. The researcher kept all issues confidential and did not address any research findings without permission from the interviewees.

1.9 Conceptual Framework

A conceptual framework is an advantage for moving forward to reach the target of the research. It is the first starting point to interpret the process leading a path to analyze the expectations and outcomes after finishing the research. The conceptual framework will work to explain, demonstrate and provide insight into the operational advantages of research writing (Kerin, Varadarajan, & Peterson, 1992). Consequently, it is a crucial principal to see different factors that compose the notion of the challenges of vocational training and creating job opportunity in the labor market.

Figure 1: Conceptual Framework



The conceptual framework provides details about the target information of research and addresses the inter-relationship paths of different areas. The framework describes the initial stages for finding crucial information of specific target areas in exclusion through the inclusion of vocational planning for Persons with Disabilities. The detail processes covered include human rights definition for Persons with Disabilities, International treaties, Regional agreements, the current situation of person with disability in Myanmar, the explanation between disability and poverty.

Focusing on the disability issue, the human right approach / rights based approach is an essential tool to reach the inclusion of Persons with Disabilities in mainstream development. The right based approach in disability is the engine to ensuring People with Disability can fully participate in society, improving the equality of rights and enhancing independent living in society. Broadly understood, it is a useful tool for Persons with Disabilities in society. A human right is a fundamental pillar to ensure the availability, accessibility, affordability, acceptability and accountability for Persons with Disabilities. Consequently, the human rights based approach would lead towards the value of participation and inclusion of People with Disabilities in development. Those instruments enhance the national legislature and policy to support the role of participation of Persons with Disabilities and deliver advantages of vocational training through creating job opportunities or making a choice in the labor market. The research will analyze a crucial notion for Persons

with Disabilities in universal human rights documents such as the UN Convention on the Rights of Person with Disabilities, the Bali Declaration and the Incheon Strategy, which emphasize inclusion in mainstreaming development for Persons with Disabilities.

Understanding the context of Myanmar is a vital point to understand the participation of Persons with Disability in education, employment and community which can frame the whole process of research planning. Within this situation, a study on the challenges of Persons with Disabilities is a very important factor to be addressed by different stakeholders in the community. The first part will deeply explains definition of disabilities, social exclusions of Persons with Disabilities, ignorance of society, segregation, the situation in extremely poverty, discrimination in decision making, no freedom in obtaining their rights and deprivation of education and employment. Additionally, national legislature and policy is a vital point to study the value of participation of Persons with Disabilities in the Myanmar national plan of action. Especially, the research will focus on the compromise of the state which is pointed out in the National Constitution, labor law in Myanmar, employment policy, and the Myanmar National Poverty Reduction Strategy. Utilizing these documents allowed the analytical value of participation of Persons with Disabilities in development ensuring fundamental human rights and recognized the barrier faced by the state. The national legislature, policy and the value of inclusion describes the

level of participation of Persons with Disabilities in society. Additionally, national statistics bring a broad concept of disability in the development agenda, because the issue is importantly affected in socioeconomic hardship and poverty of the families of Persons with Disabilities. Statistical data will help broadly understand the Persons with Disabilities population in different regions and especially, assessing information of disability populations in the Yangon region. Furthermore, the research looks at the factors of exclusion of Persons with Disabilities in their daily life.

Furthermore, the study will describe the notion of vocational training for disability and non-disability which will broadly draw upon the designing of vocational training in Myanmar. The study will highlight the effects of the implementation of vocational trainings, the lack of participation of Persons with Disabilities in the implementation processes, and the broader discrimination of society and hardship of getting job opportunities in the formal and informal business sectors in Myanmar. For instance, studying a job opportunity, market demand of job opportunity and skill requirements in the formal and informal business is a fundamental aspect in vocational training for both non-disabled and disabled persons. This potential information will also analyze the actors who influence important variables in research target of job opportunities for Persons with Disabilities in the employment market.

Finally, the discourse of the human rights based approach, the notions of participation of Persons with Disabilities in the community, understanding the challenges and lesson learns from labor market and vocational training will significantly support the choice level of Persons with Disabilities in the formal and informal labor market. Deep understanding on the employment opportunities of Persons with Disabilities, there are three sectors as formal business, informal business and unemployed which were included in this study. The research crucially utilized the circle of the cooperation of different stakeholders in employment opportunities for Persons with Disabilities. The findings of this research push formal and non-formal businesses to value the participation of Persons with Disabilities in employment opportunities. This concept will supports and ensures a choice of Persons with Disabilities in creating job opportunities in the labor market.

CHAPTER II

LITERATURE REVIEW

The following chapter will address the situation of Persons with Disabilities in Myanmar by the official statistics of the Department of Social Welfare. Meanwhile, some official figures will describe the relationship between poverty and Persons with Disabilities in Myanmar. The argument will highlight the challenges of Persons with Disabilities in social exclusion, lack of legal promotion for Persons with Disabilities, the hardship of livelihood, challenges in getting job opportunities and limited accessibility to vocational institutions in Yangon, and also highlight the value of inclusion of Persons with Disabilities in the mainstream development agendas.

2.1 General situation of Persons with Disabilities

The United Nations Convention on Rights of Persons with Disabilities (UNCRPD) states that “Persons with Disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in integration with various barriers that may hinder their full and effective participation in society on an equal basis with others.” They may have effects on physical, cognitive, mental, sensory, emotional, developmental milestone of body and also effects on a person’s participation in areas of lifetime. It means, a disability may be present from birth or may occur during a person’s lifetime. Sometimes, impairment is a complex phenomenon of challenge in lifetime; body function of mobility is difficult to

encounter by person with disabilities different for an individual action; while a participation restriction is a problem experienced by an individual in involvement in life situations (WHO)⁴. The purpose of this Convention is for promoting, protecting and ensuring Persons with Disabilities in community by equal enjoyment of all human rights and fundamental freedoms.

There are Over 650 million people in the world who are living with disabilities. This means that approximately 15 per cent of the world's population is struggling with different kinds of disabilities. In every region and every country in the world, Persons with Disabilities live on the margins of society and always are in a disadvantaged minority. Meanwhile, 80 per cent of Persons with Disabilities are living in developing countries. 90 per cent of children with disabilities in developing countries do not attend school and unemployment among the Persons with Disabilities is as high as 80 per cent in some countries (WHO, 2011).

2.2 Global Discourse on Disabled Issue

The United Nations describes poverty as “the denial of opportunities and choices most base to human development - to lead a long, healthy, creative life and to enjoy a decent standard of living, freedom, dignity, self-esteem and respect of

⁴ See: <http://www.who.int/topics/disabilities/en/> (Accessed on 3/3/2013)

others”(UN, 1997). The Universal Declaration of Human Rights (Internet Source)⁵ written in 1948, says that “all human beings are born free and equal in dignity and rights,” and Article 23 (1,2,3) clarifies that everyone has the right to work, to free choice of employment, favorable condition of work, to protection against employment, the right to equal pay for equal work, ensuring for self and family an existence worthy of human dignity, and Article 25(1) mentioned that the right to standard of living adequate health, well-being, food security, medical care, the right to secure in employment”(ILO, 2002). Additionally, the ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159) is the first legally-binding international instrument on the issue of disability and employment opportunity and it also supports the principles of equality of opportunity and equal treatment for women and men with disabilities.

Furthermore, UNCRPD clearly recognizes that person with disabilities have an equal right to work which includes working opportunity, and accessibility in employment market. It also recommends the state to practice initiating safeguards and promote the realization of the right to work as appropriate actions, vocational training, including through national legislation.

⁵http://www.europarl.europa.eu/meetdocs/2009_2014/documents/wgme/dv/201/201103/201103_09_declarationhumanrights_en.pdf (Accessed: 8.5.2013)

Article 27 mainly focuses on employment opportunities for Persons with Disabilities by:

“a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions; b) Protect the rights of Persons with Disabilities, on an equal basis with others, to just and favorable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances; c) Ensure that Persons with Disabilities are able to exercise their labor and trade union rights on an equal basis with others; d) Enable Persons with Disabilities to have effective access to general technical and vocational guidance programs, placement services and vocational and continuing training; e) Promote employment opportunities and career advancement for Persons with Disabilities in the labor market, as well as assistance in finding, obtaining, maintaining and returning to employment; f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business; g) Employ Persons with Disabilities in the public sector; h) Promote the employment of Persons with Disabilities in the private sector through

appropriate policies and measures, which may include affirmative action programs, incentives and other measures; i) Ensure that reasonable accommodation is provided to Persons with Disabilities in the workplace; j) Promote the acquisition by Persons with Disabilities of work experience in the open labor market; k) Promote vocational and professional rehabilitation, job retention and return-to-work programs for Persons with Disabilities” (UNCRPD, Internet Source)⁶.

2.3 Regional Discourse for Persons with Disabilities

Myanmar is presently going through a critical social and political transition, and is leaning towards a democratic Myanmar that seeks to improve the country socially and economically. The Government of the Republic of the Union of Myanmar, newly elected in October 2010, has tried to initiate ensuring the rights of Persons with Disabilities, at the national level through to the international level. After the democratic transition of Myanmar, the government signed the ASEAN Bali Declaration on Inclusive Development for Persons with Disabilities⁷ on November 17, 2011, and the Convention on the Rights of Person with Disabilities (UNCRPD) on December 7, 2011. Yet, until now, there is a lack of research and recommendations to establish an

⁶ <http://www.un.org/disabilities/default.asp?id=150> (Accessed: 8.5.2013)

⁷ The full title of the Bali Declaration is the ‘Bali Declaration on the Enhancement of the Role and Participation of the Persons with Disabilities in ASEAN Community’.

inclusive development program for those with disabilities in Myanmar. Strengthening regional agreements, the Incheon strategy adopted in 2012 is a declaration of the Ministerial level of Asia and Pacific countries to support disability-inclusive development goals. It was aimed toward an inclusive, Barrier-free and Rights Based Society for Persons with Disabilities in Asia Pacific region. According to this declaration, the regional governments shall accelerate the Incheon strategy to “Make the Right Real” for Persons with Disabilities achieving the regional vision of an inclusive society that ensures, promotes and sustains the rights of Persons with Disabilities. Strengthening implementation, the Incheon strategy will continue to support as overarching policy framework for regional work in the field of disability. Consequently, the strategy pointed out the principals on the rights of Persons with Disabilities as follows;

- Respect for inherent dignity, individual autonomy, including the freedom to make one’s own choices and independent of persons
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of Persons with Disabilities as part of human diversity and humanity
- Equality of opportunity

- Accessibility
- Equality between men and women
- Respect for the evolving capacity of children with disabilities and respect for the right of children with disability to preserve their identities

The time frame of the Incheon strategy for achieving the goals and targets is within the Asian and Pacific decade of Persons with Disabilities, from 2013-2022. The first goal was clearly pointed out as “reduce poverty and enhance work and employment for Persons with Disabilities.” For instance, The ILO (2002) supports that “effective working space for disability based on evidence, good practice and experience enable workers with disabilities to contribute productively to the enterprise, work proficiency and the state.” In practical, the national government has a responsibility to provide, protect and equip businesses to create a decent job, a necessary education and training for Persons with Disabilities who can and want to work. Lifting Persons with Disabilities and their families out of poverty would contribute to the achievement of inclusive growth and sustainable development. The Incheon strategy also targets fundamental areas for poverty reduction alleviation including the elimination of extreme poverty among Persons with Disabilities, the increase of work and employment for persons of working age with disabilities who can and want to work and increase the participation of person with disabilities in vocational training and other employment-support program funded by government

(Incheon strategy, 2012)⁸. However, the core values of international agreements, regional level agreements were still challenged against the practice of the national constitution, legislation and policy of Myanmar. Hyde also stresses that even the countries [who have] ratified several conventions of United Nations; practical implementation in national constitution and policies is still a challenge to fulfill the needs of disabled workers to gain employment opportunity(Hyde, 2000).

2.4 Right-based Approach

Persons with Disabilities are specifically mentioned as "marginalize people' or "poor people". People with disability should have a voice that affects their lives, and advocates the government for setting policy initiative and expressing inclusion in development. This article values the commitment of participation and the change which is engaged among Persons with Disabilities to share with other Persons with Disabilities in the community that might achieve a self-advocacy environment (Gilbert, 2004). Therefore, the government agencies, international development agencies and non-government organizations should practice rights based approach development plans to achieve a positive change and strengthening the capacity of rights holders in society. However, the charity approach, which is largely based on the needs of individual, makes Persons with Disabilities economically dependent,

⁸ <http://www.unescap.org/publications/detail.asp?id=1523> (Accessed: 8.5.2013)

and targets of social discrimination, rather than lifting them out of poverty. However, Persons with Disabilities want their own rights as other ordinary citizens to be recognized (Coleridge, 1993). Disabled issues become recognized as an essential cross-cutting development issue and play a “profound significance” in mainstreaming development arenas and value the respect to achieve the Millennium Development Goals (Palmer, 2012). A human rights-based approach is greater aligned with development efforts of universal norms as well as focused on the root causes of poverty (Schmitz, 2012). The right based approach also practiced more deeply and widely within international development organizations. It is defined as “basing development programming, at national and international levels, on guaranteeing the effective implementation of the rights already recognized in national law and international treaties” (ILO, 2002). The ILO suggests that the right-based program must start by identifying what rights exist in national legislation, constitution, policies, other commitment of the state and country’s ratification on UN conventions or other treaties in practice (ILO, 2002:17).

For this study, my personal human right based approach means “a fundamental right to obtain the public accessibilities for Persons with Disabilities in society.” It values the individual potential and willingness power in public accessibility, responsibility and commodity. For instance, an individual’s ability is deeply embedded in the spirit of that personal, and is not to compare with other

personal ability, accessibility and potential in human society. The right to acquire personal development is the right to obtain for each individual. Furthermore, the prospective is highly motivated on equality, equity, and justice, regardless of ethnicity, religion, national origin, gender, sexual orientation, age, or disability. Meanwhile, its main concern is the participation of Persons with Disabilities to ensure the equal accessibility in health care, education, food, shelter, livelihood, and employment opportunity in community, irrespective of their physical or mental weakness, without discrimination, comparing with non-disability in society.

2.5 Social Exclusion and disabling condition

Social exclusion is a breakdown of the social sphere. Different perspectives on social exclusion have different meanings that could be bad in a society and place it under the label of different exclusion.

“Social exclusion means the lack or denial of resources, rights, goods and services, and the inability to participate in the typical activities of society whether in economic, social, culture or political arenas”(Levitas et al., 2007).

It is a process of limited participation, access and solidity which reflects inequality or incapacity to participate in rights of modern society and to build meaningful social relations. Sometimes, a problem with the idea of social exclusion

is that there seem to be as many definitions of social exclusion as there are people working on social exclusion.

“Social exclusion may be considered as both a condition and a process. We can define the mechanisms of social exclusion: extermination, exile, abandonment, ostracism, shaming, marginalization, segregation and discrimination. Therefore, social exclusion is one of the most obvious factors and it can lead to be social exclusion”(Silver, 1994).

For instance, social exclusion is not only related to poverty but is also interrelated to the existence of income inequality. “Social exclusion is a short term for what will happen in, when people or areas face combination of linked problem, such as unemployment, discrimination, poor skills, low incomes, poor housing and family breakdown” (SEU, 2004)⁹. “Disability limits access to education and employment, and leads to economic and social exclusion too”(DFID, 2000). Social exclusion occurs as a result of structural change but is played out through and affected by the conditions of local circumstances, policy frameworks and welfare regimes. In addition, “social exclusion is a multidimensional phenomenon and typically mutually reinforcing” (Percy-Smith).

⁹From <http://www.familieslink.co.uk/download/july07/The%20Multidimensional%20Analysis%20of%20Social%20Exclusion.pdf>

The Handicap International (2010) analyzes different key features of poverty and social exclusion as;

- Lack of opportunities to work
- Lack of opportunities to acquire education and skills
- Barriers to older people living activity, fulfilling and healthy lives
- Inequalities in health
- Poor housing
- Disadvantage groups

In disability issue, the impact of social exclusion also obviously affected every individual life of Persons with Disabilities in the community. Mostly, they are excluded in society by physical barriers, attitude barriers and institutional barriers, educational underachievement, poor skills in vocational activities and low self-esteem. Many factors of social exclusion may be a combination with other factors. For instance, children and women with disabilities are more likely to be socially, economically and politically excluded in society (Dixon, 2010).

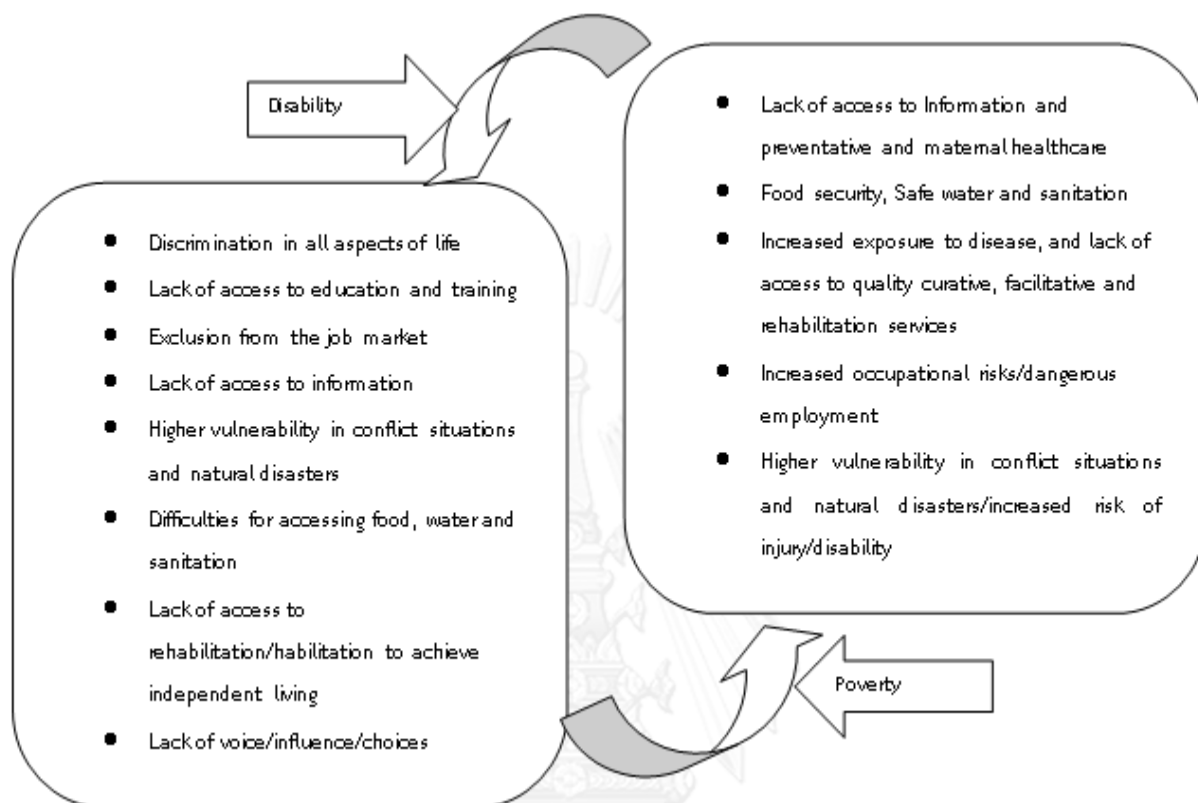
2.6 The Relationship between Disability and Poverty

Disability is a development issue because of this bi-directional link to poverty: disability may increase the risk of poverty and poverty may increase the risk of

disability (Sen, 2009). Oliver emphasized that the relationship between poverty and disability is extremely linked and it requires urgent attention for several development actors. So far, “there have been very few international studies of the lives of person with disabilities”(Michael Oliver, 1996). Actually, they have faced uncountable challenges in their daily life by exclusion from the socioeconomic discourse, full participation in decision making and inclusion in development policy. Disability Awareness in Action stressed that “a very high percent of unemployment is seen as one of central problems facing person with disabilities in the developing world and they are forced to beg to survive”. According to an inclusive development guideline of The CBM organization, 50 percent of impairment leading to disabilities is preventable and directly related to poverty. For instance, 100 million people in the world obtained a disability due to malnutrition: malnutrition and disability and poverty. People living in poor communities are extremely at risk of impairment leading to disability because of a lack of adequate nutrition, health care, water and sanitation, secure employment and natural disasters. Especially, people with disability are likely to be discriminated against in studying education which leads to an exclusion from social and economic life in society, further leading to extreme poverty through unemployment.¹⁰

¹⁰ CBM <http://www.make-development-inclusive.org/toolsen/pcm1.pdf> (Accessed on May 8,2013)

Figure 2 : relation between poverty and disability



Source: Christian Blind Mission (2010)

Understanding poverty reduction strategies for Persons with Disabilities is a crucial priority to include Persons with Disabilities in socioeconomic development. There are different organizations and different people, using different mechanism to improve the quality of life of Persons with Disabilities in society. Reaching the Millennium Development Goals of United Nations, the disability issue becomes one of the agendas to include Persons with Disabilities in a poverty reduction strategy. Nowadays, development programs value that Persons with Disabilities have a potential even with their impairments and being excluded from opportunities to

participate in the mainstream. The issue is required to address the target of promoting social justice and put emphasis on human rights. Meanwhile, the emerging development pattern is based on the value of human rights attention, cleared by the United Nations and development actors. Also, emerging development pattern provides on the pathway by social justice(Munger & Mertens, 2011).

