



Implemented by:  
**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH



## **Regional TVET Conference**

**Supporting AEC Integration through Inclusive and Labour  
Market Oriented TVET  
Vientiane, Lao PDR  
14-15 December 2015**

### **Concept Note**

**Introduction to Inclusive Vocational Education in Asia**

for the

**Regional TVET Conference**

**Supporting AEC Integration Through Inclusive and Labour Market  
Oriented TVET**

**Thematic Field 2: Inclusive Vocational Education**

**Vientiane, Lao PDR  
14-15 December 2015**

## Table of Contents

<b>Abbreviations and Acronyms</b>	<b>3</b>
<b>Preface</b>	<b>5</b>
<b>1. Importance and Scope of Inclusion in Technical and Vocational Education and Training</b>	<b>6</b>
1.1. Technical and Vocational Education and Training at the Interface between Employment and Educational Systems – Corresponding Consequences: Social Demand vs. Labour Market Demand	6
1.2. Scope of Inclusion in Technical and Vocational Education and Training	7
1.2.1. Inclusion at School	7
1.2.2. Inclusion within Industries and Companies	7
<b>2. International Policies and Approaches for Achieving Inclusion in Technical and Vocational Education and Training</b>	<b>8</b>
2.1. Explanation of Terms: Which Institution Uses which Concept(s)?	8
2.2. International Commitments and their Relevance to Education, Inclusion and Technical and Vocational Education and Training	9
2.2.1. Education For All	9
2.2.2. Millennium Development Goals and Sustainable Development Goals	9
2.2.3. Convention on the Rights of Persons with Disabilities	11
2.2.4. G7 Summit Elmau: Leaders' Declaration	11
2.3. International Declarations on Education, Technical and Vocational Education and Training and Inclusion	12
2.3.1. Salamanca Statement	12
2.3.2. Decent Work Agenda and the Youth Employment Crisis: A Call for Action	12
2.3.3. Inclusion Matters - The Foundation for Shared Prosperity	12
<b>3. Regional Policies and Strategies in Asia</b>	<b>12</b>
3.1. Background and Situation in (Southeast) Asia	12
3.2. Association of Southeast Asian Nations– Bali Declaration and Disability Forum	14
3.3. United Nations Economic and Social Commission for Asia and the Pacific: Decades of Disabled Persons and the Incheon Strategy	14
<b>Bibliography</b>	<b>17</b>

## Abbreviations and Acronyms

<b>ADF</b>	ASEAN Disability Forum
<b>AEC</b>	ASEAN Economic Community
<b>AIDS</b>	Acquired Immunodeficiency Syndrome
<b>Art.</b>	Article
<b>ASEAN</b>	Association of Southeast Asian Nations
<b>BIBB</b>	Bundesinstitut für Berufsbildung
<b>BMZ</b>	German Federal Ministry for Economic Cooperation and Development ( <i>Bundesministerium für Wirtschaftliche Zusammenarbeit und Entwicklung</i> )
<b>CBM</b>	Christoffel Blindenmission
<b>DPO</b>	Disabled People's Organizations
<b>DUK</b>	German UNESCO Commission ( <i>Deutsche UNESCO Kommission e. V.</i> )
<b>EFA</b>	Education For All
<b>e.V.</b>	Registered association ( <i>eingetragener Verein</i> )
<b>FFA</b>	Education 2030 Framework for Action
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
<b>GmbH</b>	Limited liability company (Gesellschaft mit beschränkter Haftung)
<b>HIV</b>	Human Immunodeficiency Virus
<b>ILO</b>	International Labour Organization
<b>MDGs</b>	Millennium Development Goals
<b>n. y.</b>	No year
<b>PDR</b>	People's Democratic Republic
<b>SDGs</b>	Sustainable Development Goals
<b>TVET</b>	Technical and Vocational Education and Training
<b>UN</b>	United Nations
<b>UNESCAP</b>	United Nations Economic and Social Commission for Asia and the Pacific
<b>UNCRPD</b>	United Nations Convention on the Rights of Persons with Disabilities
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNGA</b>	United Nations General Assembly
<b>UNHCR</b>	United Nations High Commissioner for Refugees

<b>URL</b>	Uniform Resource Locator
<b>VELA</b>	Vocational Education in Laos
<b>WHO</b>	World Health Organization

## Preface

Asia in general, and Southeast Asia in particular, is a region of dynamic growth. It is expected that there will be strong growth in demand for skilled workers in the member states of the Association of Southeast Asian Nations (ASEAN). However, social disparities are increasing and large parts of the population do not benefit from economic development, especially the marginalised. This heterogeneous group of persons is disadvantaged due to diverse factors such as gender, origin and disability. According to the declarations and commitments of the international community, they have the same rights as other sections of the population and thus should not face discrimination. Nonetheless, the affected individuals face great difficulties in asserting their right to education and in avoiding discrimination in the labour market.