2.7 New Discourse on Myanmar National Development

Nowadays, development programs value that PWDs have a potential even with their impairments and being excluded from opportunities to participate in the mainstream. Therefore, the main concept is based on creating employment for People with disabilities in the employment market and empowering these people into the human rights agenda for an independent living initiative in society. "Development is not only an all encompassing change but also implies a process which change is continuous and where improvement is better than previous"(Thomas, 2000).

The government also ensures Myanmar high economic efficiency which is the most basic in a market oriented economic system. All countries in the world are engaged in various ways toward economic development. In the time of globalization when technology and communication is vital, countries are in competitive engagement and cooperation for economic development.

Thus, the Myanmar government makes changes in order to improve Myanmar's economic situation.

"The government would create national economic development plans by new industrialization, market orientated plan, foreign direct investment and human resource development", said The President of Myanmar.¹¹

Inside of this plan, a national political economic and advanced poverty reduction plan will be developed in line with the UN Millennium Development Goals. In term of national goals, without including Persons with Disabilities in the development agenda, it will not achieve sufficiency and equality in development.

2.8 Myanmar National Poverty Alleviation strategy

Myanmar Development Resource Institute (MDRI) was created to design the poverty alleviation strategy of Myanmar in 2011. The fresh approach respects the poverty alleviation strategy for Myanmar in term of what the President's policy statements made in his initial address to the Pyidaungsu Hluttaw (Parliament) on March 30, 2011 and his speech addressing Members of the Union level Parliament, Chief Ministers of Regions and States and Union Deputy Ministers on April 6, 2011 (Myanmar, 2011). After electing a new democratic government for Myanmar, the government committed to increase national poverty reduction within the country.

¹¹ The New light of Myanmar, Wednesday 20 June, 2012

The target will mainly focus on the poorer people and poorer regions. The President noted at the first meeting of the Foreign Aid Management Central Committee at the meeting hall of the president office:

“The national will become rich only when it is industrialized. Poverty rate in Myanmar is 26%. It will be reduced to 16 % by 2015 according to UN Millennium Goals. A large number of people are in neighboring countries as legal or illegal migrant workers. It means the country is losing labor. They will come back if there are jobs and higher pay equal to others”¹²

The National Poverty Alleviation Strategy states that

“Nature and causes of poverty: The nature and causes of poverty are complex and diverse but very important in drawing up a poverty alleviation strategy.” It highly pointed that:

“Economic stagnation has limited their opportunities for productive employment” is one of major causes of poverty in Myanmar (Myint, 2012).

The Myanmar National Poverty Reduction Strategy also stresses that “Human capital development is the top of the list, which is the main access of the poor and its development is crucial for poverty reduction. Therefore, every person must have

¹² From:<http://asiancorrespondent.com/84699/priority-for-president-of-burma-in-the-name-of-reform/?lang=en> us
output=json

access to basic education, primary health care and other essential services” (Myint, 2011). It was suggested that the performance system should be adopted from lower level to upper level organizations at every stage instead of using the centralized system. The relationship between disability and poverty is seen as the greatest need in a position where individuals have access to the fewest resources. In the poverty line, PWDs are facing twice the challenges that other typical people in the community face - such as poverty with physical challenges. Actually, poverty pushes PWDs into vulnerability, exclusion, discrimination on social participation and decision making (DFID, 2000). Furthermore, appropriately-designed and effectively-implemented national level planning ensuring inclusion in poverty reduction is one of the best ways to create changing the lives of Persons with Disabilities in Myanmar. Therefore, (Tsui, 2002) suggested that multidimensional poverty indices are a clearer axiomatic basic for developing countries. For instance, (Alkire & Santos, 2011) defined that Multidimensional result is mostly focused on what is the achievement of the individual rather than the nation state. It also values that income attempts to focus on improving the life of individuals’ living standards, health and education in society. Meanwhile, they agreed that Multidimensional poverty is a useful tool to achieve the UN Millennium Development Goals.

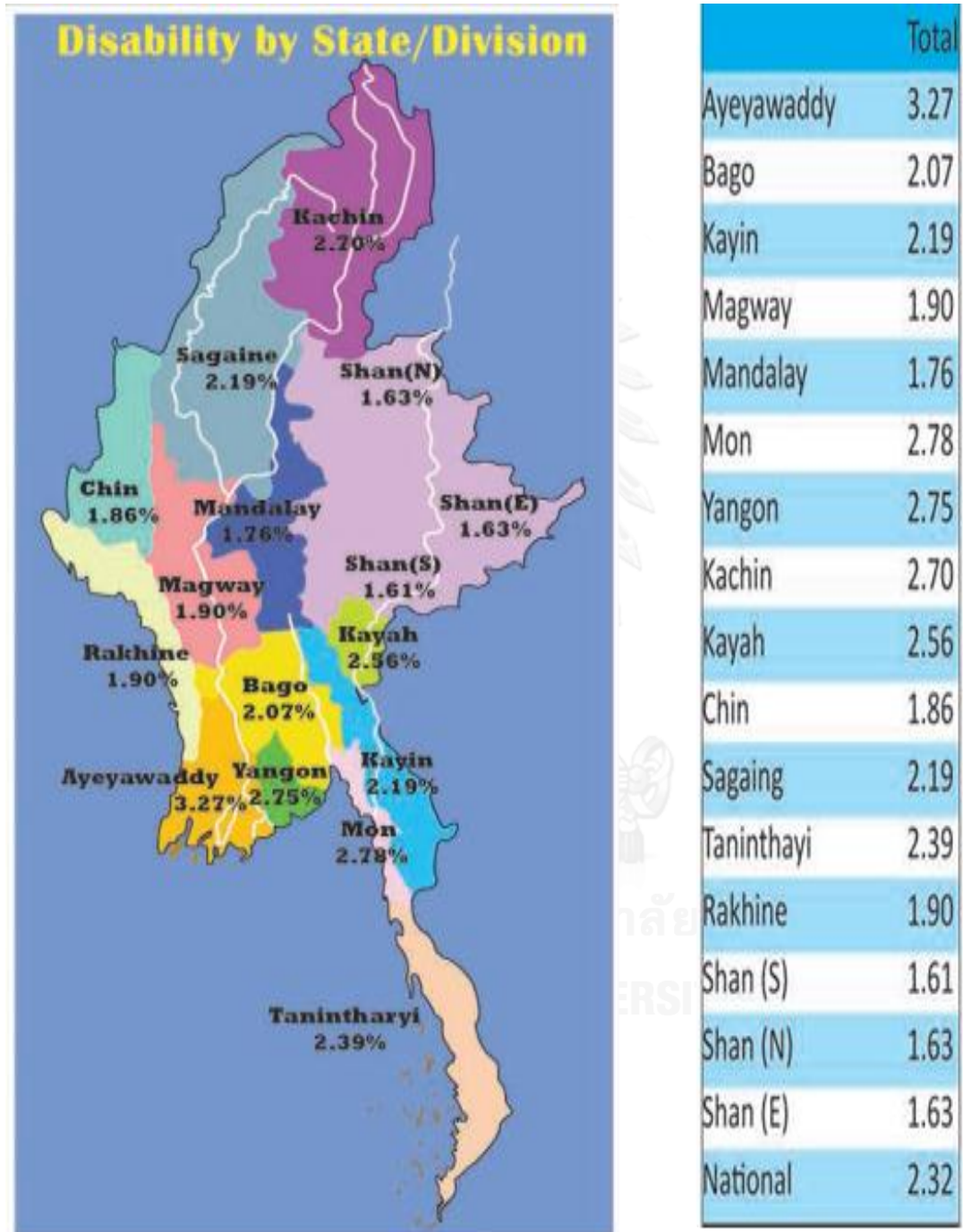
2.9 National Context of Disabled Issue in Myanmar

In Myanmar, Disability and development is greatly under-researched because there are a low number of research institutions, disabled people's organizations, international non-governmental organizations. The First Myanmar National Disability Survey was conducted by the Department of Social Welfare (DSW) and The Leprosy Mission International (TLMI). According to this survey, a total of 2.3 per cent of Myanmar's population have some form of disability.¹³ Of this, 68.2 per cent are persons with physical impairment, 13.3 per cent are persons with visual impairment, 10.4 per cent are persons with hearing impairment and 8.1 per cent have some form of intellectual disability(DSW & TLMI, 2009)



¹³ The proportion of disability amongst the world's population is 15% (WHO, 2011.) However, criteria to measure disability in Myanmar differs to the usual international criteria. It includes persons with functional impairment due to a range of disabling conditions, regardless of age, but specifically does not include persons with limited function as a result of chronic diseases such as heart disease, HIV/AIDS, depression or general age-related debility.

Figure 3 : Disabled Proportion of Myanmar National Disability



Source: Disabled Survey 2010

According to this National survey, the Disability prevalence can be disaggregated by urban and rural residences, gender, group and type of disability. In 2012, 28% of Myanmar population was considered to be living in urban areas. In general, a rural disability rate was found higher than urban rates. Whilst women with disabilities population seem to be higher than men with disabilities in developed countries and lower in developing countries because calculation may be dominated, women with disabilities may be under-reported or may receive less care, ill health resulting of many pregnancies, inadequate medical care and poor nutrition (Elwan, 1999).

Figure 4 : Disability Prevalence

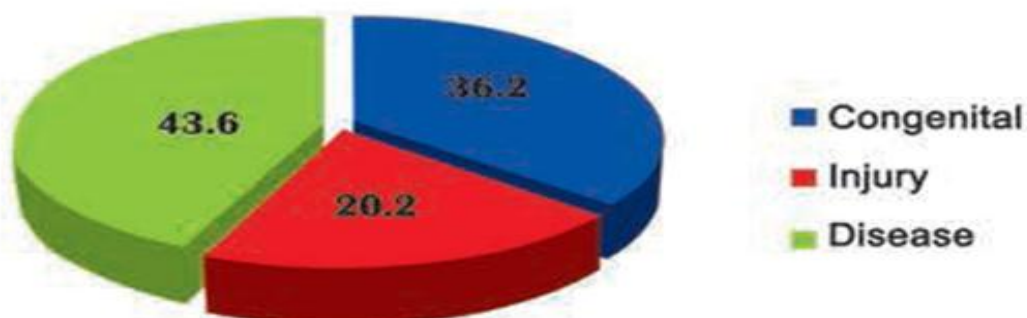
		Prevalence(%)	Population (projected)
Location	Urban	2.49	425,291
	Rural	2.24	850,709
Gender	Male	2.55	695,824
	Female	2.10	580,176
Age Group	<5	0.88	68,521
	5-16	2.03	248,948
	16-65	2.25	711,880
	>65	7.47	246,651
Type of Disability	Physical	1.58	869,000
	Seeing	0.31	170,500
	Hearing	0.24	134,750
	Intellectual	0.18	101,750

Source: Myanmar Disabled Survey, DSW&TLMI (2010)

2.10 Causes of Disability in Myanmar

The National Disability Survey Collection was based on physical impairment, hearing impairment, visual impairment and intellectual disabilities. However, a new terminology was defined in the Myanmar National Plan of Action for persons with disability in 2010-2012 which states a new definition that “Disability is an evolving concept, and that, disability results from the interaction between persons with impairments, and attitudinal and environment barriers that hinders their full and effective participation in society on an equal basic with others.” According to the disability survey, the commonly reported type of disability is physical disability. More than two third (68.2%) of the Persons with Disabilities have limitation in their physical functions. There are three classifications that can be broadly understood: congenital, injury and disease. The main cause of disability is disease, including polio, leprosy, cardiovascular disease and sometimes, disability caused by industrial inquiry and traffic accidents.

Figure 5: Main Causes of Disability



Source: Myanmar Disabled Survey, 2010

2.11 Disability Population and Yangon Region

Yangon city, also known as Rangoon, was Myanmar's capital city between 1885 and 2006, and still currently serves as the commercial capital of Myanmar and a hub for social interaction. The population of Yangon is over four million, and it continues to be the country's largest city and center of economics and business trading. Yangon hosts many national and international organizations operating in the social development and humanitarian aid sector. These include donor agencies, International Non-Government Organizations (INGOs), (national) Non-Government Organizations (NGOs) and many organizations providing services for Persons with Disabilities, including various rehabilitation institutions. The proportion of people living with disabilities in Yangon Region is recorded at 175,571 (2.75%).

In Myanmar, the law on rehabilitation and employment of person with disabilities was enacted in 1958. Proceeding the Asian and Pacific decade of the Disabled person, during the period of 1993-2002, the law was reviewed by the central law scrutinizing committee in 2002. This is in comparison to the Myanmar child law which was enacted in 1993 by the state and ensured the education and protection for all children with disabilities. According to Section 18 of Child Law;

“Mentally and physically disabled Children shall enjoy basic education (Primary level) or Vocational in Special schools run by the department of social welfare or private individuals or non-government organizations”

Meanwhile, regarding with disabled person employment act 4(3), the president can form the new department or organization to provide vocational education and medical care to those who are physically or mentally disabled.(Officer, 2009).

According to a JICA report, the Myanmar government also set up a national policy for children with disabilities which are under child law, as follows:

“A child with mental or physical disability (a) has the right to acquire basic (Primary level) or vocational education at special schools established by the Department of Social Welfare or by a voluntary social worker or non-government organizations, and (b) has the right to obtain special care and assistance from the states” (JICA, 2002).

The Myanmar government has regarded Persons with Disabilities under department of social welfare to be responsible for carrying out the policy for Persons with Disabilities. According to the report of JICA, the Myanmar government’s national policy, laid down since 1975, includes these three policy objectives:

- Seeking various ways and means for the rehabilitation of Persons with Disabilities.
- Reintegration of people with disabilities in production activities after the rehabilitation period.

- Implementation of the rehabilitation programs to encourage self-reliance of Persons with Disabilities and decrease dependency (JICA, 2002).

Based on the limited aspect of the above mentioned activities and policy implementation by the government, we can see a significant weakness of the policy implementation; and a systematic and fundamental policy reform and change will be crucial and necessary for the government related department that deals with these crucial issues.


Section 32 (A) of the Constitution of the Union of Myanmar, which was approved on 28th of May 2008, states that “the State has the responsibility to take care of mothers and children, orphans, children of deceased military personnel, elderly people and Persons with Disabilities.” The issues concerning Persons with Disabilities are mainly responsible under the Department of Social Welfare, within the Ministry of Social Welfare, Relief and Resettlement (Myanmar Constitution, 2008). The report essentially showed that the education for Persons with Disabilities is a separate function which system is run by the Department of Social Welfare, not the regular education department and institution. This is the main challenge to cooperate or engage between the Department of Social Welfare and the Department of Education. Lack of adequate support from each related department, and dealing with weakness within each department negatively impact Persons with Disabilities to access and achieve education in Myanmar.

In the Post-Nargis Relief and Recovery Plan, the Department of Social Welfare launched a Myanmar National Plan of Action for Persons with Disabilities (2008-2010) by Cyclone Nargis lesson learned, as a multi-sectored implementation plan to ensure that Persons with Disabilities are not excluded during the relief and rehabilitation process. The Department of Social Welfare (DSW), under the Ministry of Social Welfare, Relief and Resettlement, carries out social welfare services through preventive, protective and rehabilitative measures, with special attention to children, youth, women, Persons with Disabilities, and elderly people. The Emergency Plan of Action was followed by a Plan of Action for persons with disability for 2010 – 2012 which had a nationwide focus on Persons with Disabilities. A Disability Rights Law is currently being drafted by DSW. A consultancy group has been formed consisting of DPOs to participate in the process. The Disability Law has four objectives, which are

- 1) To protect the rights of Persons with Disabilities;
- 2) To care for Persons with Disabilities;
- 3) To enjoy all human rights without discrimination on the basis of disability;
- 4) To enhance the socio-economy of Persons with Disabilities with full participation in nation building tasks.

Figure 6: Disability Prevalence Rate in Yangon region

	Prevalence	Population
Disability Prevalence Rate	2.75	175,571
Type of Disability		
Physical	1.91	121,303
Seeing	0.31	19,792
Hearing	0.27	17,238
Intellectual	0.27	17,238
Region		
Urban	2.66	116,052
Rural	2.93	59,519
Gender		
Male	3.01	95,511
Female	2.49	80,060
Age Group		
Under 5	1.28	10,008
6- 15	2.99	38,801
16- 65	2.56	100,075
Above 65	6.57	26,687
Cause of being disabled		
Congenital	1.32	83,923
Injury	0.33	20,893
Disease	1.11	70,755
Key Poverty Indices		
No Schooling	41.3	
Temporary/Semi temporary Shelter	63.5	
Landless	90.5	
Bicycle	22.3	
Radio/Cassette	20.5	
TV	29.7	
Draught animal	6.0	
Pig	3.8	
Poultry	17.3	
Motorized agriculture equipment	2.1	
Animal Drawn agriculture equipment	9.5	
Household with casual work	55.7	



Townships sampled	
Township	Prevalence
Dagon E	2.53
Dagon N	3.04
Dagon S	2.59
Dagon SK	2.37
Dala	3.73
Dawbon	3.17
Hlaingthaya	3.33
Khawthmu	2.50
Kayam	1.93
Kungyankone	1.88

2.12 Developing Vocational Training in labor market

Understanding the labor market – working in public and private sectors pronounced a labor market. Mostly in developing countries, the civil service in

education sector and in public enterprises is called formal employment as a public sector. Furthermore, the government's intervention plays an essential role to develop private sector labor market in order to improve market stabilization and helps structural adjustment policies. For instance, bargaining processes, legal protection, integration in labor market and direct wage setting are very important in private sectors (Hollister & Goldstein, 1994). Also, it is (Richards, 2001) defined that employment quality and income security cannot easily be measured in the informal sector. For instance, working in farming, self-employed and unstable income conditions in private sector are called an informal labor market. Comprehending income security, there are three elements: stable business condition, security of job possession and mechanism for income compensation which are important indicators for economic improvement. Therefore, income security in private and public sectors for every individual becomes a major concern in poverty reduction program of developing countries.

(Khan, 2007) pointed out that human capital formation plays a crucial role in economic growth, and also benefits poor and unqualified employees. Principal human capital policy can improve the capability and productivity of employees in employment market which can endow poor people with education and skills. As usual, an economic growth rate is measured by the income capital of GNP. On the other hand, growth in employment and productivity can also improve the economic

growth rate in a country by enhancing employment opportunities for the poor to be employed more intensively, productively and remuneratively. Khan continued the strategy to eradicate poverty by outlining (a) an increase in wage employment; (b) an increase in the real wage; (c) an increase in self-employment; (d) an increase in productive self-employment; (e) an increase in the terms of exchange of the output of self-employment (Khan, 2007:3). Therefore, creating job opportunities for reasonable wages and increasing productivity is one of the best ways to take people out of poverty (Karnani, 2007).

Livelihood is the means of earning a living or accessing a source of income capabilities, assets capabilities and assets activities required for a means of living. It attempts to use effective and significant approaches to poverty eradication (Krantz, 2001). In term of poverty reduction, livelihood is related to a range of activities and services to promote self-reliance, self-employment, microfinance and socioeconomic improvement. In Myanmar, less vocational training centers, less resource persons, less livelihood and microfinance opportunities for disabilities, and a lack of employment market are big challenges to run livelihood program for Persons with Disabilities. The ILO also strongly supports that “nothing is more fundamental to poverty reduction than employment” (Osmani, 2003). Employment is a major concern for economic growth which is necessary for poverty reduction. Regarding economic growth, effective policies take place to ensure the employment and labor

market, including human resource development. The result will rapidly renovate the employment structure and immediately decrease the poverty rate (Islam, 2003).

In creating job opportunity, Persons with Disabilities need to make a livelihood which is either in non-formal ways at home and in the community, or in formal technical and vocational education and training institutions. Vocational training is particularly associated with the prospect of employment (Mitra & Sambamoorthi, 2006). On the other hand, (Olavides-Soriano, Ampo, & Escorpizo, 2011) use the term Vocational training differently as “Occupational rehabilitation.” However, the perspective of occupational rehabilitation is similar to vocational training. Therefore, they notice that “Occupational rehabilitation is a multi-approach which aims to return the worker towards employment. It also facilitates and sustains return-to-work for Persons with Disabilities in particular decent work. For instance, vocational training could be an advantage to create job opportunities in the community (Groce, Kett, Lang, & Trani, 2011).