Technical and vocational education and training (TVET) can contribute to satisfying both the needs of the economy and of the socially excluded, but only if it is designed in an inclusive manner. The Third Regional TVET Conference, which will take place this year in Vientiane, Lao PDR, from 14-15 December 2015 under the theme of ‘Supporting AEC-Integration through Inclusive and Labour Market oriented TVET’ will provide a forum for exchanging ideas and discussing opportunities for inclusion in the context of TVET.

Since 2013, the German Federal Ministry for Economic Development and Cooperation (BMZ) has supported annual regional TVET conferences in Asia. This year’s conference will focus on four key topics, one of which is inclusive vocational education. Inclusive education takes disadvantaged groups into account and responds to the diversity of learners. BMZ aims to facilitate equitable, joint and non-discriminative participation by all in a high-quality educational setting. On behalf of the BMZ division ‘Education and the Digital World’, the GIZ Sector Programme ‘Technical and Vocational Education and Training’ has supported the development of this **concept note on ‘Introduction to Inclusive Vocational Education in Asia’** for the Third Regional TVET Conference in Vientiane, Lao PDR.

Please note that the GIZ Sector Programme ‘Technical and Vocational Education and Training’ also supported the development of a **thematic background paper on ‘Mainstreaming Inclusion into Technical and Vocational Education and Training Systems in Asia – Progress, Challenges and Ways Forward’** on behalf of the BMZ division ‘Education and the Digital World’, which is an extended version of the **concept note on ‘Introduction to Inclusive Vocational Education in Asia’**. This thematic background paper will be made available at the TVET conference in December 2015. The thematic background paper will have additional chapters on policies and strategies from selected Asian countries and BMZ as well as examples from promising projects in the field of inclusion.

# 1. Importance and Scope of Inclusion in Technical and Vocational Education and Training

## 1.1. Technical and Vocational Education and Training at the Interface between Employment and Educational Systems – Corresponding Consequences: *Social Demand vs. Labour Market Demand*

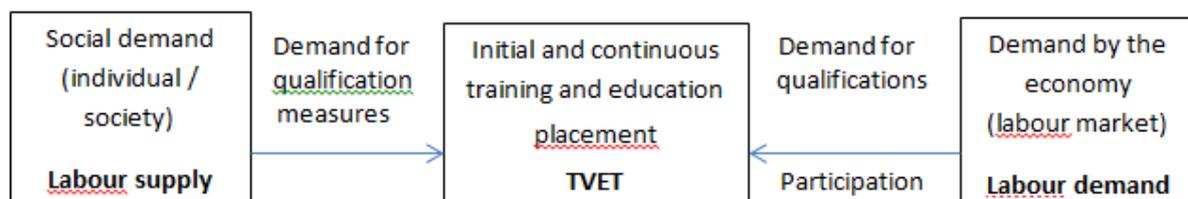
One characteristic of TVET is that it conforms to both social and economic requirements.

TVET describes a wide range of labour market oriented qualification processes, which can take place in different learning and training venues. The term includes both initial and continuing TVET.

- (1) Initial TVET consists of vocational programmes, which are usually intended for school leavers, and which provide skills directly relevant to the labour market and acquired in a regulated, formal course of training that leads to a qualification as a skilled worker or to basic qualifications for a wider field of work.
- (2) Continuing TVET generally comprises those qualifications, which are a resumption of formal, non-formal or informal learning activities after completion of an initial phase of education and training. This could mean either further education and training to upgrade skills in a current occupation, or retraining for a new occupation (BIBB 2004: 6; Springer Gabler Verlag n.y.).

In primary education and general secondary education, the focus lies on basic and general education, including the development of social skills and personality. In a working environment, however, the focus is particularly on economic aspects. In Germany, this is especially evident in the dual TVET system, which is based on close collaboration between the state and business sector as well as an orientation towards the needs of the market. This interlinkage is necessary in order to equally meet the requirements of the individual, the state or rather the society, as well as of the economy.

Nevertheless, it is not simply a matter of supply and demand. It is the task of the state to create appropriate framework conditions and incentive systems, and in this way to ensure the integration of TVET into the entire educational system. Another aspect that should not be forgotten is the fulfilment of the fundamental human right to education. It is insofar important as education not only contributes to overcoming poverty and developing an individual's personality, it also constitutes a fundamental pillar for promoting an independent and participation-oriented society. In TVET, these aspects are integrated into the qualifications for the working environment. The following graphic illustrates the specific situation of TVET (BMZ 2012a: 5-9; 14; 17-19).



## 1.2. Scope of Inclusion in Technical and Vocational Education and Training

### 1.2.1. Inclusion at School

Poverty is an essential factor contributing to social exclusion. The reduction of educational opportunities results in reduced opportunities for individuals to escape poverty. About one-third of children who do not attend school have disabilities. Other marginalised groups include children or youths belonging to indigenous peoples and linguistic minorities, refugees, children and youths from rural areas and those affected by HIV/AIDS. Moreover, girls and women are frequently disadvantaged. Around 250 million children worldwide do not learn the basic skills necessary for finding a profitable job and leading a fulfilling life (DUK 2014: 7-9). Following the adoption of the UN Convention on the Rights of Persons with Disabilities (UNCRPD), inclusion is described as a basic principle of the universal right to education (GIZ 2014). The inclusion of disadvantaged groups in the area of education is not only essential from an ethical, legal, and socio-pedagogical point of view, it can also be justified in economic terms. Every year of school attendance leads to average individual income increases of 10%. Moreover, education generates productivity and, thus, fosters economic growth (DUK 2014: 7).

‘It is less costly to establish and maintain schools that educate all children together than to set up a complex system of different types of schools specializing in different groups of children’ (UNESCO 2009: 9).

Inclusion at school means permitting all children and youths, without exception, not only access to education in principle, but to high quality education. In addition, an inclusive education also entails the integration of contents relevant for inclusion into the curriculum (GIZ 2015).

### 1.2.2. Inclusion within Industries and Companies

The potential of marginalised people is often not recognised. Moreover, the exclusion of certain groups from the working environment weakens society due to an increase in people’s dissatisfaction and leading to a decrease in the legitimacy of the state. As a result, social unrest and conflict between civil society and the state develop and grow, which can have negative impacts on social cohesion and eventually on economic growth (BMZ 2012a: 18). However, according to approaches to managing diversity and thereby promoting inclusion in the world of work, e.g. **diversity management**, human diversity is valued and consciously fostered as a social and economic potential (Charta der Vielfalt e.V. 2011a). In a modern society influenced by globalisation and shaped by demographic changes, diversity affects economic life more than ever and therefore must be viewed as an opportunity. Acknowledging and leveraging diversity not only helps, but is also necessary in order to be successful in business. This includes the diversity of the workforce and the diverse needs of customers and other business partners. The diverse competencies and talents of staff members open up new opportunities for innovative and creative solutions. Diversity management aims at creating a work environment free from prejudice. The promotion of diverse potentials produces economic benefits and has positive effects on the reputation and integrity of the company with its partners and customers. Moreover, the diversity has a positive impact on society (Charta der Vielfalt e.V. 2011b).

An increase in appreciation and respect at the workplace as well as professional and social opportunities reduce the disadvantages faced by marginalised groups.

*'[G]enuine chances of finding employment and real career opportunities strengthen a society, as it is then perceived as more equitable in that it offers people a better and brighter future. The level of satisfaction among citizens increases as a result, which usually leads to less crime and violence. This bolsters the legitimacy of the state, and boosts economic growth. Academics refer to this phenomenon as 'social cohesion'. It gels a society and is a key prerequisite for sustainable development. Education and VET play a key role in this context' (BMZ 2012b: 10).*

In summary, the inclusion of disadvantaged groups in the area of education is crucial from an ethical, legal, socio-pedagogical and economic point of view. Their inclusion within industries and companies has positive impacts on both society and the economy.

At this point, the question arises of what exactly 'inclusion' means. The next chapter offers an explanation of terms and provides an overview of international policies and approaches for achieving inclusion in TVET.

## **2. International Policies and Approaches for Achieving Inclusion in Technical and Vocational Education and Training**

### **2.1. Explanation of Terms: Which Institution Uses which Concept?**

In TVET, the term inclusion and related concepts are not used consistently. In the course of this study, the term is employed in its broader sense to include – besides persons with disabilities – street and working children or youths, girls and women, remote or nomadic populations, children or youths from linguistic, ethnic or cultural minorities, as well as those from other disadvantaged or marginalised areas or groups. A specific approach toward the target group of persons with disabilities is reflected in the **BMZ Action Plan for the Inclusion of Persons with Disabilities 2013 – 2015** (BMZ 2013). The BMZ project **Applied Research for Inclusive Design of Educational Systems**, however, explicitly aspires to the inclusion of all (GIZ 2014): 'The aim is to enable an equitable, joint and non-discriminative participation of all children in a high quality education setting' (ibid.). In doing so, BMZ and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH refer to the **Salamanca Statement and Framework for Action on Special Needs Education** (UNESCO 1994), which employ the term inclusion in a broader sense.