The main principle is similar to vocational training which is a process for a person with disability to secure, retain and advance suitable employment, further valuing the integration into society. Therefore, vocational training should be implemented by making effective courses available to all Persons with Disabilities and modifying course manuals, materials and accommodation. At the same time, Persons with Disabilities are always faced with different types of barriers in

livelihoods and economic self-reliance in society. Potential support is needed to assist the creation of employment opportunities. The effort to get Persons with Disabilities integrated into mainstream employment, “affirmative and incentive based legislation and guidelines to support integration and protection in the labor market”(Gathiram, 2008). The essential work placement for a person with disability is a basic path to include in the employment market. Meanwhile, People into Employment (PIE), supports Persons with Disabilities in the work place and it works in conjunction with partners to achieve seeking suitable work-related trainings, job searching, transportation, and assistance for job interviews for Persons with Disabilities. Therefore, job searching services gear up to local labor market which can successfully promote social inclusion for Persons with Disabilities(Arksey, 2003).

2.13 Strengthening tools for vocational planning

Education is a crucial factor in gaining employment and it background is one of the most important requirements in getting a satisfactory job (Mina, 2013). “Accessibility to educational opportunity will open all the doors of employment and vice-versa” (Khoo, Ta, & Lee, 2012). “Education and training is therefore a central pillar of decent work” (ILO, 2002). However, the recent educational system of Myanmar does not include person with disabilities in mainstream school even though the government is administering an “Education for All” policy. At the same

time, the current government's educational syllabus and special educational schools cannot grantee employment opportunities and training accessibility for Persons with Disabilities. One of the reasons why Persons with Disabilities are in such high positions in unemployment is their poorer and segregated education, and limited access to vocational training which makes them disadvantaged in the labor market. Consequently, it reduces job opportunities and stereotypes them as incapable and unreliable in the employment market (Beresford, 1996).

Participation in development is overpoweringly popular in recent years to sustain and empowers the poor people to be center of development discourse. At the same time, it is a crucial mechanism to the success of a project and efforts a better position in decision making for poor people. Michener continues that participation as people-center planning instead of planner center planning. He also notes that

“People-center planning means to meet local value and redistribute the resource which empower poor people by enhancing local content, capacity, indigenous potential and collective consciousness”(Michener, 1998).

The planning stage is a very important stage for implementing vocational training. Before starting vocational training, the institution needs to clarify different steps and frameworks and it will lead vocational programs to achieve a common

goal. When starting a new project, the organization will need to involve the below steps in any vocational program, firstly:

- a) **Needs Analysis:** The institution need to know what the skills are required of students, what services are matching with the employment market. At the same time, how the trainers are involved in a specific training needs to be understood. The program shall be planned and developed in order to meet the needs of trainees and market.
- b) **Goal:** The program shall set up expected goals for deciding on the tasks that will able to evaluate and need to achieve in target time frame. Meanwhile, when the program is being set up, a resource person should be required.
- c) **Implementation and Evaluation of the program:** Implementation should be monitored and evaluated after completing the training. Using the system will explain what will be taught, what will be offered and what is obtained in employment. Therefore, records are important part of the implementation and evaluation process. (Steyn & Vlachos, 2011).

2.14 Literature summary

Current vocational institutions for person with disabilities are still applying specific priority for accepting trainees, limiting the participation in course manual designs and a lack of emphasis on trainers' capacity development. Meanwhile, the national poverty alleviation strategy did not clearly mention that the contribution of every citizen can have a valuable contribution towards the national economy by employment opportunity through income stability to reduce the overall costs of the National budget to reduce poverty for marginalize people in the country. The literatures did not mention the reason why people with disabilities were still segregated in vocational planning, project designing, effective strategy of market-based business and alternative mainstream development.

CHAPTER III

PWDs AND THEIR BARRIES TO PARTICIPATE IN LABOR MARKET

The discussion of this chapter will explain the participation of Persons with Disabilities in the labor market, connecting these with the conceptual framework. In fact, the analysis defines why those challenges were faced by PWDs in finding job opportunities in the labor market because of the weakness of the education system, infrastructure barriers, discrimination in the labor market, limited support of disabled people organizations (DPOs), and the weaknesses of vocational training for Persons with Disabilities. Furthermore, the participation in the employment market of trainees who also stressed the economic hardship of markets, the challenges of households, and the weakness of state intervention. Especially, these sub-paragraphs will explain the first research question and the first research objective.

3.1 Understanding the Circumstance of Education in Myanmar

The Ministry of Education (MOE) plays a major role in providing and upgrading education for all, creating an education system that will ensure the accessibility of education in Myanmar (MOE, 2012). Meanwhile, the Ministry of Education is carrying out a thirty-year-long term education plan from the 2001- 2002 Academic year to the 2030-2031 Academic years. It aims to expand human resource development,

utilization of technology, expansion of research, upgrade of a lifelong learning society, the promotion of the quality of education, and preservation of national identity and national value. When the MOE discussed the means of accessibility in education, expanding of University in different regions was found to be a major aspect of Myanmar. For instance, the report highlighted the increasing number of Universities around Myanmar which was 32 universities in 1988 to 163 universities in 2012, was a kind of achievement in educational accessibility. In addition, the report issued that the quality of education was raising the number of degree programs offered in different universities. Additionally, the report indicated that the increasing number of academic staff was also included in the educational quality of Myanmar. Therefore, the total number of undergraduate and postgraduate students at universities and degree colleges in 2011-2012 academic years was 470,912 (MOE, 2012). The report mostly presented that their educational achievements were the number of educational institutions, staff and the students.

Even the government widely addressed the achievement of education in Myanmar; the Myanmar Youth Forum critiqued that the education system of Myanmar lagged behind the international education system. It had a lack of up-to-date curriculums, weaknesses in educational policy and inequality in educational opportunity. Furthermore, the forum emphasized that Myanmar's education system had a lack of perfect educational system which could guarantee the employment

opportunity through the educational degree. The government's planning was very weak and it had a lack of practical studies in education, a lack of coordination between parents and teachers, insufficient transportation and community access to education, and the authority of education was extremely centralized by the government as well (Forum, 2012). Government and Myanmar Youth Forum have a very different opinion on the perspective of the education system of Myanmar. Therefore, studying the educational circumstance of Myanmar, as there was very limited information about the quality of education and the educational achievement which could reflect in getting job opportunity in employment market was much challenged.

Individually, employment prospects, up till now, are very challenging for university graduates in Myanmar presently. Work force skill necessities may not be often matched by the subjects students studied at university. Myint Oo, one of the educational experts in Myanmar, stated that a taxi-driver or a trishaw peddler might be a physics graduate as he did not turn into a physicist and a history graduate might become a security guard. In non-professional positions, many other graduates ended up working. Similarly, unemployment is one of the consequences of non-engagement in such educational quality and quantity issues. How university graduates can be helped by the Myanmar education system to steer clear of unemployment or being trapped in low-paid, insecure work is thus, doubted.

Promoting career development programs to prepare unemployed university graduates for employment is thus very essential (Popular, 2011).

3.2 Supporting Education for Persons with Disabilities

The Ministry of Education also initiated Inclusive Education (IE) for Persons with Disabilities in Myanmar. The IE program enhanced PWDs to access formal education to achieve the goals of Education for All (EFA) at the global level. It aimed to ensure the significant improvement of education for Persons with Disabilities which will provide all school-aged children to have access to a compulsory basic education of good quality by 2015(MOE, 1998).

A joint program of the Department of Education and the Department of Social Welfare provided educational rehabilitation for children with disabilities, persons with visual impairment and persons with hearing impairment. Moreover, they also had been running 3 schools for persons with visual impairment, 2 schools for persons with hearing impairment, 1 school for persons with intellectual disabilities and 1 school for persons with multiple disabilities since 1999 (JICA, 2002). However, the situation remained with a need to open more schools to prepare children for integration into mainstream schools. These special schools had tried to integrate their students into regular schools, yet the process was still new in Myanmar. But still, the integration of children with disabilities in compulsory education was very

challenging because the school buildings were not modified for children with disabilities and also the number of teachers who had received proper training to teach children with disabilities was very limited.

Overall, the education for Persons with Disabilities in Myanmar is still limited due to the inadequacy of special education schools, a lack of academic institutions and limited resource persons. The National disability survey (2010) noted that exclusion from education is one major problem for Persons with Disabilities. The national disabled survey pointed out that 50 percent of Persons with Disabilities do not access education, compared to the less than 10 percent of non-disabled persons. As a consequence of a lack of education, they do not have a chance to participate in the community and face difficulty in accessing vocational training and livelihood programs in the community.

“Current education system of Myanmar is very challenging for many people. It depends on the economic background of parents because only the rich people could get a good educational schools and placements. I am lucky because my family stays in Yangon. I was used to be rejected from government schools because of my disability. I studied in the special school of Department of Social Welfare, and had had a chance to get education until I was graduated. However, I had to try with double effort than other

people, and was used to face attitude barriers, and physical barriers as well” (Win Zaw, In-depth interviews).

Furthermore, the Department of Social Welfare is a focal government institution to support social services and rehabilitation for PWDs in Myanmar. The department provides social protection for PWDs in line with 2003 child law.

“In accessing educational opportunity in formal education, two vital preparations are needed. Firstly, the strengthening of IE policy which can ensure the educational opportunity for PWDs and the other one is the preparation on physical environment. In Myanmar, many of formal educational schools have limited barrier free environment, do not have well trained teachers for PWDs in education, a lack of awareness on students and negative attitude of the society. Those are not only the weakness of IE policy, but also ignorance of the society to support PWDs in education. However, the special schools are able to provide barrier free environment, assistive devices, learning devices and well trained teachers to access the education. Therefore, PWDs prefer to start their studying in special schools under Department of Social Welfare in Myanmar and some non-governmental organizations” (Expert on Disability, Semi-structure interviews, June 21, 2013).

3.3 The causes of Challenging in Education

In general, education is of the utmost importance for Persons with Disabilities in order to create the foundations for social skills, academic skills, economical skills, independent living and vocational training. When examining the cause of limited participation in education it is difficult because of the few educational institutions for Persons with Disabilities nationwide, different administration of government institutions and weakness in cooperation and implementation between department of education and department of social welfare. In Myanmar, a few educational schools provide education for Persons with Disabilities which are able to offer components of this range of education, those that do exist being located in Yangon. Even when the Ministry of Education was carrying out inclusive education in Myanmar, many disabled children were rejected from the right to a mainstream education in Myanmar. As the same, compared to the population of disabled people, there were only a few Persons with Disabilities accessing formal educational opportunities in Myanmar at that time.

Additionally, the national education system is not, on the whole, inclusive for students with disabilities, and presents many difficulties and obstacles to those Persons with Disabilities who attempt to access mainstream education. The situation remains a need to open more schools to prepare children for integration into mainstream schools. These special schools have tried to integrate their students into

regular schools, yet the process is still new in Myanmar. But still, the integration of children with disabilities in compulsory education is very challenging because the school buildings are not modified for children with disabilities and also the number of teachers who have received proper training to teach children with disabilities is very limited.

“Government’s budget allocation is a major concern for supporting and innovating educational accessibilities for persons with disability in Myanmar. Without money, the educational training, system and barrier-free environment could not be carried out in the country” (Head, Blind School, In-depth Interview).

Therefore, a limited budget is also one of the barriers and it breaks down the participation of Persons with disability in education. Meanwhile, looking at the organizational operation between the Department of Education and the Department of Social Welfare, the Department of Education provides education for Myanmar citizens and the Department of Social Welfare is providing social and rehabilitation for PWDs. It seems that different institutions play different roles and responsibilities. It causes that when PWDs want to apply for government schools, the Department of Education does not want to take an action for PWDs and they mostly are referred to the Department of Social Welfare in order to obtain education opportunities. The situation of finding education makes Persons with Disabilities suffer double the

hardships in educational rights. It also points towards the weak cooperation between the Department of Education and the Department of Social Welfare. While the Department of Social Welfare ratified and signed international conventions or statements which are mostly related with persons with disability to be provided equally in education, vocational and employment opportunity, however, two institutions do not share their information effectively and sufficiently. This lack of communication also causes one of the educational challenges for persons with disability in Myanmar.

3.4 Infrastructure Barriers in the Community

This study widely found that Disabled People's Organizations (DPOs) cooperated with Department of Social Welfare to advocacy the government infrastructural institutions as the Yangon City Development Committee (YCDC), and the Ministry of Construction to initiate Non-Handicap Environment for all in Myanmar. By means of just certain special considerations requisite, many PWDs face another challenge to moving safely from place to place with effectiveness and comfort, and skills of individuals with visual impairments in the achievement of the individuals, are the two most important factors. As they are the individuals who can learn what is taught, it is essential to talk to the students/ trainees with visual impairment as persons worthy of respect similar to other people. Getting practical experience and

becoming familiar with materials for afterward instructions will be enabled by readiness activities. Support and encouragement are significant as with other typical groups. Once they are familiar with the physical environment and special supplies which have been made to meet their learning needs in a vocational training setting, most students with visual impairment are capable of performing well.

Similarly, the limitations that people with physical disabilities impose on vocational development will be counteracted by specific modification and adaptations in most cases. Though, both the individual and the instructor are still presented with difficulties on certain perceptual/ motor, gait, seizure, rigidity, and other such problems. The trainer should be familiar with each individual's physical condition and any limiting factors considerable to vocational implementation. In the training setting, asking these clients how they could best be physically accommodated would be a good idea to vocational instructors as a initial point, since resulting from physical disability, types and severity of conditions vary considerably.

The study found that infrastructure barriers were one of the major challenges for PWDs to survive in the community independently. The government's plans for public transportation, road facilities and communication signal were very limited. Empowering the participation of Persons with Disabilities in employment opportunity, innovating infrastructure is very important to access job information. Furthermore,

the negative attitude of community became a stigma for PWDs; it reflected an enlarging ignorant group in society and a lack of self-confidence of PWDs themselves in society.

3.5 Discrimination in community

In Myanmar, Persons with Disabilities faced discrimination, abuse and were neglected on many levels, within their families and communities, at the regional level and also at the national level. Most disabled people suffer from some discrimination or/and exclusion, but the degree and severity often depends on the nature of their impairment and their varying personal situations. Disabled children and women are particularly vulnerable. For instance, Persons with Disabilities are often prevented from participating fully in family and community activities and functions by the demands of care, and, in some cases, shame, as a result of lack of understanding regarding the cause of disability. Reduced participation in community activities often leads to further isolation and discrimination from the community. In addition, society look down on Persons with Disabilities as slow learners and perceives the value of education, and especially educational institutions, in maintaining skills through life-long education, they express fears of the long-term effects of increased isolation from society that institutionalization, residential and non-residential, brings.

As an example of the different beliefs held and the lack of understanding of the causes, one family member expressed that “At first, we were very poor; but our [disabled] daughter came from her past life, bringing with her all her good luck and property. After we had this child, we started to earn a good income and succeed in our business”

“The negative attitudes of society are mostly impact on the development and the daily life of Persons with Disabilities. Some religious groups from Myanmar believe that disabled is a kind of punishment, useless people and they are unlucky people. Consequence, nobody wants to help or support education, social life, health care, public facilities and employment. Those ignorance and stigmatization leads Persons with Disabilities becoming isolation, chronic unemployment and invisible in society (Aung Ko Myint, Director, Myanmar Independent Living Initiative, Semi- structured interview).

Studying the daily life of Persons with Disabilities, discrimination was observed not only at the community level and family level but also at the employment opportunity level as well. Because of discrimination, Persons with Disabilities do not have a chance to participate in employment opportunities in the formal and informal labor market as well.

3.6 Discrimination in formal and informal employment

Concerning employment opportunity in Myanmar, the Ministry of Labor, Employment and Social Security plays a vital role to create employment opportunities for its citizens, to promote and protect the legal rights for employees, and establish a cordial relationship between employers and employees in peaceful workplaces. Especially, the Department of Labor encourages both employers and workers to adopt a systematic contract of employment. The Department of Labor aimed to maintain industrial peace, registration and placement for job seekers both in country and overseas, conduct vocational training for workers, conduct research, ensure legitimate rights of workers and sustain those concerning with international and regional labor issues (Online: 2013)¹⁴.

“Our department initiated job seeking branch for both employers and employees. We posted vacancy announce on advertising board. According to the new labor law, the department must initiate job seeking service for employers and employees, consultation on job choice and skill development training for employees. However, we have a very limited budget to implement those things in practical action. Until now, our department has been struggling with many labor conflicts in industries

¹⁴ Source from: <http://www.mol.gov.mm/en/>

because people aren't aware of the new employment laws, the action of the laws, and the responsibility of employers and employees. At the same time, we [are] also weak in announcing accurate statistic on labor force, employment rate and unemployment rate in our country. Therefore, creating employment opportunity in our country is very weak because of limited resources, man power and budget allocation” (District Officer, Department of Labor, on June 19, 2013).

The study found that the policies and regulations of the Department of Labor do not clearly mention the employment opportunities for Persons with Disabilities in Myanmar. Even though the government ratified international documents for strengthening civil society and government institutions to focus on inclusiveness in their implementation; the government's bureaucratic design utilizing grass root level implementation is very weak.

Not only the weakness of the Department of Labor but also the discrimination of government institutions, is another barrier for Persons with Disabilities. Looking at the formal employment opportunities in government institutions, the Union Civil Service Board (UCSB) is running a major role to recruit civil service personnel in Myanmar according to the Union Government Law and the Union Civil Services Law. Especially, Civil Service Selection and Training Department

takes a responsibility to administrate, select and provide a training program for personnel (Win, 2011).

“I had been affected with polio. I was graduated in 2005 and used to apply for the officer position in township administration. The UCSB did not accept my application because of the reason that the position was only for good-health personnel. This was what they usually announced in the vacancy notice in the public. It means that mostly they included a discrimination word in the bill such as good physical health criteria. Even graduated Persons with Disabilities cannot enjoy the formal employment as a civil service (Khin Maung, In-depth Interview).

In addition, studying back to the criteria of the civil service board, good-health personnel is a major concern in recruiting government officials. They are especially concerned about the good health of a person who has a visible type of disability. On the other hand, some Persons with Disabilities were recruited within the Department of Social Welfare.

In our office, some staff and I have disabilities. I was a landmine victim when I was in service of military. After I had got injury, the government referred me to join Department of Social Welfare as the head of this school. It means that only the personnel with disabilities from military service can join public civil service in officer level according to their previous ranks in military service. Some staff with disabilities

in our school is the family members of the staff of Department of Social Welfare or the former students who were outstanding in the vocational training regardless of their disability. Those personnel could join when some low level position was available. However, DSW does not recruit all PWDs for job positions (Head, Adult Disabled School, In-depth Interview).

Thus, it is very clear that discrimination in the formal employment labor market is also one of the challenges faced for Persons with Disabilities. Although many Persons with Disabilities were graduates from university, they could not have enjoyed the high positions in the formal labor market. Meanwhile, Persons with Disabilities had been treated with lower level positions of formal employment. However, those positions are only available in the Department of Social Welfare. At the same time, the positions are not for all Persons with Disabilities but only related personnel can join the formal employment. With many reasons, Persons with Disabilities are excluded and discriminated against in formal employment opportunities.

This study also found reasons why private business sectors could not recruit PWDs in their employment. The managing director of M-Spiral stated that the company used to recruit one IT expert who had a visual impairment in their company two years ago. The study found that the company seemed to recruit PWDs who had adequate skills and good performance for their company. However, the

company staff was not aware of the nature of PWDs and had some negative attitude towards treating PWDs in their workplace. The Chairman of Shwe Taung Companies group also expressed that;

“We open the employment opportunity for all. We tend to recruit a person who has adequate skill and in line with announcing job position. With current economic situation of Myanmar, many companies require not only educational background but also working experience to hire in their company. I think if PWDs have those kinds of skills and experience, definitely we could hire in our company. However, until now, we have not got any application from PWDs while we open employment for all. It may be different from the expectations of PWDs because the nature of our employment is hardship in construction. The best way to get employment opportunity for PWDs is systematic government policy to enforce the companies to hire PWDs in percentage of their employees as foreign countries. At least, it could be one of the mechanisms to help the PWDs and DPOs to advocacy the government institution and private sectors” (Chairman, Semi-structured interview, June 14, 2013).

Therefore, discrimination in the informal labor market is also one of the challenges for Persons with Disabilities and it causes the need of social stigma such as restoring lost confidence, building up morale and self-confidence, instilling good

work habits and increasing work tolerance which are the purposes of reconditioning which may be needed to achieve for people with disabilities in poor employment opportunities, competing on equal terms with the able-bodied. For instance, employment opportunities in the current informal sector also have many challenges in Myanmar. The following paragraph will explain more detail on the current labor market of Myanmar.

3.7 Current employment sphere in Myanmar

According to the integrated household living condition survey (2009-2010), it mentions that there are four main occupations essential for Myanmar people, including industrial structure, agriculture, hunting and forest. Among them, working in agriculture was quite higher than other kinds of employment, and 54% of poor households were involved in agriculture. However, most of the poor households were involved in the casual labor market. Furthermore, describing the means of participation in the labor market, the report was based on three indicators including labor participation, unemployment rate and underemployment.