The German Commission of the United Nations Educational, Scientific and Cultural Organization (DUK) underscores in its **Policy Guidelines on Inclusion in Education** that **inclusive education** is a process in which it is necessary to have stronger participation, a consequent reduction of exclusion in education and a common and shared vision (DUK 2014). In the **Bonn Declaration on Inclusive Education in Germany**, inclusion is considered as a requirement for achieving the goals in the worldwide action plan **Education For All** (EFA) and for improving the quality of education (ibid.: 50).

According to **diversity management** – a holistic concept with regard to the management of personal and cultural diversity, defined in the **Charta der Vielfalt**<sup>1</sup> – the diversity of employees should not only be appreciated, but also contributes to the economic success of the company (Charta der Vielfalt e.V. 2011a).

---

<sup>1</sup> The *Charta der Vielfalt* (diversity charter) is an initiative by German companies and public sector institutions. Concept Note 'Introduction to Inclusive Vocational Education in Asia', TVET Conference 14.-15.12.2015, Vientiane, Lao PDR - Page 8 of 20

The **World Bank** (World Bank 2013a) uses the term **social inclusion** and defines the term in two ways:

*'The first is a broad sweep to guide policy makers. It states that social inclusion is [t]he process of improving the terms for individuals and groups to take part in society. A second, sharper definition takes into account how the terms of social inclusion can be improved and for whom. It articulates social inclusion as [t]he process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society'* (World Bank 2013a: 3f).

The World Bank describes inclusion in a broader sense than BMZ. Moreover, 'identity' is mentioned as a criterion for (non-)discrimination. The adjective 'social' refers in this context to 'taking part in society'.

The next chapter presents information on international commitments and declarations on education, TVET and inclusion. The concepts of inclusion vary across these areas.

## 2.2. International Commitments on Education, Technical and Vocational Education and Training and Inclusion

### 2.2.1. Education For All (EFA)

**EFA** is a global action programme led by the United Nations Educational, Scientific and Cultural Organization (UNESCO) that commits to provide quality basic education for all children, youths and adults. In 2000, 164 governments met at the **World Education Forum** in Dakar and identified six educational goals to be achieved by 2015. However, TVET is not explicitly mentioned in the EFA goals (DUK 2000).

### 2.2.2. Millennium Development Goals and Sustainable Development Goals

The **Millennium Development Goals** (MDGs) are eight international development goals that were set following the **Millennium Summit of the United Nations** in 2000. The international community aspires to achieve these goals by 2015 (BMZ n.y.b). The first three goals intersect most directly with TVET and inclusion:

- (1) combating extreme poverty and hunger,
- (2) achieving universal primary education for all, and
- (3) promoting gender equality and empowering the role of women (ibid.).

The **Sustainable Development Goals** (SDGs) will follow the MDGs after they expire. In September 2015, the Post-2015 Development Agenda titled **Transforming our World: the 2030 Agenda for Sustainable Development** was adopted at the **United Nations Sustainable Development Summit 2015** (UN 2015b/2015c). It contains 17 SDGs and 169 targets; Goal 4 is particularly relevant for TVET (UN 2015b/2015d):

Goal 4 – Quality education: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.'

Thus, everybody should have access to a free and high quality education. The secondary objectives of Goal 4 are of even more importance for inclusive TVET (ibid.):

‘4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

[...]

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States’ (ibid.)

Goal 8 embraces aspects related to work and employment:

Goal 8 – Decent work and economic growth: ‘Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all’ (ibid.).

In summary, the SDGs comprise many elements that are important for achieving inclusion in general education, initial and continuing education and training as well as work and employment.

Goal 4 – Quality Education with its seven targets – is the basis for the **Education 2030 Framework for Action (FFA)**, which was formally adopted at a special high-level meeting on Education 2030 within the context of the UNESCO General Conference on 4 November 2015 in Paris (UNESCO 2015a). The

FFA provides guidance to countries on implementing the Education 2030 agenda. Development of the FFA is based on a highly consultative process. The framework's essential elements were agreed upon during the World Education Forum 2015, which took place in Incheon, Republic of Korea (UNESCO 2015b). The FFA will be the guiding document for international as well as German development cooperation in the education sector.

### 2.2.3. Convention on the Rights of Persons with Disabilities

The UNCRPD includes – besides the affirmation of general human rights – numerous special arrangements aligned with the living conditions of persons with disabilities (Praetor Intermedia UG n.y.; UNGA 2006). General principles of this convention are, inter alia, non-discrimination, full and effective participation and inclusion in society, acceptance, equality of opportunity and accessibility (ibid.: Art. 3). The UNCRPD commits all contracting member states to an inclusive (vocational) education and employment system – at least with regard to persons with disabilities (ibid.: Art. 24).

### 2.2.4. G7 Summit Elmau: Leaders' Declaration

An important theme of the **G7 Summit** (G7 Germany 2015) held in June 2015 in Elmau, Germany, was the **Post-2015 Agenda for Sustainable Development**. The seven member states expressed their commitment regarding the SDGs:

'We are committed to achieving an ambitious, people-centred, planet-sensitive and universally applicable Post-2015-Agenda for Sustainable Development that integrates the three dimensions of sustainable development – environmental, economic and social – in a balanced manner' (ibid.: 18).

Some of the themes and goals mentioned in the Leaders' Declaration can be associated with inclusion and/or TVET. Among other things, connections are discernible in the economic aspects and aspirations of ending extreme poverty, leaving no one behind, reducing inequality and strengthening human rights. The G7 members are committed to building a new global partnership and pledge, inter alia, to implement significant measures on women's economic empowerment around the world. According to the Leaders' Declaration, women's economic participation reduces inequality and contributes to a reduction in poverty and economic growth, making it beneficial for all. The G7 pledged to support their partners in developing countries to overcome discrimination against women and girls, as well as other cultural, social, economic and legal barriers that hinder women's economic participation. The member states agreed a specific self-commitment to foster the presence of girls and women in the TVET sector and, inter alia, those who are affected by multiple sources of disadvantage (ibid.: 18-20):

'We recognise that being equipped with relevant skills for decent work, especially through technical and vocational education and training (TVET) via formal and non-formal learning, is key to the economic empowerment of women and girls, including those who face multiple sources of discrimination (e.g. women and girls with disabilities), and to improving their employment and entrepreneurship opportunities. We commit to increasing the number of women and girls technically and vocationally educated and trained in developing countries through G7 measures by one third (compared to "business as usual") by 2030' (ibid.: 20).

In conclusion, the EFA goals, MDGs and SDGs all follow a broader sense of inclusion, while target-group specific approaches predominate in the UNCRPD and the G7 Summit.

## 2.3. International Declarations on Education, Technical and Vocational Education and Training and Inclusion

### 2.3.1. Salamanca Statement

The **Salamanca Statement and Framework for Action on Special Needs Education** (UNESCO 1994) is a milestone on the road to guaranteeing the right to inclusive education. It calls, for the first time, on education systems to be designed in an inclusive fashion. Thus, children with special educational needs must have access to regular schools. The declaration is based on a broader concept of inclusion. The Salamanca Statement calls for a learner-centred pedagogy capable of meeting the needs of all learners. It proposes strategic approaches in which inclusion serves as an overarching principle shaping both educational policy and practice (ibid.).

### 2.3.2. Decent Work Agenda and the Youth Employment Crisis: A Call for Action

The **Decent Work Agenda** underscores the essential importance of work, which not only generates income, but can also foster social development and strengthen individuals, families and society. The concept of decent work was formulated by governments, employers and employees. It is based on an understanding of work as a source of personal dignity, family stability, peace in the community, democracy and economic growth (ILO 2007).

ILO warns in its resolution on **The Youth Employment Crisis: A Call for Action** (ILO 2012) of the social exclusion of young people caused by the high level of global youth unemployment. Because of the imminent negative economic and social consequences, it considers youth unemployment as a global challenge (ibid.: Art. 24).

### 2.3.3. Inclusion Matters - The Foundation for Shared Prosperity

The **World Bank** Group report **Inclusion Matters: The Foundation for Shared Prosperity** (2013) 'uses evidence to bring home the message that inclusion can be advanced in myriad ways, that many countries have moved forward, and that change is within our reach' (World Bank 2013b). It analyses why and in what way some social groups are affected by social exclusion. The good practices in the TVET sub-sector presented in the report refer in each case to a certain disadvantaged group.

According to examples in the report, the target groups whose social inclusion should be especially fostered are women and indigenous communities (World Bank 2013a: 216-218).

## 3. Regional Policies and Strategies in Asia

### 3.1 Background and Situation in (Southeast) Asia

After focusing on the general overview of inclusion in TVET as well as international policies and approaches for reaching inclusion in TVET, the following chapters focus on the conditions faced by persons with disabilities, as well as policies and strategies in Asia, particularly in Southeast Asia.

As mentioned previously, inclusion is often used in a restricted sense to describe the inclusion of persons with disabilities and does not extend to other marginalised and disadvantaged groups. This is the reason why the majority of policies and frameworks developed in Asia focus on persons with disabilities.

In addition to persons with disabilities there are more marginalised groups, which should be included in TVET programmes and the labour market. These groups often include girls/women, ethnic minorities, extremely poor people, human trafficking victims, persons affected by HIV/AIDS and those who live in geographically disadvantaged areas (UNESCO 2015c). In areas with high drop-out rates from primary and secondary schools, girls and boys are consequently excluded from (higher and formal) education and the formal labour market/economy. Precise data for these groups is hard to find.