The labor force participation rate is the percentage of those who are working or available for work in a given age group. The Union level of labor force participation was 67% of Myanmar's population, aged 15 and above. However, the labor force participation in urban and rural areas had high different rates at 60% and

70% respectively, and between male and female rates, at 82% and 54% respectively. In addition, the unemployment rate was described as the percentage of the labor force, aged 15 years and above who did not work at any point in the six months preceding the survey. The unemployment rate in Myanmar was extremely low, around 1.7%. The poor were more vulnerable to unemployment than the non-poor, at 2.4% and 1.4% respectively. Similarly, underemployment estimated the proportion of working population, aged 15 years and older, who worked less than 44 hours in a week. The underemployment rate at union level was 37% in 2010. In this condition, the female underemployment rate was higher than male underemployment, at 41% is female and 32% is male. The survey strongly indicated that poverty reduction strategies have to emphasize creating more employment opportunities in the country (UNDP, 2011)

Myanmar's unemployed rate was estimated to be 5.5% compared to 0.7% in Thailand by The International Monetary Fund. With Myanmar's population being 60 million, there were thus more than 6,000 unemployed medical graduates, and to fill vacant positions up in the public sectors, other tens of thousands of graduates who had been waiting for years as creating new jobs by the government had been failed – addressed by an Adjunct Assistant Professor at Tufts University School of Medicine, stated by Myanmar national Dr. Myint Oo in Radio For Asia Burmese service(Oo, 2012).

At the regional and global level, Myanmar's new democratic government reforms and eras have already experienced many forthcoming opportunities for integration in spite of these trends. Myanmar hosted for the first time in June 2013, the World Economic Forum (WEF). More job opportunities to Myanmar people can be brought by these economic and political opportunities and others. Attached with them, opportunities together with preparations are also being talked about by academics and experts. The country expected a large role from the development of human resource capacity. In order to measure a country's human resources development, indices of development like Gross National Product (GNP), Gross Domestic Product (GDP), and Per Capita Income (PCI) are taken into account. This was the reason the Asian Development Bank (ADB) suggested that growth would rely on the country investing in human capital and infrastructure, meaning that education, health and social services required greater investments (Asia Development Bank, 2013).

In addition, the research findings pointed that employment opportunities in the private sector were still invisible in Myanmar. Especially, it was difficult to find the existing data on the working PWDs population in the private business sector. However, the study found that most of DPOs and the companies which were founded by Persons with Disabilities recruited PWDs in their workplaces. The President of Shwe Min Thar Foundation expressed that,

“When we discuss the employment opportunity for PWDs in private business sector, the degree of awareness and the attitude of employers are essential pillars to consider employment opportunity for all. Without understanding the nature of PWDs, nobody wants to recruit them in their workplace. DPOs and Companies which are owned by PWDs recruited Persons with Disabilities in their workplace because they are already aware of the nature of PWDs. In one hand, it also means empowerment for PWDs to access job opportunity. On the other hand, they already understand the weaknesses and strengths of PWDs, and are able to prepare a suitable position which is conformable for PWDs in safety of environment” (Myat Thu Win, Director, Field Interviews, June 25, 2013).

The study highlighted that when considering employment opportunities for PWDs in the private business sector there were several things to fulfill before applying employment opportunity in the community. The Persons with Disabilities themselves have to develop the educational background, knowledge, skills and cooperation, through government policy and regulations.

All activities that directly or indirectly generate wealth or income are encompassed, here, as employment opportunities which can be in paid work, but also expanded to non-market activities such as volunteer and internship jobs through which individuals will be supported to increase job opportunities in the future.

Linking with the fourth indicator – information network – was significant in this research; as it played a vital role in Myanmar civil society groups where the people who had not at all been in social development work hardly ever attained the job information in this area (ILO, 2010).

“When I have met with the people from all walks of life, I raised one big question, “what do you need the most?” people answered, “Job.”. People need the dignity of living, and have to earn own regular income by their own capability. In Myanmar, nearly seventy percent of people are living in rural area and working in agriculture. When we start moving the economic development in country, we have to look first what is the reality and consider thinking about where we should start. I wanted to point that poverty reduction should be in the first priority. Especially, there is seventy five percent of Myanmar youth under unemployment; we have to emphasize on minimum wage, the legislation on Foreign Direct Investment to create employment opportunity for young generation. We have to do strong legislations in our country. It does not mean just issued related legislation only, it shall be done and solve the problem practically in the country. However, the reforming of Myanmar has a lack of structure and it is difficult to see significant results of the new government in solution process (Aung San Suu Kyi, the World Economic Forum, 2013). Therefore, indicating employment opportunities for Persons with Disabilities in

Myanmar, there are several things to create towards appropriate ways to encourage employment opportunity for Persons with Disabilities in Myanmar.

3.8 Limited Support of DPOs

In Myanmar limited vocational training centers, too few resource persons, limited livelihood and microfinance for Persons with Disabilities, and a lack of an employment market were big challenges to run livelihood programs for people with disabilities. At the same time, there is social discrimination and stigma, and a pervasive negative view that people with disabilities were unable to work in the workplace. The research found that many of disabled people organizations had tried to implement a livelihood program for PWDs in different ways. Livelihood is the means of earning a living or accessing a source of income. In terms of poverty reduction, livelihood is related to a range of activities and services to promote self-reliance, self-employment, microfinance and socioeconomic improvement.

A further challenge was that Disabled People Organizations had limited human resources, a lack of disability development and concepts, and limited knowledge to deal with the challenges of disabilities. Meanwhile, many DPOs were struggling to secure funding from donor agencies and INGOs. They were hindered by a lack of information about these funding resources, funding policies of donor agencies and experience to complete funding applications. The lack of funding for

disability projects had a direct effect on the sustainability of DPOs in the community. Additionally, there were only a few Community Based Rehabilitation (CBR) programs in Myanmar to promote and empower people with disabilities into the mainstream development agenda. The World Health Organization (WHO) promoted community-based rehabilitation (CBR) as an inclusive, participatory strategy to improve accessibility in education, employment and rehabilitation services for PWDs in low-income and middle-income countries (WHO 2010).¹⁵ Even though the WHO's guidelines are good enough to implement livelihood programs for DPOs, operational funding is still challenged.

Many DPOs are struggling to secure funding from donor agencies and INGOs. They are hindered by a lack of information about these funding resources, funding policies of donor agencies and experience to complete funding applications. The lack of funding for disability projects has a direct effect on the sustainability of DPOs in the community. If they do not have enough funding, the organization may cease its operations. Even if they are strongly dedicated to supporting disability and development, without funding it is impossible to run a service. Additionally, DPOs have little or no access to capacity building training such as proposal writing, project

¹⁵ CBR is currently being promoted as a rehabilitation strategy for PWDs in Cambodia, Thailand, Vietnam, Malaysia, Laos, India, Bangladesh and Sri Lanka.

cycle management, fundraising, sustainability and disability leadership training that could support them towards effectively implement projects for PWDs.

3.9 The Weaknesses of Structure and System of Vocational Training Design

The research obviously found that the vocational trainings for PWDs in Yangon mostly focused on the provision of social services, very basic vocational trainings and the rehabilitation in their institution rather than creating employment opportunity for PWDs in society through upgrading the vocational training, skills development, investing initiative fund and, cooperation with different stakeholders to support effectively in Myanmar. Consequently, they could not have supported adequate skills, experience and gained self-confidence to enter informal employment, independently. The study found that some vocational training provided very basic skills but were not sufficient to establish individual workshop or team workshop. Lacking initiative funds is also one of the challenges in starting an informal business.

“Computer training for Persons with Disabilities cannot use up-to-date techniques in training session. For instance, sometimes, they are still using window XP Microsoft office 2003 in the training; however, the real market demands at least Microsoft office 2007 or 2010. Meanwhile, for working in publishing or copier shop, they demand the knowledge and skill on page

layer and adobe marker. Similarly, other different courses are also designed for very basic level. Thus, when PWDs want to apply for primary worker in labor market, they have to learn additional courses by their own money” (Myint Oo, In-depth interview).

Especially, the vocational trainings could not provide adequate skills to enter the formal employment market as well. In fact, they have to learn advanced training from private vocational training and initiated group business by themselves.

“The vocational planning and designs for PWDs in the institution should link the employment opportunity in formal and non-formal through adequate skill development for PWDs. However, many of training designs were very basic level as well as not up-to-date in skills and fashion. It could not be practically applied in market with very limited time in learning. Especially, the participants had very limited chances to practice in the community during training period. Therefore, after graduating from vocational training, PWDs did not have self-confidence to enter employment opportunity in formal or non-formal situation. After graduating from vocational training, I had to learn extra training from private hair designing training because I had to persuade the customers with various designs related to current hair design, people’s desire, global trend, and style and fashion in our community,” (leader, Disabled Group Business, In-depth interviews).

In general, the vocational institutions for Persons with Disabilities simply run the primary vocational trainings in order to provide basic skills and rehabilitation. The structure is very clear that vocational training has a formal selection process, educational requirements and format for conducting trainings. Organizing the vocational structure is very complex and has an insignificant result because the organizations have to depend on the instructions of the head office or board committee, limited budget to upgrade the training and a lack of field-based results. Meanwhile, the vocational institutions themselves have several challenges to upgrade abilities of materials and man power.

“We have to follow the government’s orders, principals, rules and guidelines to implement new project or training program. I used to propose one training program to the head office – motorbike repairing training for PWDs because it was a very useful skill for PWDs who live in rural area. Meanwhile, I studied that kind of workshop in Thailand and indicated many positive outcomes were achieved in rural areas. Currently in our rural areas, many people are still using motorbike as a major carrier rather than a car. However, my proposal was denied because of government’s limited budget. At the same time, we have a limited budget for studying a new market, technology, and skill development of trainers. For instance, unable to approach or apply a small grant from independent donors and agencies is one of the barriers to

create employment opportunity for PWDs in society through mobilizing the vocational training as well” (Head, Vocational School for Adult Disabled, June 14,2013).

Regarding the access to funds of Vocational Training for Persons with Disabilities, key informants were asked different questions in order to compile baseline information on budget allocation of the organization. According to the results of semi-structured interviews with AAR Japan and Myanmar Christian Fellowship of Blind School, most of the activities were funded by international donor agencies. Especially, AAR Japan had received many donations from the People of Japan. Meanwhile, Myanmar Christian Fellowship of Blind School had received many donations from Yangon City Church, Self-Supporting Kayin Baptist Mission Society, Myanmar Christian Churches and aids from various states and Non-governmental organizations.

“Actually, the government has been trying to provide vocational training for PWDs in our country. They want to expend new vocational trainings and centers with new budget allocation from the government. Now, the budget allocation from the government has increased after democracy transition of Myanmar. However, still now, we are not able to provide fully in vocational trainings to Persons with Disabilities because it will require more budgets for materials in trainings, internal and external researches on market studies,

and upgrading the capacity of the trainers (Head, the Blind School in Khimyindine, Semi-structure Interview, and June 10, 2013).

Table 2: Budget allocation of government vocational institutions

Name	2008-2009 Budget Year	2012-2013 Budget Year	2013-2014 Budget Year
The Vocational School for Adult Disabled	11582062 (Ks)	26465289 (Ks)	19985000 (Ks)
The Blind School in Kyimindine	20630739 (Ks)	57160375 (Ks)	28982800 (Ks)

In addition, all vocational institutions have made efforts to support PWDs to have a better life and equal right to access vocational trainings in the future. School for Blind in Kyimyindine and the vocational school for disabled adults were mainly subsidized by the Department of Social Welfare, with only about 14% of the budget can be spent towards vocational training materials, foods and other facilities from the whole budget. However, two institutions such Myanmar Christ Blind School and AAR Japan were depending on funding availability from donor agencies. Even, they want to upgrade the vocational training, because of limited funding and budget, they cannot move forward significantly in the community. Meanwhile, the study found that these structural challenges are not only embedded in vocational institutions but also in the existing weakness of the system.

Furthermore, the research obviously found that a significant system was lost in preparing the vocational training for Persons with Disabilities. By looking at the vocational trainings for persons with non-disability, they have a significant system established to run the vocational training, employment accessibility in labor market and the networking with job seeking companies in order to promote job security for their trainees. For instance, the study simply found that some key important issues for achieving the planning of vocational training lied in local content. Those vocational institutions used diverse approaches to achieve their target mission. Especially, they started with collecting based line surveys and studying market demand and supply. Meanwhile, the vocational trainings had a concrete time-frame for learning and teaching periods.

Consequently, most of the vocational trainings for non-disabled persons clearly studied vocational design. Firstly, they discussed with various technicians such as experts and well trained trainers. It means that they had been relying on the technicians to achieve a systematic plan and outcome. In this sense, the suggestion on market perspective of survey study was highly recognized to achieve common interests. Finally, the vocational institutions tended to make a decision to initiate various vocational training courses and designs.

Special observation of vocational trainings of NGOs conducted from this study revealed that they mainly focus on grassroots level, un-educated people and

extremely poor people in society. They used a multidimensional approach to lift up the lives of those people. Especially, they utilized the original capability of those people. For instance, the training design and training period were very flexible with local labor context. When they selected the trainees among local people, the trainees had to provide information about what was their own abilities to make a business, what kind of business would be the most beneficial for them, how much money would have been quite enough and when they were available to attend the training. According to those results, a vocational training has to design a needed training for local people. Meanwhile, the training design has to include life skills training, market study training and financial management training. Additionally, some organizations attached business initiative funds for graduated trainees. The allowed budget depended on the aspiration, innovation, performance and skill of the individual trainee as well as the business size, returnable plan and sustainability.

However, one thing that was deeply emphasized in vocational trainings for Persons with Disabilities is that vocational trainings could not have attached a good system to achieve employment opportunity for Persons with Disabilities. For instance, a study on baseline survey in local context revealed that a market's demand and supply, upgrading capacity for trainers, innovation in suppliers, alternative approach, adequate initiative fund and additional requested activities are

the fundamental system which does not, however, exist in vocational trainings for Persons with Disabilities.

The cooperation amongst the vocational training institutions and, between those and private enterprises was found to be very weak. Therefore, the vocational design could not have included effective practical programs, internship programs or job coaching programs in private enterprises. As a result, Persons with Disabilities did not have the confidence to approach private enterprises, and the company staff was not aware of the nature of Persons with Disabilities in their workplace. For instance, no specific responsibility or emphasis was given for job placement and follow up in the majority educational and rehabilitation settings even though the most imperative part of vocational preparation process was supposed to be this activity. The research clearly found that in the whole vocational preparation procedure, the most inadequately conceived and attended to activity continued to be the area of job placement for Persons with Disabilities.

In orchestrating the important phase – the job seeking and securing process of the vocational preparation process, with other disciplines, employers and the individual's family, vocational counselors must be able to work. In determining placement decisions, all relevant background information such as vocational evaluation, vocational training, vocational choice(s), and activities of daily living skills

– must be obtained. For the accomplishment of a person with a disability, the critical factor is the attitude of the job placement persons regarding their role in the job.

As long as their services are needed, counselors must become strong advocates for their clients and remain accessible to them. To assure a smooth transition and the crucially needed learning and support period, working very closely, previous to and following a person with a disability be placed in employment, with the employer may be required. To ascertain appropriate possibilities, the counselor must be acquainted with the employment market and get in touch with such agencies. Knowing also, the interest and needs of Persons with Disabilities and being eager on the individual's behalf, to dedicate time and efforts are obligations for counselor.

Finally, the research clearly found that budget allocations as well as funding sources were very limited. In fact, a small grant program was essential for graduated trainees to start individual businesses or group businesses. It could have benefitted everybody whether they wanted to enter either formal or informal employment opportunities. Meanwhile, People into Employment (PIE) supported PWDs in the work place and it worked in conjunction with partners to achieve seeking suitable work-related training, job searching, transportation, and assistance for job interviews for people with disabilities. Therefore, job searching services could gear up to local labor markets which could successfully promote social inclusion for people with

disabilities (Arksey, 2003). The causes of those challenges also take place in different levels and different areas of vocational training institutions. Therefore, these main causes are not only the weakness of the structure of vocational training but also the weakness of the system which can also affect the participation of Persons with Disabilities in the labor market.

3.10 Conclusion

In conclusion, close matching of the educational background with what they have learned to the demanding work side is necessary in order to create more job opportunities as well as better and rewarding jobs. So, innovation, investment, competitiveness, research, and development are needed in order to update the programs; between the world of learning and the world of work which are merely weakened in the current situation. Solid bridges must be built. The vocational trainings need to upgrade and development effective mechanisms to identify current labor markets, economic trends and society to create a better training design for PWDs.

Employers suggested that efficiency in corresponding with job hunters to jobs requiring their specific skills and knowledge would be improved by an expanded communication mechanism which will help maintaining the relevance of training to the job markets, and securing employment opportunities for young people, with

training organizers. The employer organizations work together with the training organizations such as apprenticeship programs, internship programs, and other on-the-job experience learning experiences in other arrangements. In further training, workplace learning, and on-the-job training, the employer organizations can play a major role by becoming social partners.

The researcher evaluated from this point of view that the state of the PWDs' education opportunities in Myanmar were still limited and intricate to ensure that they would arrive at the national goals. While well trained teachers and staffs to teach children with disability were limited, school buildings and learning materials were not reachable for Children with Disabilities (CWDs). Through accessible school environment, well trained teachers, financial support, and other effective monitoring strategies, the educational needs and strategies can be identified for CWDs by the rights-based educational approach, of which this study found that Myanmar has limited implementation.

CHAPTER IV

THE ROLE OF VOCATIONAL INSTITUTIONS FOR PWDS

This chapter was designed to investigate the role of vocational institutions for Persons with Disabilities and the cooperation of different stakeholders in term of creating job opportunities for Persons with Disabilities in Yangon. For instance, the study focused on the circumstances of vocational trainings operated by the vocational institutions for Persons with Disabilities. On the other hand, the study also observed private vocational trainings which are specially designed for non-disabled persons in Yangon. Basically, the research examined different types of vocational trainings, curriculum development of vocational trainings, the criteria to access vocational trainings, the period of vocational trainings and job mobilization for graduated trainees. This included a broader interpretation which was how vocational institutions prepared a person with disabilities, and slightly described the cooperation among different stakeholders in labor market. Finally, the discussion will include possible circumstances to create employment opportunity for Persons with Disabilities in Myanmar.

4.1 Vocational Education in Myanmar

The Ministry of Education (MOE) is the focal ministry to provide education for all, creating an education system that will ensure the accessibility of education in the knowledge age. It has long term and short term educational development plans to

upgrade educational standards and promote the quality of education in both basic and higher education. Most of the educational institutions are administrated by the Department of Higher Education (Upper Myanmar) and the Department of Higher Education (Lower Myanmar), under the Ministry of Education.¹⁶ Meanwhile, the Ministry of Education has the responsibility to develop vocational and technical education for young persons in Myanmar. Studying in a government vocational training in Myanmar is very complex. In general, there are three different institutions playing a vital role in vocational education: the National Center for Human Resource Development under the Ministry of Education, the Department of Technical and Vocational Education under the Ministry of Science and Technology, and the Ministry of Agriculture and Irrigation. All programs are run by the government institutions and are recognized by the government and private institutions. However, the administration protocol, the training recruitment and training criteria to attend the vocational trainings are different.

The National Center for Human Resource Development program initiates vocational, professional and technological based courses in order to produce highly qualified human resource individuals according to the demand of the labor market. This is a formal vocational training, and it offers certificate and post graduate

¹⁶ <http://www.myanmar-education.edu.mm/dhel-2/panorama-of-myanmar-higher-education/introduction/>

diplomas in foreign languages, accountancy, laws, social work, and computer training and so on. The program requests at least graduate level education and most of the training programs are mainly provided in Yangon University, Mandalay University and Yangon University of Foreign Languages under the human resource development program. The certificate and diploma programs are highly recognized by the Ministry of Education and make it easier to apply for formal and informal employment opportunities in the labor market. It means that a graduate trainee has double certificates: both an undergraduate certificate and a post graduate training certificate for proving their educational background in their job placement.