Some groups can, depending on the context, be affected by various forms of discrimination. In such cases, the range of social categories should be taken into account, in addition to analysing their mutual interactions. This phenomenon is called **intersectionality** (Walgenbach 2012: 81).

The following sections introduce the conditions faced by marginalised persons due to discrimination in (Southeast) Asia. It must be taken into account that this only represents a limited selection of marginalised groups.

### **Persons with Disabilities:**

It is particularly important to develop specific strategies and projects to support marginalised groups. Across the world, 15% of people have a disability (WHO 2011: 28), and 82% of these people are living in developing countries (CBM 2015). The largest number of persons with disabilities, about 650 million, is living in the Asia and Pacific region (UNESCAP 2012: 2). Most of these are poor, their concerns unknown, and their rights overlooked (O'Reilly 2007: 32 & WHO 2011: 38). Consequently, many are unemployed and in need of support from governmental programmes. Since Central Asia and Southeast Asia have the highest rates of youth unemployment in Asia, at 16.6% and 13.6% respectively in 2013 (average for Asia: 4.6%) (UNESCAP 2014: 27), the potential of persons with disabilities should definitely be used in a larger and more effective way.

Many employers around the world share the fear that persons with disabilities are neither qualified nor productive. Persons with disabilities, however, often have appropriate skills and particularly strong loyalty and low rates of absenteeism. Luckily, there are a growing number of companies that hire persons with disabilities for exactly these reasons. One important barrier to entry into the labour market is the lack of access to formal education and training, a particular focus for this paper. The gap in educational attainment between those with disabilities and those without is an ever-increasing obstacle (WHO 2011: 235-239).

### **Girls/Women in the Labour Market:**

The employment-to-population ratio is consistently lower for women in Asia-Pacific region than for men (46.6% for women, 75.1% men). The lowest rates of female employment (35-41%) are found in South and Southwest Asia (compared with over 85% for North and Central Asia). Women are more frequently engaged in vulnerable employment than men, and their earnings are usually lower than men's (UNESCAP 2014: 16).

### **HIV/AIDS:**

Data for the number of persons living with HIV/AIDS is not always available or precisely known. However, the number in Asia has increased since 2006 in 17 of the 26 countries where data is

available. The countries in the region with the highest rates of HIV prevalence among 15-49 year-olds are Thailand (1.1%), Cambodia (0.8%) and Myanmar (0.6%). Bangkok alone has a prevalence of 23.3% (UNESCAP 2014: 6).

#### **Poverty:**

In East Asia and the Pacific, 7.1% of the population lives on less than USD 1.25 per day. South Asia already accounts for 25.5% (in 2011) of the world's poor. This is the highest number worldwide after Sub-Saharan Africa (with 46.8%), and fragile and conflict-affected countries in general (42.7%) (World Bank 2015a). The poorest people in the Southeast Asian region live in Lao PDR (30.3% under USD 1.25 per day) and the Philippines (19%) (World Bank 2015b). Consequently, the danger of getting excluded due to poverty is higher here than in other countries.

#### **Refugees:**

Refugees comprise another disadvantaged group, whose numbers are continuously increasing. Currently, over 43 million people worldwide are forcibly displaced as a result of conflict and persecution. Major refugee populations include Palestinians, Afghans, Iraqis, Somalis, Congolese and Myanmarese (UN 2015a) – four of the six most affected countries are located in Asia. In Myanmar, the number of internally displaced people is about 587,000, of whom 120,000 are hosted in temporary camps along the Thai border. Moreover, 810,000 people without citizenship (stateless) live in Myanmar (UNHCR 2015).

### 3.2 Association of Southeast Asian Nations – Bali Declaration and Disability Forum

The **Bali Declaration** was developed and adopted by ASEAN in 2011, and contains 20 statements concerning persons with disabilities. These include, for example, encouraging their participation in all aspects of development, raising awareness about disability, working towards equal opportunities to education for persons with disabilities, developing social inclusiveness in terms of leadership as well as community inclusive, gender-sensitive and socially inclusive business practices, and establishing the ASEAN Disability Forum (ADF) (ASEAN 2011).

ADF is a network composed of the Disabled People's Organizations (DPOs) of the ASEAN region. Within this platform, DPOs advocate for disability inclusive policy formulation and implementation. The work takes place in certain areas related to mainstreaming and addressing the needs of persons with disabilities so that they can share their perspectives in the policy framework of ASEAN. ADF is supposed to represent the disability movement in the ASEAN region, providing opportunities for DPOs to build their advocacy and organisational capacity and facilitate the sharing of mutual support. It constitutes a platform for connecting persons with disabilities and DPOs with policy-makers (ADF 2015).

### 3.3 United Nations Economic and Social Commission for Asia and the Pacific: Decades of Disabled Persons and the Incheon Strategy

With regard to the narrow definition and concentration on inclusion of persons with disabilities, the most important and well-known framework is the **Incheon Strategy to 'Make the Right Real' for Persons with Disabilities in Asia and the Pacific** by the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP). The Incheon Strategy is linked to the third phase of the **Asian and Pacific Decades of Disabled Persons** (1993-2002, 2003-2012, 2013-2022).

The **Asian and Pacific Decade of Disabled Persons from 1993-2002** was a unique initiative of the Asia-Pacific region. The **Agenda for Action** was developed within the framework of The Asian and Pacific Decade of Disabled Persons and plays an important role in governmental policy development in relation to supporting persons with disabilities through non-governmental organisations. The Agenda for Action presented specific targets in twelve key policy areas. According to evaluations conducted during the Decade, significant progress had been made in many policy areas. However, a resolution proclaimed the extension of the Decade for another ten years (2003-2012) at the 58<sup>th</sup> session of the UNESCAP Commission in 2002. In the same year, the **Biwako Millennium Framework for Action towards a Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific** was adopted as a new basis for guiding action (Price/Takamine 2003: 115).

Building on the achievements of the past two consecutive Asian and Pacific Decades of Disabled Persons (1993-2002 and 2003-2012), UNESCAP is promoting the full realisation of the rights of persons with disabilities and disability-inclusive development in the new Decade. In 2012, governments in the UNESCAP region, joined by representatives of civil society organisations, including organisations of and for persons with disabilities, met in Incheon, Republic of Korea. Representatives of intergovernmental organisations, development cooperation agencies and the UN system were also in attendance. Within the scope of the meeting, the **Decade for Disabled Persons from 2003-2012** was reviewed and a new Decade (2013-2022) was launched. The **Ministerial Declaration on the Asian and Pacific Decade of Persons with Disabilities** was adopted in a new strategy, which is comprised of 10 goals, 27 targets and 62 indicators. It follows the **UNCRPD** (see chapter 2.2.3.) and the **Biwako Millennium Framework for Action** as well as the **Biwako Plus Five** towards an inclusive, barrier-free and rights-based society for persons with disabilities in Asia and the Pacific. The aim is to enable the Asia-Pacific region to track progress towards improving the quality of life and the fulfilment of the rights of persons with disabilities (UNESCAP 2012: 2):

The Ministerial Declaration recalls different commissions and assemblies, e.g. regarding the implementation and achievement of the MDGs. Furthermore, it welcomes and notes other reports, guidelines, partnerships and declarations like the **Beijing Declaration on Disability-Inclusive Development** (2012) and **Bali Declaration on the Enhancement of the Role and Participation of Persons with Disabilities** in the ASEAN Community in 2011.

Similar to the MDGs, the goals and targets of the Incheon Strategy are time-bound in order to accelerate implementation by focusing specific attention on the achievement of a set of important goals. It is comprised of 10 goals, three of which (1, 4, 6) have a direct or indirect connection to TVET, the labour market and employment.

- (1) Goal 1 'Reduce poverty and enhance work and employment prospects' (UNESCAP 2012: 19) is the most important goal for the TVET sector. It names vocational training and employment support directly in two of the targets:

'1.B Increase work and employment for persons with disabilities in vocational training and other employment-support programmes funded by governments' (ibid.: 20) and

1.C 'Increase the participation of persons with disabilities in vocational training and other employment-support programmes funded by governments' (ibid.: 20).

Another important aspect for an inclusive society is social protection, which has to be guaranteed.

- (2) Goal 4 'Strengthen social protection' (ibid.: 24) implies implementation in employment contracts, which has an indirect effect on aspects of the labour market.
- (3) Goal 6 deals with women's empowerment and gender equality, which is a central aspect in relation to the TVET context.

Target 6.A demands to '[e]nable girls and women with disabilities to have equitable access to mainstream development opportunities' (ibid.: 29) – therefore, also in school and the workplace.

In addition, target 6. B refers to an 'enabled representation of women with disabilities in government decision-making processes' (ibid.), which has an impact on further developments and consequently an indirect impact on decision-making about TVET systems.

In addition to its connections to TVET and employment, goal 10 (ibid.: 34) also points out the value of cooperation at sub-regional, regional and interregional levels for mutual support and sharing of lessons learned. The Asia-Pacific region still faces challenges, and this is why the goal requests advances in cooperation in this region (UNESCAP 2012).

In the end, the strategy points out modalities for effective implementation at national, sub-regional and regional level as well as to the terms and targets for a working group.