The programs of Department of Technical and Vocational Education could be categorized into three different sub-programs: technical high schools, engineering technology evening class and government technology institution. Meanwhile, the training criteria and curriculum are designed differently in the institutions. High school level education is requested for technical high schools and the training program specifically focuses on the practical application and the requirement of market industries. It only offers a certificate on skills in related mechanical sectors and trainees cannot continue to study for advanced degree in the government technology institutions. However, they can start applying to skilled worker positions in formal and informal industries. The engineering technology evening class and government technology institution request high school matriculation results in the

process. The engineering technology evening class is offered only to persons who are currently working in governmental offices and persons who want to upgrade their theoretical knowledge in the respective engineering technologies. The program has to be attended for three years at two hours per day and five days a week for getting diploma in engineering in related subject. However, a student who studies at regularly class in government technology institution has to pursue two years for getting a diploma in engineering, a one year program for getting an advanced diploma and another two more years for obtaining a bachelor's degree in engineering. Moreover, the regular-study students have a better chance to pursue advanced degree programs in engineering.¹⁷

The Ministry of Agriculture and Irrigation also runs one agriculture university in Yezin, the middle of Myanmar. The institution runs two different programs: a diploma in agriculture and formal degree program in agriculture. The diploma in agriculture requests a high school level education and applied agriculture has to be studied for two years. There is a five-year study that is requested for obtaining a bachelor degree in agriculture. Both diploma and bachelor degrees require accomplishment studies in field practice as well. After graduating from this institution, the trainee has an

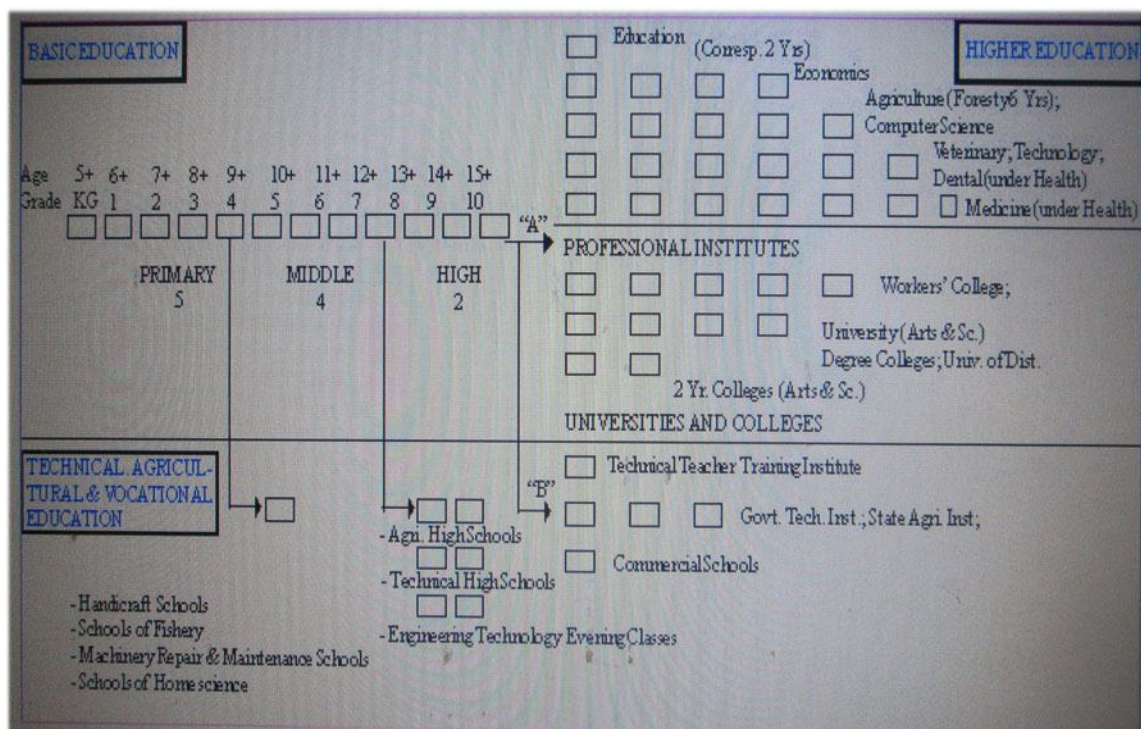
¹⁷ http://www.seameo.org/index.php?option=com_content&view=article&id=112&Itemid=529

opportunity to apply to various positions which are related to their obtained degrees in the Ministry of Agriculture and Irrigation.

In addition, the Department of Higher Education also cooperates with UNICEF and the Department of Training and Vocational Education to initiate a vocational training for people who have a primary level education background. The one-to-three-months short term training programs offer training in handicraft schools, fishery schools, home science schools, and machinery repair and maintenance schools. The certificate is recognized by the Ministry of Education and graduated trainees are able to use that certificate to apply for job positions in the labor market.

However, the vocational training for person with disabilities is not run by the Ministry of Education, because according to the structure of government protocol, the Department of Social Welfare has a major responsibility to support Persons with Disabilities in Myanmar. For instance, Persons with Disabilities were discriminated against in applying for a vocational training under the Ministry of Education in Myanmar. Therefore, vocational institutions are mainly run by the Department of Social Welfare as well as some development agencies.

Figure 7: The Structure of Myanmar vocational education



Source: www.seameo.org

4.2 Profile of Vocational Institutions for Persons with Disabilities

This investigation highlighted primary information of vocational institutions which were normally based in Yangon city, Myanmar. Furthermore, the study also included the objectives of different vocational institutions for person with disabilities in Yangon.

(A) Association for Aid and Relief (Japan)

The Association for Aid and Relief Japan (AAR-Japan) is an international non-governmental organization and has been operating in Myanmar since 1999. The

organization has been running vocational trainings for Persons with Disabilities three times per year. AAR Japan also plays an important role in supporting educational and employment opportunities for Persons with Disabilities in Myanmar. The program also includes such comprehensive and useful sessions as basic literacy training, nutrition, health and sanitation, and human rights training. The organization has a long experience in providing vocational trainings for Persons with Disabilities from different states and divisions of Myanmar. For instance, the Community Based Rehabilitation (CBR) projects for PWDs are being implemented in Yangon and the Ayerrawaddy Delta region. The organization aims to support Persons with Disabilities to become self-independent in the areas of social and economic life, to create networking space to promote the rights of PWDs in the community, and to empower the capability of Persons with Disabilities to become a part of decision making process in the community. The organization mainly focuses on persons with physical impairments and also includes both men and women with disabilities in the vocational trainings. The main objectives are;

- To support the social, economic and mental independence of Persons with Disabilities where social services are inadequate
- To advocate equal rights for Persons with Disabilities in cooperation with local and international communities
- To provide self-independence in society

- To reduce the number of landmine victims

(B) Myanmar Christian Fellowship of Blind

Myanmar Christian Fellowship of the Blind School (MCFB) is a non-governmental organization and was established with 14 blind Christian students by their own active participation and small funding schemes from the government in Yangon since 1975. However, it became a part of evangelistic work program of the self-supporting Karen Baptist Mission Society in 1975 in order to receive the recognition and aids from the state and other non-governmental organizations. With the achievements and the progress of the services, the school was recognized as one of the members of the World Blind Union in 1996. The organization strongly cooperated with local Churches in Myanmar, Yangon City Development Committee (YCDC) and the Ministry of Social Welfare, Relief and Resettlement to promote the rights of Persons with Disabilities in Myanmar. It is especially committed to support Persons with Visual Impairment to access education, health care, rehabilitation and vocational training in their life. In fact, the school basically accepts persons with visual impairment, both men and women in rehabilitation, education and vocational training

The main objectives are;

- To improve the education level of the blind

- To be able to allow Persons with Disabilities to live with their own choices
- To be able for Persons with Disabilities to adapt to a typical living environment in society
- To provide job opportunities and job trainings for Persons with Disabilities

(C) Vocational Training School for Adult Disabled

Meanwhile, the Department of Social Welfare is the focal department that provides social welfare services for those who are struggling with social problems in Myanmar. Moreover, the institution played a vital role in supporting prevention, protection and rehabilitation programs for children, women, youth, and Persons with Disabilities, elderly, and ex-drug addicts. Of course, one of the operational functions clearly emphasized is on disability and rehabilitation. Consequently, according to the provision of the Department of Social Welfare, there were two vocational institutions founded in Yangon for persons with visual impairments and persons with physical impairments. The first one was the Vocational Training School for Adult Disabled which was a rehabilitation center in Yangon and fully operated by the Department of Social Welfare since 1954. It provided vocational trainings for persons with physical impairment based on the severity of disability, and empowered self-reliability to stand in the community by using the skills from vocational training. The school prepares vocational training for men and women with disabilities based on their skills, educational level and their potential.

The main objectives are;

- To provide disabled persons with vocational trainings based on the individuals' category of disability and aptitude
- To train disabled persons to develop the spirit of standing on their own feet, by using acquired vocational skills
- To rehabilitate disabled persons to lead to self-reliance and reduce dependency on others

(D) Blind School (Kyimyintdine)

The School for the Blind is the only school for persons with visual impairments in Yangon city. It is based in Kyinmyintdine Township and fully subsidized by the Department of Social Welfare. In the history, the school was operated by the missionary of England in 1914. However, after Myanmar got her independence in 1948, the Department of Social Welfare took over the administration of the school in 1963. The school was established to contribute towards both education and vocational trainings for those with visual impairment. In fact, the school prepares the hostel, the class room and vocational training for men and women with visual impairments. Additionally, the school provided activities of daily living, health care, sports activities and musical activities. The main objectives are;

- To encourage persons with blindness to develop self-reliance

- To help the visually impaired be independent in their actives of daily living
- To adjust themselves to their environment
- To lead an independent life using acquired skills and education
- To provide basic, higher education and vocational training

4.3 Profile of Vocational Institutions for Non-disabled persons

This sub-paragraph emphasized the planning and job promotion of vocational training for non-disabled persons in Yangon. The study was focused on privately-owned training institutions and vocational trainings which were mainly funded by non-governmental organizations. The study wanted to focus on identifying the different between vocational trainings for Persons with Disabilities and non-disabled persons such as preparation on training design and market engagement for trainees.

Firstly, a Dual tech vocational institution which is a very popular vocational training in Yangon was randomly chosen. The principal from Dual Tech vocational center stated that the planning of vocational training was designed by the board committee of the company including the technicians and trainers. The decision making was embedded on the suggestions of technicians, current market demands, long term benefit for company and trainees, and sustainability for trainees. It was called a market oriented training which valued job accessibility in the community or abroad

through the improvement of an individual's skills. Thus, the organization has a capacity building mechanism for the training that upgrades the skills, material and management of organization. Furthermore, the organization has a good network with different local and international companies to access information about employment opportunities. Especially, the organization has a strong network with job seeking companies in Myanmar. Thus, it could establish job referrals, job consultations and knowledge exchange sessions which were closely monitored by the management department and trainers.

On the other hand, the following paragraph highlights information about the planning of curriculum for vocational training, the management of vocational training, and the engagement on employment opportunity in the community by non-governmental vocational schools such as Opportunity NOW, Myanmar Young Men's Christian Association and Education for youth in Myanmar. All organizations have supplied information for a baseline survey concerned with the target population, areas, and time period before they started the project. Additionally, the concrete data has obtained the basic needs, the result of a market study, the educational level of target population and types of vocational trainings in line with local market. Finally, the curriculum was designed by the expertise from national and international consultants.

Opportunity NOW focuses on youth who have poor education levels and come from poor communities. They utilized the original capability of the trainees, market initiation courses and financial management courses. The trainees had to attend three months during which they had to be present at least three days per week regularly. After completing the course, the organization seeded about five hundred US dollars for initiating small business in the community by themselves. However, the loan money was to be returned within one year by the borrower.

Similarly, MYMCA mainly focuses on young vulnerable persons who had limited education levels, a lack of income generation, and are from poor family backgrounds in six locations: Yangon, Mandalay, Monywa, Patheingyi, Maubin and Taunggyi. The training curriculum was very flexible with local content, meaning that the training design was not fixed for each area and diverse training designs from local areas were highly respected. All vocational trainings included life skills training, an adaptive educational course, a market study course and a financial management course. The training also attached small grants for business initiators who were willing to establish their own business in the community. On the other hand, the local YMCA also connected with different business sectors to include their graduated trainees in private business sectors.

E4Y is an International Non-Governmental Organization and focused on children who cannot continue education because of poverty in society. The program

was designed for bilateral learning on education and vocational training; through E4Y many children were able to continue their education. Basically, the vocational training included the wood and metal course, textile training course, plastic pipe maintenance course and cooking course. The organization created business communication programs which were mainly engaged between the graduate trainees from their organization and private business sector. According to that program, the organization occasionally tried to consult with the private business sectors indicating the performance of employees who graduated from their organization.

Generally, vocational training for non-disabled persons is mainly focused on employment opportunity and income activity for the trainees who are similar to the ideology of vocational training for Persons with Disabilities. However, the training designs and curriculums were merely different. The vocational training for non-disabled persons was a market-oriented design, attached with extra curriculum such as adaptive educational training, a market studies course, a financial management course, life skills ...etc. Interestingly, the training programs of non-government organizations also focused on vulnerable people who had a limited education level, poverty diversity and had various needs in society. Achieving the purpose of the vocational training, the organization established a networking with private business sectors and provided the initial funds for founding individual businesses in the community. However, in order to get the percentage of achievement of vocational

trainings in Yangon, monitoring and evaluation mechanisms are very weak in all vocational institutions.

4.4 Training Preparations of Vocational Institutions for Persons with Disabilities

This sub-chapter will discuss the preparation for Persons with Disabilities in different types of vocational trainings and the periods of training. Information from semi-structured and in-depth interviews with the target population was collected. Meanwhile, the information from various vocational institutions was divided into two parts. Especially, the vocational trainings for persons with physical impairments and persons with visual impairments were presented separately. However, the vocational training institution did not set up separate vocational trainings for male and female. All types of vocational trainings are suitable for both male and female trainees. The training accessibilities were valued on the personal desire and personal decision of Persons with Disabilities.

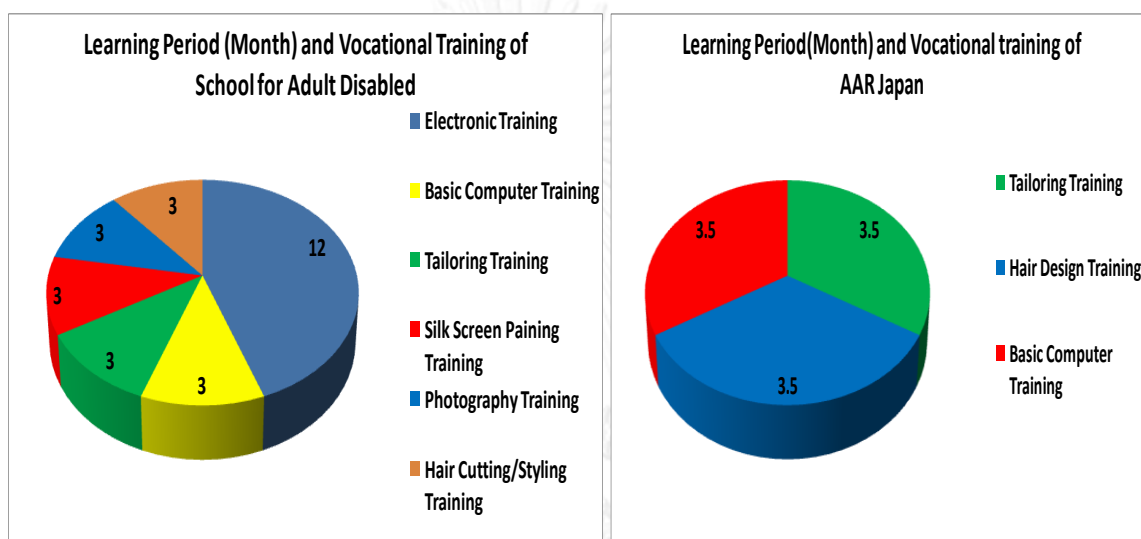
Firstly, the different types of vocational trainings and learning periods of both the vocational training school for the Adult Disabled and the vocational trainings of AAR Japan will be informed. According to the result of the semi-structured interviews, these two institutions planned to organize the vocational trainings for persons with physical impairments. Tailoring training, Hair Cutting/Design training and Basic computer training were similarly organized. However, learning periods were different, depending on budget allocation and the protocol of the institutional

structure. Vocational School for Adult Disabled specified three months for those trainings, but AAR Japan indicated three and a half months as a learning period. Both organizations had been trying to engage with different monastic education schools, orphanage centers and youth training centers for practicing skill performance and building self-confidence in the community. Especially, the training curriculums for those courses were developed by a local trainer who had a lot of experience on specific skills and areas, and was able to prove the ability by performance and skillful certificate. However, teaching was not only provided by main trainers but also assisted by co-trainers who were skillful and Persons with Disabilities from previous vocational trainings. The means of this planning aimed towards long-term sustainability, providing a role model for other PWDs and empowering the participation of Persons with Disabilities in their mission.

Additionally, the vocational school for Adult Disabled had other vocational trainings for Persons with Disabilities such as photography training, silk screen painting training and electronic training. The training periods for photography training and silk screen painting training were three months as well. In electronic training, it included repairing TV, cassette, radio, satellite installation subject and pump motor installation. Furthermore, the trainees who were non-disabled from different regions of Myanmar were also accepted in electronic training. The learning period for electronic training was one year. Both vocational institutions supported food,

accommodation, and transportation fee for Persons with Disabilities. However, they did not provide the educational training for the trainees. An overview of the criteria to attend the vocational training will be provided in another session.

Figure 8: Type of Training and learning Period



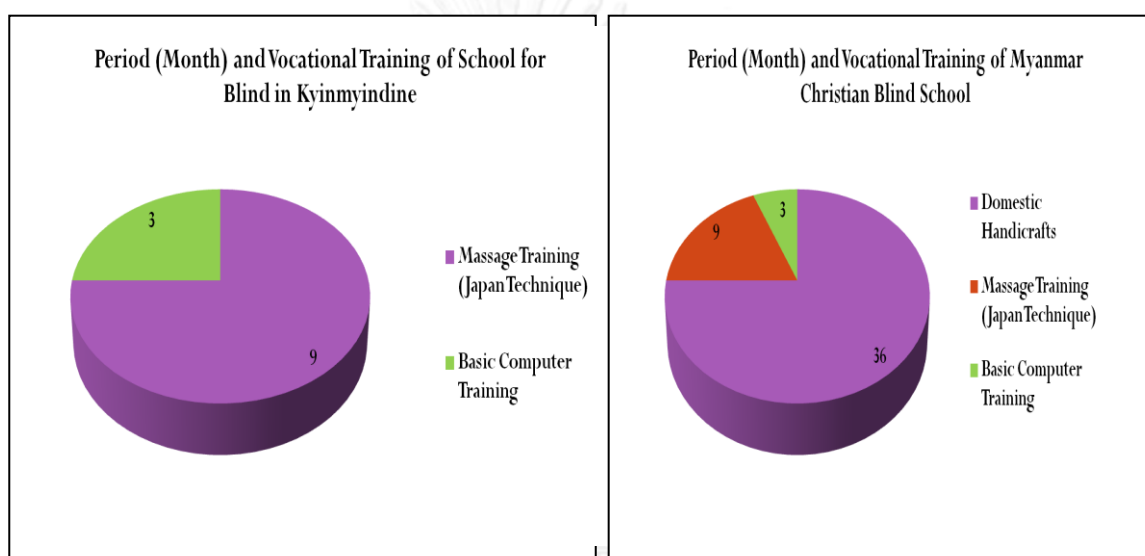
Secondly, this paragraph broadly highlights the various vocational trainings and learning periods of Myanmar Christian Blind Fellowship School and the School for the Blind. These two organizations are the institutions which prepared accommodation for persons with visual impairment all around Myanmar. Besides, these two schools provided inclusive education and vocational trainings as well. Semi-structured and in-depth interviews were held to obtain detailed information from both organizations. As a result of interviews, it was learned that these two organizations initiated with similar vocational trainings: massage training and basic

computer training. Furthermore, the organizations prepared a learning period for nine-month massage training and three-month basic computer training.

Regarding the massage trainings, both organizations used Japanese massage techniques for their training programs. At the beginning, the Japanese massage experts initiated a one-year massage training course for training of trainers in 1998. They especially focused on using the Japanese massage technique in the training sessions. They also invited trainers from Blind Schools and persons with visual impairments from different Blind Schools in Myanmar. After learning from the Japanese massage training, both organizations initiated massage training for persons with visual impairment regularly in their schools. The massage experts from Japan also yearly visited the organizations for their further supports and skill-exchange program. Furthermore, these organizations used to promote Myanmar massage techniques at the institutional level. However, they could not continue to maintain the technique because they did not have a well-trained massage trainer and a lack of systematic methods and limited funding to extend Myanmar massage techniques. Besides, basic computer training was designed by a trainer from the school who had a long experience to deal with and understand the learning techniques of visual impairment. In the curriculum, the planner adopted Microsoft Windows 2007 which included Braille publication, adaptive software for visual impairment and basic software installation subject. If the trainees had wanted to continue advanced

computer training, the schools also negotiated with private computer training schools to expand advanced training courses for visual impairments, especially music and recording training in schools.

Figure 9: Type of training and learning Period



In addition, Myanmar Christian Fellowship of Blind School provided domestic handicraft training for students who were currently studying in inclusive education. This course was offered as extra curricula for the students to collect small income from domestic products during their study in education. The school prepared training and raw materials for domestic products - cotton door mats, bamboo mats, bamboo chairs and traditional kitchen tools by using bamboo as well. This training course was a part time, two-days per week one and it took three years for skillful product production. In term of empowerment and participation, the school tended to organize product competitions, awards and sold the best one from all products to

maintain the spirit of aspiration. All students had a chance to learn, practice and exchange their ideas with their trainers closely.

4.5 The criteria to access Vocational Training for PWDs

In order to find out what are the main criteria to access vocational training for Persons with Disabilities in vocational trainings, the key informants and in-depth interviewees clearly answered on this issue.

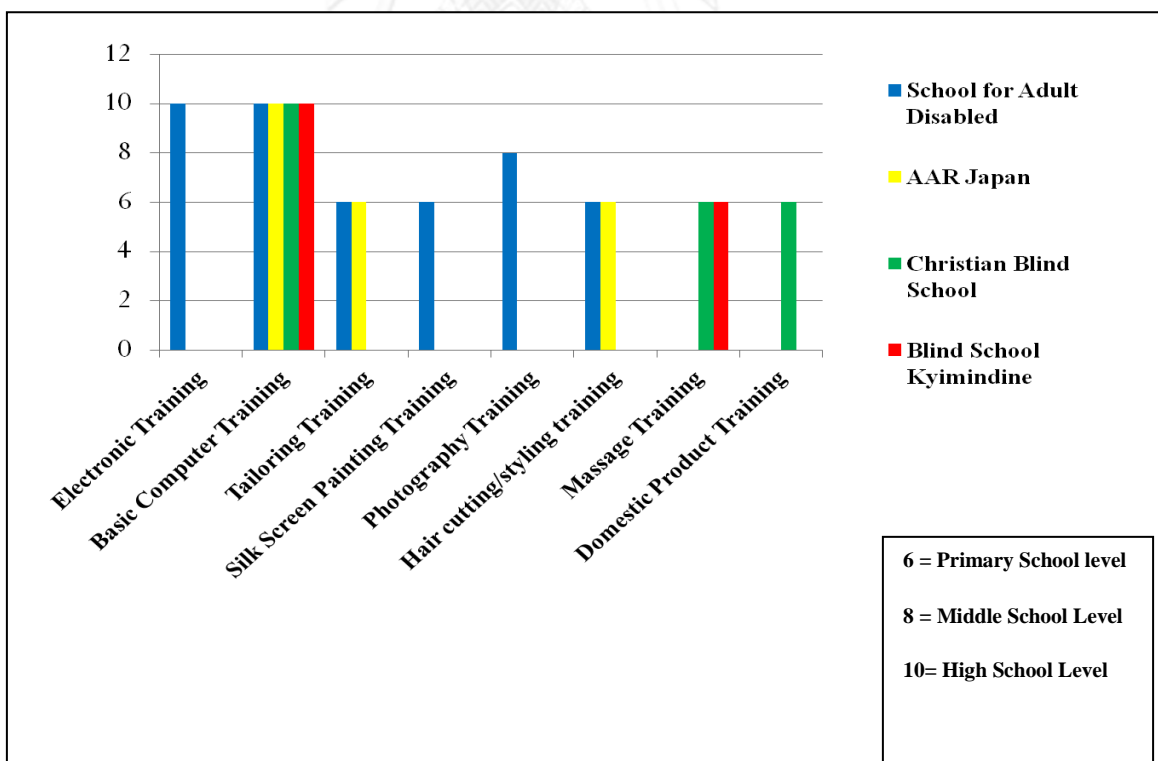
It was very clear that vocational trainings for visual impairments accepted persons with visual impairment and vocational trainings for physical impairments accepted persons with physical impairment only because the vocational institutions had very limited resources for dealing diverse challenges. The most common finding to access vocational training was the education experience of Persons with Disabilities. All vocational institutions required adequate skills and education level of PWDs. Even hair cutting/styling training, silk screen painting training and tailoring training required primary education level. Furthermore, some vocational training as like as computer training, and electronic training required high school level because they did not have time to teach them basic terminology and language. For instance, some subjects included technical terms, Physic, Mathematic and English.

“Disabled issue is very diverse in the world; different person has different requirements and needs. We could accept only persons with physical

impairment in our training. Besides, we also look at the education level of Persons with Disabilities for their proposed training. Due to, we cannot accept all types of disabilities in our training because we do not have enough resources and budget to deal different types of Persons with Disabilities in our institution” (Head, Vocational School for Adult Disabled, June 14, 2013).

In addition, the research found that all vocational institutions used local organizational network, local journals and newspapers for spreading out the news of vocational trainings for Persons with Disabilities in Myanmar.

Figure 10: The Educational Criteria to access a Vocational Training



Analyzing the vocational trainings for Persons with Disabilities in Yangon, mostly they aim to solve the individuals' needs and challenges in the community. In fact, they focus on the rehabilitation and independent living in society through providing education and vocational training, firstly. Their target is very specific on providing individual needs rather than finding employment opportunity in private business sectors.

“Actually, we do not specifically focus on the employment opportunity in informal labor market of private sector. Meanwhile, we also support special recommendation to enter private sector if an employer asks from them the official recommendation. According to our mission, we aim to provide vocational training to initiate their own business in their community. In this way, we empower individuals, to have strong confidence and stand on their own foot.” (Head, Adult Disabled School, In-depth Interview)

In this circumstance, the idea was confirmed by AAR Japan, one of the vocational institutions. Therefore, the vocational trainings have attached a small grant program for their trainees after they have been graduated from vocational trainings.

“We also have some sources of experience to engage with the garment factories. However, they cannot fully provide employment opportunity for Persons with Disabilities in this time. According to the feedback of our trainees, they have faced

many challenges in private sector among their colleagues. Thus, we designed dynamic strategy to provide small grant and initiate their own business by themselves. It also gives a chance to grow up and use their potential to have independently living in society with human dignity.” (Officer, AAR Japan, In-depth Interview)

Even the training institutions commonly agreed that the training programs were targeted to initiate their own business and independent living in society. However, graduated Persons with Disabilities did not get adequate skills and enough budgets to initiate their own business. The vocational training design, structure and system are inadequate to initiate for starting point in the market. It reflects that the organizations have to evaluate the impact and indicate their mission and achievement in order to succeed in the labor market.

4.6 The Different between Vocational Training for PWDs and Non-disabled Persons

As the study earlier mention in subtitle number 3.12 of chapter three, most of the vocational trainings for Persons with Disabilities are focused on rehabilitation and basic vocational skills rather than providing significant skills to participate in the labor market for Persons with Disabilities. However, the following sub-paragraphs will

explain how the vocational training for non-disabled persons is successfully operated in the community.

Indicating the significant results of vocational training, the role of a trainer is essential towards achieving a plan and providing vocational training. Thus, the vocational institutions should have a significant budget and planning for upgrading the capacity of their trainers. In side by side procedures, the organizations should have a responsibility for upgrading the capacity of vocational trainers, and the vocational trainers in turn, also need to sign on the contract to serve three years after getting a capacity building training from either local or abroad.

In addition, the vocational trainings for non-disabled persons had a good networking or partnership with job seeking companies. Job seeking companies assisted trainees to find adequate employment which was matched with their ability, skills and educational level. The companies publicized a vacancy journal, magazine and brochure to share information on local and international job opportunities. In these ways, each trainee had an individual right to make their own decision whether he or she wanted to work in the recommended companies. Some employers also had good connections with job seeking companies to recruit a qualified candidate from various vocational institutions. Nowadays, it is very popular practice to get a job in the current local and international employment market of Myanmar.

Additionally, the research studied the bilateral approach towards education and vocational training. Especially, the bilateral approach was broadly initiated by E4Y vocational training school. The details of this approach have been provided step by step in the interview session. Their main focuses are youth who had a limited education level, are unable to afford in education and came from extremely poor family. Thus, the organization divided into two components – mainstream education teaching in the morning and vocational training in afternoon sessions. When they set up the training design and curriculum, interestingly, they included adaptive education for each curriculum which aimed to teach the un-educated people effectively and smoothly. This means that the vocational classes provided both foundational education and vocational training. Meanwhile, the organization cooperated with some private enterprises and set up internship programs for their selected trainees. Generally, the organization had become well organized in vocational training, planning and cooperation with private enterprises for employment opportunities through their internship programs. When looking at the vocational planning of NGOs, there were many similarities taking place in the procedure of vocational trainings. Especially, the study indicated that all of them focused on people who were either unable to access educational opportunities, or extremely poor and otherwise unable to participate in employment opportunities for improving a better life in society. However, the approaches and planning were quite differing amongst the NGOs. Therefore, those research findings are a vital study to upgrade the vocational training

for Persons with Disabilities to support a better vocational planning and empower them into the participation of the current labor market.

4.7 Job Preparation for Persons with Disabilities by Vocational Institutions

The following paragraphs will highlight the second research objective as well as the participation of Persons with Disabilities in the labor market and their challenges in different levels.

This sub-paragraph explains initiating job opportunities for Persons with Disabilities by vocational trainings. Job preparation is one of the very important parts towards access employment opportunity for a trainee who graduated from vocational training. According to the implication of semi-structured interviews, different approaches were used in job placement for PWDs in Yangon. However, the research basically found that two government institutions had a lack of job preparation for the trainees in the community. A person who had studied a vocational training from those institutions had to use double efforts to find a job or establish their own business in their community. Especially, those institutions had a lack of local networking with private business groups, non-governmental organizations and independent donor agencies to initiate individual or group businesses for Persons with Disabilities.

Conversely, Myanmar Christian Fellowship of Blind School prepared a sheltered workshop for students from the school. Mostly, the middle school

students started to learn basic domestic and handicraft trainings in the school. Most of the advanced trainees worked in the sheltered workshop to produce Myanmar traditional kitchen products and sold them in charity bazaars at the school, and fundraiser events of NGOs and Embassies. For income generation, both men and women with visual impairment have equal rights to work in this sheltered workshop.

In this way, the trainees started to get small income from their products. The school also established a massage center in the school for advanced trainees from the massage training. Meanwhile, the school had a good network with private massage centers in Yangon. When a trainee graduated from the massage training, he or she might have an option to choose between the message center from the school and the message center of a private business owner. At the same time, male with visual impairment are easier to find a job in private massage center than women with visual impairment because the private business owners can get the massage center license by proving the clearance on women trafficking, women sex workers and gambling from various administration departments. Due to, the private owners prefer to recruit man with visual impairment in their centers. The women with visual impairment have double challenges to find job opportunity in labor market and mostly, they prefer to work in sheltered workshop safely. Thus, studying on job promotion for persons with visual impairment, initiating sheltered workshops for

Persons with Disabilities and a good network are obviously connected to accessing employment opportunities in the community.

Additionally, the study found that AAR Japan had a different mechanism to initiate employment opportunities for persons with physical impairments. The organization established two Model-Shops for tailoring trainees. They recruited three to four qualified trainees from tailoring trainings and supported additional advanced skills trainings in the community. The shops mainly used Japanese tailoring designs, technique, and set the cheapest price in tailoring for the local community. These two shops were basically funded by AAR Japan, and the employees who had physical impairments also got regular monthly income from the organization. Furthermore, the AAR Japan assisted technical support, material support and small grants as well. Consequently, a small grant was established for a trainee who wanted to initiate his/her own shop in the community. The delivery funding was based on the business size, period and returnable plan. The organization offers that every individual who was successfully graduated from their training program is eligible to access small initiative fund regardless of men or women with disabilities. In this way, seventy percent of vocational trainees from the institution initiated their own businesses or group businesses in the community.

4.8 Job Preparation for Persons with Disabilities by Different Stakeholders

The key informants and the target population were asked different questions in order to get the perspective of the private business sector that included Persons with Disabilities in their working places. Thus, semi-structured interviews were conducted with private companies who had CSR departments within their companies. It was very clear that the companies interviewed did not set up any policy in order to recruit Persons with Disabilities in their companies as well as the government's policy did not mention any incentive for the company if they had recruited PWDs in their workplace.

Furthermore, the study found that employers are concerned with the accommodation of Persons with Disabilities in their workplace. All of the companies said that they did not have an additional budget for providing a barrier free environment, additional transportation for PWDs and awareness training for other staff. Mainly, they felt that they could not take those responsibilities and did not have any idea what major responsibilities matched with the capability of PWDs. The companies had a lack of awareness on disability and did not have any experience engaging employment opportunities for PWDs.

Consequently, the private companies pointed that there is a lack of disabled related law, policy, rule and regulation for the private business sector which was a fundamental need to claim the rights of Persons with Disabilities in Myanmar.

However, they all agreed that not only law and policy but also individual capability and independent living were very important to find a good job in the sector.

“We usually open employment opportunity for the people from all walks of life. Any individual could apply for any position if it was match with their educational level, skills and their experience. However, I have not had any experience that PWDs applied some job positions in my company. I used to donate disabled centers and, have not gotten any approach to recruit PWDs in our company as well. If the vocational training schools are able to train skillful PWDs and establish sheltered workshops for PWDs, through these we can recruit skillful employees in our company. However, the enforcement of law, and policy of the government is the best way to push private business sectors to include PWDs in their companies” (Chaiman, ShweTaung Business Groups, June 23, 2013).

In general, the study found that the informal labor market is not prepared or ready to accept Persons with Disabilities in their employment because there is lack of law, policy and government regulations to ensure safety and protection for Persons with Disabilities in the informal labor market. Even some companies that have CSR program for marginalized people in Myanmar cannot provide employment opportunities for Persons with Disabilities yet.

Additionally, looking back at the results of this study, discrimination is strongly embedded in the formal employment opportunities of government sectors according to sub-title 3.12 of chapter three. The word choice on vacancy announcements on the Myanmar Civil Service Board clearly mentions that the position is only for personnel who have no difficulty in physical health conditions. It means that persons with visual impairment, physical impairment, or hearing impairment – those who clearly have visible disabilities in the community are automatically discriminated against. Therefore, one of the CSR companies suggested that;

“The government has to set up a law which is related with Persons with Disabilities. Especially in employment opportunity in labor market, they have to recruit PWDs for suitable positions in their organization before encouraging private business sectors. The government shall play a role model in hiring PWDs for their job offers”.

Yet, until now, there is a lack of research and recommendations to establish an inclusive development program for those with disabilities in Myanmar. Meanwhile, government institutions cannot initiate any policy or national plan of action for PWDs to ensure equal rights to participate in national development. Mean that, even though the country ratified and signed many international documents to exercise the participation of Persons with Disabilities in national development, practical action is weak. Thus, the research found that the implementation on every single

commitment was heavily challenged. Especially, a lack of collaboration among government institutions was a major concern in moving forward to exercise national and international commitment practices.

4.9 Labor Participation of Graduated Trainees

This sub-paragraph explains the research findings from both in-depth and semi-structured interviews. Basically, the research pointed that the aspect of the participation of Persons with Disabilities after completing vocational trainings whether they can enter formal employment or informal employment. However, all of the vocational institutions do not have recorded data on how many of their trainees are employed in the labor market. The findings indicated that recording, follow-up planning, and monitoring and evaluation of the vocational trainings is weak.

In analyzing the different types of vocational trainings for Persons with Disabilities and the objectives of different vocational institutions, most of the vocational trainings basically aim to improve self-reliance and independent living in society. Some organizations also prepare shelter workshops and small grant programs to initiate self-owned small businesses or group businesses. However, some can also enter in private business sectors depending on the position, networking and their own choices. In focusing on different types of vocational trainings, planning on basic computer training matches with employment opportunities in copier and publishing shops, massage training matches with employment opportunities in private massage

shops, and tailoring training matches with employment opportunities in garment factories of industrial estates. The rest of the vocational trainings seem to be a self-initiative within society. However, the willingness and personnel regarding is essential for entering into labor market. One of the experts also addressed that;

“The most excellent methods of employment opportunity are managing a variety of demands of work and co-workers, personality in desire to work, have appropriate work habits and attitude, able to follow guidelines and wish to learn, get to work punctually, familiarity with job expectations and have a necessary salable occupational skills related to the work, therefore how much effort is embedded in PWDs is very important to get a good job through the vocational training”(Experts in vocational training, Semi-structured interview).

When they graduated from vocational training, they prefer to initiative small businesses rather than enter formal employment opportunities because the informal employment demands an educational background and work experience. However, they do not have adequate education and skills good enough to compete in the labor market. For instance, getting skills, experience and education from the vocational trainings is not good enough to reach the formal employment market demand. Additionally, infrastructure is one of the main challenges facing mobility in

society. Some people who have an experience in formal employment, they feel that the formal employment market is uncomfortable for them.

“I am visual impairment person and a website developer. I studied basic computer training in the school of Blind in Kyinmindine. Where, I gained a job because I got job information from my friend. I don’t know which companies want to include and encourage their potential of Persons with Disabilities in their workplace. In this case, I think, networking and negotiation is important. When I worked that, I could completed my responsibilities and faster than my colleagues and timely. My colleagues also looked down me and did not assist in my workplace. I worked more than a year, did not happy and resigned from that company. Now, I am working at recording engineer in one of DPOs. I feel happy and comfortable here because we all are disabled and, understand our challenges and assist each other’s” (U Soe, In-depth interview).

Additionally, the study found that some trainees able to establish individual businesses by using the supplementary funds of the vocational institutions. However, the funds are very limited and not accessible for every individual, and the skills are not adequate to serve the community and they cannot compete with the market long term. Thus, many of trainees are unemployed after they graduate from vocational trainings.

“I used to learn vocational training in the vocational training school for adult disabled. Now, I return back to Yangon for studying advanced computer course. Learning a computer skill from that institution is very basic and not adequate to employ in private publication shop or start own shop. I do not have investment money and after graduated more than a year, I do not employ yet” (Soe, In-depth Interviews).

The above finding indicates that vocational trainings for PWDs were not effective. Most of the trainees did not gain adequate knowledge of the subject for what they had learned for employment. In addition, the PWDs understood that they had to learn extra knowledge, and skills to initiate individual workshops or group workshops in the community. The study also stressed that the consequence of the planning of vocational trainings faced various problems in different people, at different levels and within different organizations.

“I used to work at one of germen factories in Hlain Thar Yar Industry Estate as a helper. I also graduated from tailoring training from AAR. Sometimes, I was double assigned by line manager and colleagues. They always look down me and discriminated in workplace. I could not resist long times and resigned from that job. After that, I got small loan from World Vision and run my small own shop with some of my colleagues from the germen factory. I

can earn some money in daily and feel comfortable with my small business". (Daw Su Naing, In-dept Interview)

Therefore, discrimination in the labor market is also one of the causes more Persons with Disabilities choose to initiate their own business within the community. Furthermore, job searching or assisting service in vocational training is still needed to engage with private enterprises in strengthening collaboration and partnership. If the vocational training institution or DPOs have disability awareness training for employers and employees where PWDs were recruited in the company, it would be a helpful mechanism to sustain within the informal labor market. The study also found that most of Persons with Disabilities want to initiate their own businesses or group businesses in a comfortable environment for them.

In general, any of vocational training institutions did not record job participation in labor market regarding types of disabilities, population and gender sensitivity. However, as a result of interviews, women with disabilities from tailoring established their own tailoring shops in their community mostly, and sometimes, they also entered the garment industries. Similarly, both men and women from hair cutting and design training also initiated their group business shops in community by small initiative funds from vocational training and their own contribution. However, graduated trainees from computer training and electronic training had to find job opportunity in community or initiate own business by themselves. In contrast, private

massage centers recruited male graduated trainees from massage training in their business. However, the women with visual impairment were excluded in the private sectors because the private business owners wanted to avoid social problem, the destruction from the government and did not want to give social security for women.

Though it is frequently minimized, in preparing their clients for employment, vocational counselors are responsible, as one of the many responsibilities, to develop job seeking skills; deprived in which are, among persons with disability, to blame for a great deal of the unemployment. When initiating small business, there are different challenges also existing in the family of Persons with Disabilities.

4.10 Economic Hardship of household

Disability issues are directly related and affect the family level (Brown et al. 2006). Families caring for Persons with Disabilities are often prevented from participating fully in family and community activities and function by the demands of care, and, in some cases, shame, as a result of lack of understanding regarding the cause of disability. Having a child with disability has forced many mothers to resign from their professions, jobs and businesses, as they do not have the time or energy to work while they are constantly caring for their children. Therefore, it is disproportionately the mother who loses her opportunities for investment in education, work and social participation. If both parents are unable to work, their

ability to save sufficiently for their family's survival and future is greatly reduced (Bawi, 2012). The National Disabled Survey of Myanmar pointed out that 85 percent of person with disabilities are jobless and it led them to be more extremely vulnerable than non-disabled persons. Meanwhile, households with disabled persons were mostly dependent on casual labor, lower rates of livelihood diversity, fewer costly assets and higher rates of economic dependency than households with no Person with Disabilities.

According to the Intergrated Household Living Assessment (IHLA) and the National Disabled Survey, poverty rates for households who do not have a disabled person in their family are 23.8 percent, while the presence of families who have a person with disabilities are 37.3 percent. This means that households with a PWD experience nearly twice the harshness or vulnerability that households without a Persons with Disabilities experience. Women with disabilities are enormously marginalized and a household with a woman with disabilities is classified to be seven times more extremely vulnerable in Myanmar (Social Policy and Poverty Research Group, 2012). Therefore, even though some Persons with Disabilities graduated from vocational training, the family could not support them properly in society.

4.11 A New Development Paradigm

Community support for the accessibility of participation and the efforts of aid effectiveness are still limited. Furthermore, the PWDs were left ignored due to a widely-held traditional Myanmar conviction that disabilities are penalties for bad deeds done in a previous life. People with disabilities are viewed as abnormal and inferior. In terms of social functioning, education, and recreational and religious activities within their communities, most PWDs, faced discrimination; the main barrier of equal educational access were these negative societal attitudes. It would be a principal to encourage the discourse of social changes and structural problem of poverty. Article 19 of UNCRPD also recognizes that;

“the equal right of all Persons with Disabilities to live in the community...opportunity to choose their place of residence and where and with whom they live on...access to a range of in-home, residential and other community support services...community services and facilities for the general population are available on an equal base to Persons with Disabilities and are responsive to their needs.”

When discussing employment for PWDs, the organizers have to consider what the current development paradigm is. Mostly, employers suggested that before ensuring the national law and policy enforcement, shelter workshops should be organized to upgrade skills development, personal development and social skills

development for PWDs. Differently, graduated trainees suggested that the vocational trainings should have small funding opportunities, job coaching programs and job consultation for PWDs to smoothly enter into the labor market. Most of them agreed that skill development and independent living were essential elements for PWDs to ensure employment opportunities in the labor market.

“Most of educational institutions for people with disabilities in Myanmar are long term institutions and under control of separate organizations. People with disabilities do not have the right to choose, the right to address what they need and are pushed into the institution by the society and institution. Therefore, independent living, the right of people with disabilities in society, is one of the vital agendas to discourse in right based approach era. Therefore, we are giving PWDs an independent living which is a new perspective and a way of life for PWDs in the newest development agenda”
(Nay Lin Soe, In-dept Interview, MILI, 2013).

Independent living values that every person has the potential and the right to self-determination. By achieving independent living in society, PWDs also want the same freedoms, families, study opportunities in school, and jobs that are in-line with education and abilities. Therefore, education is an urgent need to move forward to facilitate all children to access education and independently living in society.

4.12 Further Opportunity in Myanmar's FDI

Foreign Direct Investment (FDI) raises average economic growth that contributes automatically to poverty reduction in the region of East Asia. Stimulating exports and attracting FDI get equitable growth with poverty reduction to the countries in the region. However, a one-for-one relationship between (FDI-caused) growth and poverty reduction would not hold if FDI has an effect on the growth of high-income workers, excluding low-income workers (Te Velde & Morrissey, 2004). Especially, FDI succeeds in poverty reduction and it becomes a major emerging strategy for national development. For developing countries, Foreign Direct Investment is a significant basis of private capital (Mirza et al., 2004). There are three possible indirect links between FDI and poverty reduction in developing countries apart from 'socially responsible' investment which may directly benefit the poor, but there is a lack of systematic evidence on the effects of FDI (Mallampally & Sauvart, 1999). The study found that Persons with Disabilities and DPOs also expected to gain benefits from FDI not only the companies that create job opportunities but also the economic reforms based on respecting human rights for all. Particularly, rule of law is important to promote, protect and empower PWDs to secure employment opportunities. Therefore, a new democratic country such as Myanmar will need to practice democracy innovation in policy formulation as much as the nature of

people center approach, power engaging with the representatives of the community and power should no longer be controlled by the state.

Nowadays, the Department of Social Welfare is trying to draw the Disability Rights law in Myanmar in cooperation with the Disabled People Organizations and the National Legislation Committee. The law was drafted step by step by consultation of the grassroots level from four types of disabilities: representatives from the physical impairment group, visual impairment group, hearing impairment group and intellectual disability group. The consultation mostly highlighted fundamental human rights, UNCRPD, the equal accessibility in education, social, economic, cultural and political participation. Meanwhile, Section (10) of the draft law clearly mentions employment opportunities for PWDs in government institutions, public and private institutions. It included the rules and responsibilities of the state, and the benefits for the employers who recruit PWDs in their workplace. The proportion of PWDs in the private business sector was one percent and would benefit with tax reduction for their business. However, the law is still in the drafting stage and, it would need to be enacted soon in order to see the real benefit for PWDs in economic hardship and the investment landscape of Myanmar.

We encourage the investors to consider CSR for Myanmar people. Some investors already aware in Global Compact which is mainly value on CSR. When they are applying Investment at Myanmar Investment Commission, the first question we

tend to ask them is “is there any CSR attachment in your application, how many CSR programs will be implemented in the area?” When they invest in our country, they have to take social responsibility for local people. We encourage compact citizenship for investors” (Presidential Economic Advisor, Semi-structured interview).

In the manufacturing and service sectors, foreign direct investment (FDI) is expected to be encouraged more by the Ministry of National Planning and Economic Development. If the existing local capacity cannot accomplish the new projects, importing the capacity might be created, then, for approaching employment opportunities in these sectors, development for inclusive growth with such great potential is evidently a need of the local existing capacity. Or else, the local people may end up in low-waged and odd jobs with a better situation. “There would be more employment opportunities in Myanmar with investment from foreign investors, and the country’s economy would develop more with the higher production” – said the consultant of Economic and Transportation Minister, Dr. Maung Aung (Thike, 2012).

Additionally, the government has to include the people’s participation in the national platform to promote, empower and ensure the equality rights in the national development plan. The government needs to include or ensure the national economic plan and national development plan which are based on human rights standards and the goals of poverty alleviation. Highlighting the target area of

the Myanmar national poverty reduction plan, the issue of disability should be included and recognized as a priority of the focus of national poverty reduction plan. The relationship between disability and poverty is seen as the greatest need in a position where they have access to the fewest resources. With the poverty line, PWDs are facing twice the challenges that other typical people in the community face. Meanwhile, many development programs forget to include people with disabilities in mainstream priority. Actually, poverty pushes PWDs into vulnerability, exclusion, discrimination from social participation and decision making (DFID, 2000). Therefore, CSR programs may be a new phenomenon for accessing employment opportunities for PWDs in Myanmar as well as an appropriately-designed and effectively-implemented national level program ensuring inclusion in poverty reduction which is one of the best ways to create changing the lives of Persons with Disabilities in Myanmar. Particularly, understanding as to what is and what is not classified as a disability and a lack of qualified people and knowledge of supporting and accommodating disability in society are delaying the development of a strong foundation on which to build an inclusive society.

Furthermore, the new Myanmar government is aiming to achieve a new poverty reduction milestone in 2015. In achieving this poverty reduction strategy, employment is very important for every citizen in Myanmar. Contributions of FDI to the objective of poverty reduction will depend on how the gains from FDI are spread

into poor communities. Even the poverty reduction strategy does not clearly mention for PWDs, the capacity of DPOs should be upgraded in dealing with donor agencies to provide livelihood and vocational training to participate in CSR and inclusive development programs. Joint programs between DPOs and international development actors should be established to ensure disabled people are included in terms of development planning, infrastructure and evaluation of the development.

4.13 Evaluating the Right-based Approach in Myanmar

This sub-paragraph analyses the literature reviews related with a human right-based approach, and whether the Myanmar National Constitution, policies and development strategies really follow human right documents as UNCRPD, Bali Declaration, Incheon Strategy and the education for all policy. This study explicitly emphasizes the equal right to participate in the labor market.

The study frequently found that there were many barriers faced by Persons with Disabilities to participate in the labor market. Those barriers are shaped by the weaknesses of national policy, regulations, infrastructures and human behaviors. Even though the government ratified or signed on the rights for Persons with Disabilities, the implementation was very weak in different institutional levels. The government institutions accepted and the Department of Social Welfare believed that international documents should be followed by the Ministry of Social Welfare and

Resettlement. They were not aware of the international documents, the national constitution rights and the national policy which were concerning with the rights for Persons with Disabilities in Myanmar. The result from the Department of Labor personal also showed that the national employment policy did not include Persons with Disabilities in order to be employed in the government sector or private sectors.

Furthermore, the study found that cooperation among different departments was very weak. For instance, the Department of Social Welfare tended to conduct Disabled Inclusive workshops and seminars for the government officials from different departments. However, the study found that the decision making level officials did not participate in those sessions. In fact, the implementation level for the rights of Persons with Disabilities in the government was challenged. As a result, the union civil service board was still using discriminatory words against Persons with Disabilities in their vacancy announcements. Actually, this board was specially designated to recruit the civil service personnel in Myanmar. The organizational duties emphasized the selection process, supporting training, setting up policy, promotion and communication with the United Nations, international and regional organizations in order to respect the affairs of civil service personnel. However, persons with disability could not have applied for any position that was officially posted in their vacancy announcements. This means that Persons with Disabilities were discriminated against from obtaining employment opportunities even if they

were qualified to apply for the position. In fact it also shows the weakness of cooperation among the government level and Myanmar is not practicing the equal right to education, health care and employment which were specially mentioned by the UNCRPD and other international documents. Therefore, the equal right to participate in the national development discourse for Persons with Disabilities does not extend to Myanmar. UN mechanisms have to attach a strong monitoring and evaluation system by civil society organizations, international development actors and government institutions in Myanmar.

Consequently, the study found that there was lack of economic incentives for companies if they recruited Persons with Disabilities in their employment. For instance, tax deductions and economic benefit could have transformed and empowered companies to hire Persons with Disabilities to obtain employment opportunity in Myanmar. Nowadays, at least the government institutions had to serve as a role model to recruit Persons with Disabilities in order to promote democratic values in equality and justice. Firstly, the government had to follow current rules and regulations which were related with Persons with Disabilities instead of ordering the private sector to support employment opportunities for Persons with Disabilities. Therefore, even the rights-based approach theory of international human rights documents did not go well to implement employment opportunities for PWDs. In fact, the PWDs issue would still have challenges at the individual level, the

community level and the national level in order to achieve the Millennium Development Goals of the United Nations, the national poverty reduction strategy and inclusive society for all.

4.14 Conclusion

The research obtained findings from the key informants' perspectives and practical actions of vocational trainings for Persons with Disabilities and non-disabled persons. Meanwhile, both vocational training institutions informed different training programs, planning, mechanisms and strategies for their trainees to participate in the labor market. In the vocational trainings for Persons with Disabilities, most of the training designs and programs were very similar with each other even though the organizations were being run by the government institution or non-governmental organizations. Vocational trainings are explicitly focused on a center-based approach rather than compromising the local context and market demand. When designing the training program, the participation of Persons with Disabilities involved in designing the curriculum is very limited, which are in line with their local context. Similarly, most of the organizations aim to support a rehabilitation program rather than a market-oriented vocational training. For instance, they could provide a basic vocational training which cannot support adequate skills needed to participate in the labor market through various vocational design, planning and implementation. In

addition, vocational training for Persons with Disabilities largely emphasized the rehabilitation to access educational opportunities, health care and basic vocational training. They aim to support the equality right of Persons with Disabilities in society. Meanwhile, they slightly focused on the independent living in the area of social and economic life, empowering the potential of Persons with Disabilities in vocational training and encouraging them to become decision makers within the community

Additionally, the research found that there were different challenges strappingly embedded in organizational level, vocational training level and individual level. Especially, there was a very clear part in the governmental institution that the protocol of institutional structure was one of the barriers to implement or take an action in term of innovating effective vocational training. At the same time, most of the vocational trainings for Persons with Disabilities tend to face a lack of human resource, limited budget and useful material to innovate vocational training. The training programs were project oriented which mostly focused on quantitative rather than qualitative to enter formal or informal employment opportunity. For instance, the baseline survey, vocational planning, vocational curriculum and significant indicator were extremely needed to analyze in coming short time.

However, vocational trainings for non-disabled persons in Yangon used various mechanisms to participate in current employment opportunity for their trainees. The organizations relied on the vocational experts and vocational trainers.

They had a flexible budget for vocational trainers to access up to date skills, knowledge and experience. The organizations aimed to success in concreate timeframe and encouraged their trainees to intern into initiative partner enterprises. When the trainees were studying vocational training, extra information about employment opportunity in labor market was provided. Meanwhile, they had a good networking with job seeking companies to find jobs which were matched with the skills, knowledge and capability of their trainees.

Interestingly, the vocational trainings of Non-governmental organizations applied bilateral approach and adapted local context into their implementation processes. They focused on extremely poor and un-educated people to get life skill training, vocational trainings and financial management training. They aimed to provide vocational training to access formal or informal employment. They valued the original capability of trainees and set up small loan program for trainees. In this way, the graduated trainees had an opportunity to apply for small loan and initiate their own business in their local even though they could not enter into formal employment opportunity.

Nowadays, current economic trend of Myanmar was basically embedded on education attached with skill performance and experience. Without upgrading in education, it was very difficult to enter or participate in very competitive employment market or formal employment opportunity. Therefore, implementing

employment opportunity for Persons with Disabilities, various strategies or mechanisms have to be studied and provided effectively in implementing vocational training for person with disabilities in community.



CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATION

This final chapter summarizes the research findings from the field data collection at the vocational trainings for persons with disabilities and non-disabled persons, the related government institutions, the private enterprises and in-depth interviews from persons with disabilities living in Yangon themselves. Furthermore, the hypothesis argued that vocational training institutes for persons with disabilities in Yangon did not provide training that was adequate for their graduates to find employment and that those institutes did not do enough to identify employment opportunities for their graduates. Therefore, the challenges for persons with disabilities to find employment opportunities in Myanmar are reflected in the first stages according to the research questions and objectives. Consequently, the rest of paragraphs will summarize the key findings from field research such as the implementation of vocational trainings, the role of different stakeholders, and the perspectives of private enterprises. The last part of this chapter covers recommendations related to innovate and effective vocational training for persons with disabilities securing their capability to participate in the labor market.

5.1 Conclusion and Discussion

The demand for education was emphasized a great deal given the current economic trend of private enterprises. For instance, the interviewees from private enterprises addressed that the educational background was the first priority to enter into the labor market, and the exposure experience was an additional benefit to enter the formal labor market. Meanwhile, the employers were not aware of the capabilities of Persons with Disabilities and did not have any experience on inclusion to recruit Persons with Disabilities in their workplace. In fact, the study could not clearly indicate the willingness of the formal employment sector. Generally, these findings answered how the vocational training and different stakeholders compromised the employment opportunities for Persons with Disabilities in both formal and informal labor markets. The following sub-paragraph continues to describe the challenges of Persons with Disabilities in the labor market.

5.2 The Barriers of Persons with Disabilities

Beginning with the barriers of Persons with Disabilities, accessibility to education shall not be forgotten in the first step. The current educational circumstances in Myanmar are very challenging for everybody. Even non-disabled persons who were graduates from the university with focused majors and lessons could not be guaranteed to enter formal employment opportunities. Moreover,

many graduated students had to learn additional professional trainings such as foreign language training, computer training, applied accountancy training and so on because the education system in Myanmar could not have secured their first degree employment opportunities in labor market. Meanwhile, the formal and informal employment demanded unlimited education levels, skills and experience. Thus, the study strappingly analyzed that Persons with Disabilities faced twice the hardship in competing to enter formal employment opportunities in the labor market.

The second, infrastructure barrier was one of the major challenges to mobility in society. It means the public transportation, road facilities and communication signal in society. The public transportation system and road facilities of Myanmar are inconvenient for not only Persons with Disabilities but also non-disabled persons. It caused Persons with Disabilities the inability to mobilize to access information, as well as educational and vocational training in public sphere, independently. Similarly, the infrastructure barrier in vocational training also was another one of the challenges for them. Persons with Disabilities still needed space for wheelchairs, non-skid floor and an accessible workplace where tools and equipment could be reached.

Thirdly, the research obviously found that discrimination, social abuse and being neglected in society mostly took place in the daily life of Persons with Disabilities in society. These challenges existed in their own families and their

communities as well as the regional level and the national level of government bureaucratic system. Most of the people with disabilities suffered from some discrimination in their family social-economic life as well. Especially, women with disabilities and children with disabilities were more vulnerable in society. The participation level of Persons with Disabilities was very low and it led to further isolation, less confidence in personal experience and expressed fears in society. Therefore, the social stigma was growing up in their daily life and they did not want to use their potential in personal development at all. As a result, counseling programs for Persons with Disabilities in vocational trainings or special schools are basically needed. Through analyzing the private business sector, it was very clear that the companies did not set up any policy in order to recruit Persons with Disabilities in their companies. The cause was clearly shown that there was a lack of government incentive for the companies to recruit any PWD in their workplaces. A government incentive was one of the major concerns to participate in the private business sector. Similarly, exposure experience and quality of education were also some of the major concerns to enter the private business sector.

In addition, job preparation of the Department of Labor was weak. In the Ministry of Labor, even though employment and social security played an essential role in creating employment opportunities for its citizens, legal promotion to create employment opportunities was limited. The meaning on creating job opportunities

by the Department of Labor was job seeking in the country and overseas. Furthermore, the study found that there was a lack of national law, policy and regulation which could have officially created employment opportunities in the formal and informal labor markets. Therefore, a lack of government regulation of the Department of Labor caused one of the challenges of participation for employment opportunities for Persons with Disabilities.

The fourth challenge that this research found was that many DPOs tried to implement a livelihood program for PWDs in different ways. The perspective of DPOs on livelihoods was the means of earning a living or accessing a source of income. Thus, they also initiated a small loan program for Persons with Disabilities. For instance, a person who graduated from vocational training and a person who had not attended vocational training shared equal access to those small loans. The organizations preferred to support their organizational members and group business of Persons with Disabilities. At the same time, livelihood was depending on personal potential and human resource availability. Simultaneously, a lack of donor agencies for DPOs also was one of the big challenges in Myanmar. Therefore, without funding, organizational capacity and concrete livelihood strategy, DPOs could not have attempted to provide Persons with Disabilities to be participated in labor market.

The last challenge identified, although the research obviously found many barriers, was in designing structural systems for the vocational training for Persons

with Disabilities. Most vocational institutions usually focused on the rehabilitation, basic vocational skills, accommodation and independent living rather than reaching employment opportunities in the labor market. Thus, the vocational institutions cannot take many responsibilities to upgrade the vocational structure and system because the budget allocations as well as funding sources are very limited. Meanwhile, vocational trainings could not have attached that program to achieve employment opportunities for Persons with Disabilities. The cooperation among the vocational training institutions and between those and private enterprises was very weak. Therefore, the vocational design could not have included effective practical programs, internship programs and job coaching programs in private enterprises to create a better job condition in the labor market.

5.3 The Barriers in Vocational Education

Consequently, the study found that there are different government institutions that play a different role in providing vocational training for Myanmar people according to government regulations, policies and laws. For instance, the Ministry of Education plays an essential role in providing education for primary foundation to choose the vocational training whether they want to apply in primary level, high school level and secondary level. Meanwhile, the Ministry of Education also created a national center on human resources development for Myanmar

people. According to the principal of the organization, it initiates very formal short term or long term certificate trainings, diplomas and master level courses in different languages studies, applied economic studies, laws and computer trainings. The programs were mainly set up in Yangon University and Mandalay University under the administration of the National Human Resource Department. However, the vocational trainings for Persons with Disabilities were mainly run by vocational institutions under the administration of the Department of Social Welfare and some NGOs. The curriculum and training design are based on the education level and correspond to the type of disability. The institutions also offer certificates on completing various vocational trainings and recognize the private business sector because those institutions were officially registered in the Department of Social Welfare under the government administration.

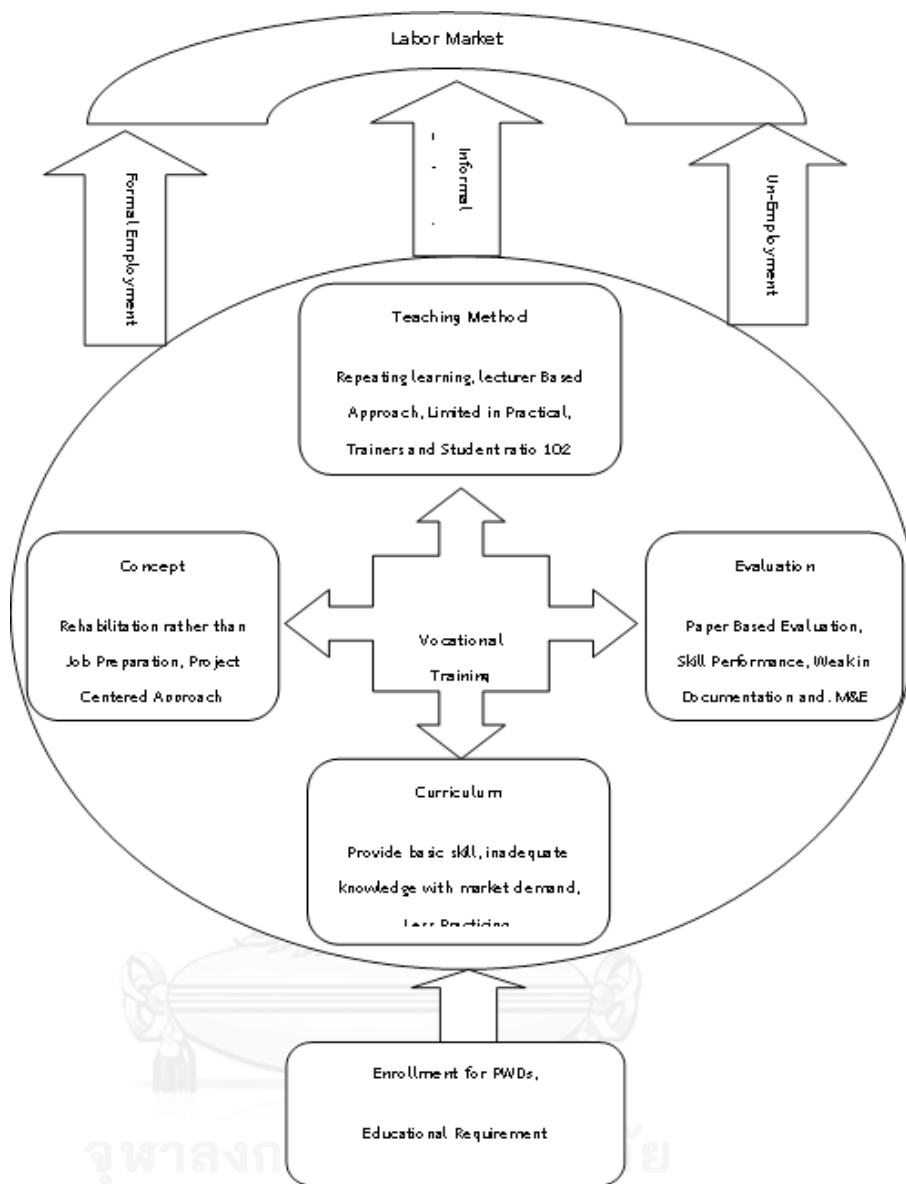
Looking back to the enrollment system, vocational trainings for non-disabled persons were run by the Ministry of Education and it required a lot of educational background in personnel. However, vocational training for Persons with Disabilities was run by department of social welfare and NGOs. The distinction between two operations on vocational education, Persons with Disabilities faced double challenges to learn in vocational training because they have very limited access in education, basically. It causes those people to be discriminated in accessing vocational training as like as non-disabled and the government institutional levels.

5.4 The Challenges in Vocational Training for Persons with Disabilities

Designing the vocational training, the vocational institutions still use a very basic vocational structure, system and curriculum. Consequently, it's also because unskilled trainees and inadequacies result for persons with disability to find employment opportunities in the labor market. In analyzing vocational trainings, the study basically found that provided vocational training was very superficial and with that, it was difficult to establish or enter the labor market. The training programs are mostly focus on using project-Centered approach, the concept of rehabilitation rather than job preparation, weakness in monitoring and evaluation, and documentation. In fact, the trainees had to learn additional skills and gain experience from private vocational training. After getting good enough knowledge and skills from private trainings, they began to establish individual businesses or group businesses with peer. On the other hand, some graduated trainees also got small loans from vocational institutions and initiated their own businesses. However, funding was very limited and not accessible to every individual and cannot be sustained in the current economic trend. Thus, many graduated trainees were unemployed and always dependent on their family and it pushed them into being the burden of their family. Nowadays in vocational institutions for Persons with Disabilities, job searching or an assisting service mechanism is needed to obtain job opportunities in both the formal

and informal labor markets. Thus, very limited numbers of graduated trainees are employed in the informal labor market provided by small grants, and shelter workshops of vocational institutions. However, most graduated trainees face twice the hardship in finding employment opportunities because vocational planning is very weak and, many graduated trainees are unemployed. Finally, the thesis's hypothesis is to be proved by these important findings from the field research.

Figure 11: The Diagram of vocational training for PWDs



5.5 Job preparation for Persons with Disabilities in labor market

Concerning the participation of Persons with Disabilities in the labor market, vocational training plays a vital role to build the capacity of their interested profession. Studying the vocational trainings for persons with physical impairment, both the AAR Japan and the vocational school for adult disabled initiated a similar

training design and rehabilitation program. The organizations mainly supported basic computer training, hair design training and tailoring training. However, the vocational school for adult disabled provided additional training programs such as photography training, electronic training and silk screen painting training. Moreover, both training programs supported living accommodation, transportation fees, assistive devices and social activities. However, they did not provide inclusive education and adaptive educational training for related vocational training. Similarly, the School for the Blind in Kyimyintdine and Myanmar Christian Blind School focused on both education and vocational training for persons with visual impairments. They provided inclusive education for persons with visual impairments in their institution and strongly cooperated with the Department of Education. When persons with visual impairment got enough physical strength, they also had a chance to learn massage training in the school. Both institutions had a very good relationship with the massage trainers from Japan. In the massage training, Japanese massage technique was being used in both institutions. Meanwhile, the basic computer training for persons with visual impairments was also included in one of the vocational trainings. The training prepared adaptive software and Braille language in the session for a better understanding on the course. The schools also had some connection with private computer trainings to assist persons with visual impairment to learn advanced courses.

Accordingly, job preparation was one of the very important parts to access employment opportunity for a trainee who was graduated from vocational training. The vocational trainings from AAR Japan and the vocational school for adult disabled provided basic knowledge and skills. Sometimes, they had practical outreach programs included in their training design. In this way, the trainees had a chance to practice their skills in the community. Moreover, self-esteem, motivation and skill performance progressed. However, some graduated trainees argued that the training design was very profound and it could not have been directly applied in the market. The trainees had to pursue additional advanced training in private vocational training as well as on the job training.

Through the eyewitness interviews and research analysis, the hypothesis of this research has been proven correctly in the study. Thus, the vocational trainings for Persons with Disabilities were very basic and contributed skills that were not adequate for their graduates to find employment. Furthermore, the institutes did not do enough to identify employment opportunities for their graduates. Interestingly, the AAR Japan had two strategies to create employment opportunities for Persons with Disabilities who graduated from their vocational trainings. The first one was working in a model tailoring shop and another one was a small loan program. In this content, only the outstanding trainees from the tailoring course could enter to work in the model tailoring shop and the rest of the trainees could not receive this kind of

a chance. However, all graduated trainees from different courses were able to access a small loan program. In addition, the organization assisted technical support and material support as well. A small loan had to be returned phase by phase accordingly the proposal designed by the applicants. In this way, different vocational institutions provided different vocational training and additional supports for persons with visual impairment and persons with physical impairment. For instance, the organizations used different mechanisms to create employment opportunities for their trainees. Especially, they were focusing on the equalization of Persons with Disabilities in educational right and employment opportunities through the vocational training. However, the implementation was not completely achieved because challenges they faced were embedded in different levels and different strategies.

Moreover, external factors also could create employment opportunities, when considering informal employment for Persons with Disabilities. Especially, the family's economic background and the local job market were important. For instance, some economic background of family of PWDs could also provide establishing informal job opportunities. However, the study explicitly found that every trainee who graduated from vocational training could not establish an informal job opportunity because most of the families with Persons with Disabilities were

poor, and faced twice the hardship in socioeconomic livelihood and were unable to invest in education, work and social participation for Persons with Disabilities.

In addition, the study found that the employment opportunity in the private sector was still invisible in Myanmar. Some private companies used to recruit Persons with Disabilities in their workplace. However, they do not want to recruit Persons with Disabilities in their companies because of a lack of awareness in the nature of PWDs and discrimination which took place in different levels of the private business sector. In fact, most of the DPOs and the companies which were founded by Persons with Disabilities recruited PWDs in their workplaces because the organizations were already aware of the nature, challenges, the potential and the strengths of PWDs. Therefore, external factors as the economic background of family and local job market which was initiated by PWDs also were the essential mechanisms to securing employment opportunity for PWDs.

As the testimonials of Persons with Disabilities, personality in desire to work, having appropriate work habits and attitude, familiarity with job expectations which embedded in PWDs were very important to get a good job through vocational training. Concerning employment opportunities for graduated trainees, the preparation of vocational institutions for Persons with Disabilities was very weak. Some vocational institutions initiated a sheltered workshop or model shop for their trainees. Thus, Persons with Disabilities want to establish their own business if

possible because the vocational institutions could not provide employment opportunities for all. On the other hand, those institutions had a lack of local networking with private business groups, non-governmental organizations and independent donor agencies to initiate individual or group business for Persons with Disabilities.

Analyzing the conceptual framework, many challenges were faced by Persons with Disabilities in Myanmar. Especially policy discrimination, social discrimination, infrastructure barriers, weak government intervention, limited support of DPOs and a weak structure and system of vocational institutions are the main challenges faced in job seeking of Persons with Disabilities in Myanmar. Even though the government ratified the supporting system as a right-based approach to achieve full participation in the community; the implementation level is very weak because of the lack of cooperation among the government institutions, DPOs and International organizations.

In analyzing employment opportunities for Persons with Disabilities, there are many challenges existing at the national level, institution level, organization level, community level, family level and individual level. Before studying a vocational training, accessibility in the education of government institutions was strongly embedded and it firstly discriminated against Persons with Disabilities, preventing an inclusive society. For instance, Persons with Disabilities were discriminated against

being employed as a government official by the policy of the Union Civil Service Board. Similarly, looking back towards employment opportunities in the current labor market of Myanmar, most of the Myanmar people are unemployed and are seeking job opportunities in the labor market. For instance, the majority of Myanmar labor forces also depend on casual work in agriculture. Meanwhile, employment opportunities for non-disabled persons and Persons with Disabilities in private business sectors was also very challenging in Myanmar. Especially, as the country does not have any employment law, policy and regulation which can provide employment opportunities for Persons with Disabilities in the formal and informal labor market. Thus, higher levels of unemployment are a new threat for the transitional period of political transformation in Myanmar. As a result, concerns in the lack of employment opportunities for Persons with Disabilities arise, and alternative job opportunities should be created in the labor market. Beginning from accessibility in education and vocational training, the vocational trainings should apply a bilateral approach to achieve the mission of the organization but also the employability of Persons with Disabilities. For instance, the vocational training should provide education plus vocational training for Persons with Disabilities in Myanmar. The training structure and system should be based on current economic and technology demand. The design and learning period should be based on the skill requirements of the trainees, the local context and local market demand. Additionally, life skills training, market study training and financial management training should be included

in vocational trainings. In fact, establishing a sheltered workshop and strengthening a network with different organizations should be initiated by the vocational institutions in cooperation with donor agencies, CSR companies and the participation of the families of Persons with Disabilities. Furthermore, the vocational institution should strengthen their small loan program for graduates who are willing to set up own business or group business. It is also another alternative way to enhance the independent living according to one of the objectives of all vocational institutions. Employment opportunities should lie on the willingness and choice of Persons with Disabilities to enjoy their life in society with human dignity, receiving regular income in society. This is a significant path to providing Persons with Disabilities the opportunity to participate in their employment opportunities.

Finally, the power of national law, policy and government guidelines must be able to push diverse sectors to exercise equal rights for Persons with Disabilities. Even though the government ratified the UNCRPD, signed to implement the Bali Declaration to enhance the participation of Persons with Disabilities in development and the Inchoen strategy “make the right real” for Persons with Disabilities, inside, national implementation and governmental cooperation in practice was weak. As well as the fact that national poverty alleviation did not clearly mention how to include Persons with Disabilities in the process. It means that there is a lack of understanding and agreement in how to apply a multidimensional approach to

include every sector in the strategy. Meanwhile, companies do want to recruit Persons with Disabilities in their workplace because of a lack of government guidelines. Furthermore, disabled right law is still being drafted by the Department of Social Welfare and has not been able to set up an exact date for being enacted within Parliament. In general, these findings answered how Persons with Disabilities were still struggling to access education, proper rehabilitation, vocational training, and employment opportunities in Myanmar.

5.6 Recommendations for Government institutions

Fundamentally, the human rights based approach stressed that everybody has equal rights to obtain an education, employment and social security. Accordingly, the national constitution also stated that the state has the responsibility to take care welfare for Persons with Disabilities as well as the national education policy highlights the inclusive educational right. However, the study found that many of Persons with Disabilities did not have access to educational rights, and proper support to enter the mainstream education system. Even when studying vocational training for Persons with Disabilities, the educational level was also one of the basic requirements. Accessing education not only secured personal development but also ensured accessibility in vocational training. The integration of children with disabilities in compulsory education was very challenging because the school buildings were not

modified for children with disabilities, limited resource persons, inadequacy of special education schools and a lack of academic institutions which could have taught specific areas for special needs.

By innovating credible law and policies in Myanmar, Persons with Disabilities will gain more attention in education, rehabilitation, and the social, economic and political arenas. There is a need for national awareness and advocacy from the government institutions and the private sector as well. Therefore, the participation of persons with disabilities should be valued in policy initiation of Myanmar in order to support the real situation of the life of persons with disabilities. Meanwhile, demanding right based campaign should be formulated by the collaboration of persons with disabilities and disabled people organizations. Regarding employment opportunities in the labor market, there is a need to increase disabled awareness program to sensitize employers to employ Persons with Disabilities regardless of visible weaknesses.

Interestingly, the education sector for Persons with Disabilities was run by the Department of Social Welfare. The Department of Social Welfare could provide primary to high school education levels. As a result, the Department of Social Welfare had to carry out not only rehabilitation but also the educational sector as well. However, the cooperation mechanism between the Department of Social Welfare and the Department of Education as well as the Department of Labor is also

weak. Consequently, Persons with Disabilities faced twice the challenges to engage in higher education and demand employment opportunities in Myanmar.

Therefore, the different institutions shall play a vital on rehabilitation, education and employment separately with strong commitment in dynamic cooperation in order to achieve significant result for carrying inclusive society.

Thus, networking space in the form of a monthly meeting and other information sharing mechanisms should be initiated in government institutions. Therefore, the participation of Persons with Disabilities should be valued in policy initiatives in Myanmar in order to understand the real situation of the life of Persons with Disabilities. Meanwhile, demanding a right based campaign should be formulated by the collaboration of Persons with Disabilities and disabled people organizations. At least, networking space as monthly meeting and information sharing mechanism should be initiated in government institutions.

Regarding employment opportunity in labor market, there is a need to rise up Myanmar disabled law, disabled awareness campaign, disabled awareness program to sensitize employers to employ Persons with Disabilities regardless in physical disabilities. In studying vocational education in Myanmar, different government institutions and different organizations are taking the major responsibility to fulfill the needs of the current labor market in economic development. Mostly, they aim to provide requested skills and labor to work effectively and significantly in the market

economic sphere. However, because of funding limitations and a lack of human resources and human capital, the vocational systems do not match with the current labor market. Therefore, cooperation between the Department of Education and the Department of Social Welfare is strongly needed. For instance, Persons with Disabilities can learn basic vocational training, access rehabilitation within the Department of Social Welfare and additional adaptive vocational training can be received at the Human Resource Development Program under the Ministry of Education regardless of higher educational requirements. In this way, Persons with Disabilities can access foreign language trainings, accounting trainings and advanced computer trainings without spending their own money for advanced training in Myanmar. The focus government institution, the Department of Social Welfare, should engage with the Department of Education, in order to access a dynamic vocational education through the advocacy campaign of Persons with Disabilities and disabled people organizations.

5.6 Recommendation for DPOs, INGOs and Donor Agencies

Analyzing the vocational training in Myanmar, some vocational institutions also applied a bilateral approach in their vocational system. This approach is a very useful tool towards enhancing both education and vocational trainings for vulnerable people. Originally, Persons with Disabilities were mostly excluded in mainstream

education in the Ministry of Education program and it was difficult to access vocational education as well. Thus, using a bilateral approach is a good model to apply in the planning and the system of vocational training for Persons with Disabilities in Myanmar because when Persons with Disabilities have both education and vocational skills, they can build an easier way to enter the private labor market. Consequently, job coaching programs are one of the bridges to secure an employment opportunity in developing countries. Job coaching includes a job seeking program, counseling and job preparation training. A job coach officer can suggest a better job position based on the skills and the qualifications of a job seeker and suggest suitable companies to work for in the private labor market. Thus, a job coaching program should be initiated in the vocational trainings for Persons with Disabilities because it can study appropriate job placement in the private business sector, understand the requirements of companies and provide accurate information to prepare for a better situation for Persons with Disabilities in the labor market. Strengthening a job coaching system, networking and cooperation are the essential mechanisms to establishing the initial stage in vocational training. In contrast, before ensuring employment opportunities in the private labor market, seeding a small grant program is another good point towards creating employment opportunities for Persons with Disabilities. Initiating income generation activities and livelihood program for Persons with Disabilities, the DPOs, INGOs and Donor agencies also need to consider the inclusions and the participation of persons with disabilities in

mainstream development. Furthermore, they can establish and engage with vocational institutions, private companies and government institutions to create a better employment opportunity by innovating networking, cooperation and supporting small grant schemes.

In providing income generation activities through vocational training, gender sensitivity is a very important issue to achieve a goal of inclusion in society. For instance, in vocational training, vocational planning, and preparation in market accessibility, the supporter has to consider appropriate and significant strategies for each and every man and woman in the activity. The idea is that the profits have to benefit both men and women in society. Analyzing the vocational trainings and their preparation, sometimes women with disabilities were excluded more than men, and they would need to be protected and empowered from human trafficking, social exploitation and discrimination. Especially, social protection and inclusion are major concerns to ensure in the labor market for both males and females with disabilities. Therefore, every development actors have to consider the inclusion, participation and gender sensitivity of Persons with Disabilities in every single activity in order to achieve millennium development goals.

5.7 Recommendation for Vocational Training

In making recommendation, it is important to look at vocational trainings for non-disabled persons provided in the private sector, as they used diverse approaches to achieving their target mission. The organizations had two different structures such as an administration section and implementation sections. The administration section tries to support organizational development and creates networking activities with job search companies and private enterprises. The implementation section was formed by technicians, trainers and market experts. When they started the vocational training, they tend to collect baseline survey information and observed the market demand and supply. After elaborating on the information, a training curriculum was designed by technicians, trainers and experts. The administration section provided a significant budget and planning for upgrading the capacity of the trainers. They also had capacity building trainings for trainers both locally and abroad. It was a good model for a starting point to learn about the vocational institutions that were providing vocational trainings for Persons with Disabilities.

On the other hand, the administrative section initiated a partnership with job seeking companies and assisted graduated trainees to secure adequate employment in the labor market. This administrative section also produced monthly brochures, journal and magazine to share information about training and employment opportunities not only for trainees but also for private enterprises. In this way, the

graduated trainees could access job information, requirements of companies and detailed information of companies. Therefore, this report strongly recommends based on its findings that a cooperative mechanism be developed by government institutions, vocational institutions, disabled people organizations and private enterprises.

Secondly, vocational trainings should adopt effective strategies and approach training designs to ensure the employability for Persons with Disabilities in the labor market. These following three areas should be analyzed – the current training design, the capacity of trainers and the market demands. The basic needs of Persons with Disabilities in their local context must be considered, and listen to the voices of Persons with Disabilities to create better vocational planning. When the organizations design vocational trainings, effective evaluation mechanisms should likewise be formulated.

Thirdly, Reviewing back to the literature review (2.13: Strengthening tool for vocational planning), participation is a crucial mechanism used to initiate vocational training in recent years. It also empowers poor people to be the center of development discourse and gives a position towards decision making in their development. In fact, it also suggests that before starting vocational training, vocational institutions should value the participation of primary stakeholders: analyzing accurate needs, the structure, and system of vocational training, and the

labor market. Planning has to clearly focus on the goal of the organization which could indicate a timely result, and attach a monitoring and evaluation plan to prepare a better condition for graduated trainees in the labor market. Those things are the fundamental approach towards preparing effectively to achieve a significant result in vocational training for Persons with Disabilities.

The Fourth, Vocational training should not only provide vocational trainings but also attach a small grant program because the money could provide a basic capital to initiate self-owned businesses in the labor market. However, the program and starting fund should include the contributions of personal or family contribution because the income generation activity is not only the responsibility of vocational training but also the responsibility of family members as well. Meanwhile, the vocational training should negotiate with different stakeholders to ensure better income activities for Persons with Disabilities. In this way, vocational training, private business sectors and family members can create an alternative job opportunity for Persons with Disabilities in the labor market before getting any support from the state.

The Fifth, Job coaching programs should also be available through the institution for vocational training graduates, and, where there are limited job opportunities, shelter workshops (where PWDs can produce handicrafts which are then sold through the workshops) need to be initiated. Vocational training needs to

be preceded by pre-vocational training, to enable PWDs to gain functional skills (including basic literacy, numeracy and financial management, to prepare them for vocational training), social and life skills, and independent-living skills. For instance, practical programs, internship programs, market study courses, networking and cooperation with private enterprises should be contained. If the trainees have a limited education level, the organization should adopt a bilateral approach to ensure adaptive education and employment opportunities in the training design. Furthermore, initiating funds in the form of small loans or small grants could benefit trainees whether they want to initiate individual businesses or group businesses in the community as well.

The last, According to the economic development of Myanmar, foreign investment is a major working sphere for every individual. Some companies might be attached with CSR policies and employment opportunities for Persons with Disabilities, and foreign language, not only skills, will become a major concern for employers. Therefore, vocational trainings should include foreign language training in their curriculum in order to improve their working space in the private business sector. Meanwhile, the cashier training and advanced handicraft training should be expanded to be better advantaged for Persons with Disabilities in the future. Therefore, a market negotiation department should be initiated and, those will have to study employment opportunities can do so in an up-to-date economic trend.

At the moment, the country is in a transitional period and many things are transforming and improving slowly. Meanwhile, diverse challenges are occurring in different levels, different issues and different regions. The government is still considering how to improve political stability, economic development and poverty reduction. Therefore, there should be a further study on the issues of employment opportunities in economic development in order to find out inclusiveness and a poverty reduction strategy for marginalized people.

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