## Bibliography

- ASEAN (2011), *Bali Declaration on the enhancement of the role and participation of the persons with disabilities in ASEAN Community*, URL: <http://www.asean.org/resources/item/bali-declaration-on-the-enhancement-of-the-role-and-participation-of-the-persons-with-disabilities-in-asean-community> , [17.06.2015].
- ADF (2015), *About ADF*, URL: <http://aseandisabilityforum.org/digaleri/> , [17.06.2015].
- BIBB (2004), *Berufliche Weiterbildung – wie unterscheiden sich Teilnehmer und Nicht-Teilnehmer?*, URL: <http://www.bibb.de/veroeffentlichungen/de/bwp/show/id/867> , [30.09.2015].
- BMZ (2012a), *Berufliche Bildung in der Entwicklungszusammenarbeit*, Bonn, URL: [http://www.bmz.de/de/mediathek/publikationen/reihen/strategiepapiere/Strategiepapier322\\_8\\_2012.pdf](http://www.bmz.de/de/mediathek/publikationen/reihen/strategiepapiere/Strategiepapier322_8_2012.pdf) , [06.09.2015].
- BMZ (2012b), *Vocational education and training in German development policy*, Bonn, URL: [http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier326\\_08\\_2012.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier326_08_2012.pdf) , [26.09.2015]
- BMZ (2013), *Action Plan for the Inclusion of Persons with Disabilities (2013-2015)*, Bonn, URL: [http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier330\\_01\\_2013.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier330_01_2013.pdf), [03.10.2015].
- BMZ (n.y.), *Milleniumsentwicklungsziele*, Bonn, URL: <http://www.bmz.de/de/service/glossar/M/millenniumsentwicklungsziele.html> [01.05.2015].
- CBM (2015), *Daten und Fakten – Behinderung und Entwicklung weltweit*, URL: <https://www.cbm.de/unsere-arbeit/daten-und-fakten/Zahlen-und-Fakten-412965.html>, [05.06.2015].
- Charta der Vielfalt e.V. (2011a), *Diversity Management*. Berlin, <http://www.charta-der-vielfalt.de/diversity/diversity-management.html> , [27.09.2015].
- Charta der Vielfalt e.V. (2011b), *Terms of the Charter*, Berlin, URL: <http://www.charta-der-vielfalt.de/en/diversity-charter/terms-of-the-charter.html> , [06.09.2015].
- DUK (2000), *Bildung für alle*, Bonn, URL: <http://www.unesco.de/bildung/bildung-fuer-alle.html> , [01.05.2015].
- DUK (2014), *Inklusion: Leitlinien für die Bildungspolitik*, Bonn, URL: [https://www.unesco.de/fileadmin/medien/Dokumente/Bildung/2014\\_Leitlinien\\_inklusive\\_Bildung.pdf](https://www.unesco.de/fileadmin/medien/Dokumente/Bildung/2014_Leitlinien_inklusive_Bildung.pdf) , [01.05.2015].
- G7 Germany (2015), *G7 Summit Elmau: Leaders' Declaration*, Elmau, URL: [https://www.g7germany.de/Content/EN/\\_Anlagen/G7/2015-06-08-g7-abschluss-eng\\_en.pdf?blob=publicationFile&v=3](https://www.g7germany.de/Content/EN/_Anlagen/G7/2015-06-08-g7-abschluss-eng_en.pdf?blob=publicationFile&v=3) , [06.09.2015].

- GIZ (2014), *Inclusive Education. Applied Research for more Evidence in Education*, Bonn, URL: <https://www.giz.de/expertise/downloads/giz2014-en-faltblatt-31-sektorvorhaben.pdf> , [06.09.2015].
- GIZ (2015), *Portfolioanalyse Inklusive Bildung Primar- und Sekundarbereich*, Bonn (not yet published).
- ILO (2007), *Decent work agenda*, Geneva, URL: <http://www.ilo.org/global/about-the-ilo/decent-work-agenda/lang--en/index.htm> , [01.05.2015].
- ILO (2012), *The youth employment crisis: A call for action*, Geneva, URL: [http://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---relconf/documents/meetingdocument/wcms\\_185950.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_185950.pdf) [01.05.2015].
- O'Reilly, Arthur (2007), *The right to decent work of persons with disabilities*. International Labour Office, Geneva, URL: [http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms\\_091349.pdf](http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_091349.pdf) , [06.09.2015].
- Praetor Intermedia UG (n.y.), *UN-Behindertenrechtskonvention*, Bonn, URL: <http://www.behindertenrechtskonvention.info/> , [01.05.2015].
- Price, Penny/Takamine, Yutaka (2003), *The Asian and Pacific Decade of Disabled Persons 1993-2002: What Have we Learned?* In: Asia Pacific Disability Rehabilitation Journal Vol. 14, No. 2 (p. 115-127), URL: <http://english.aifo.it/disability/apdri/apdri203/ap-decade.pdf> , [27.09.2015].
- Springer Gabler Verlag (Ed.) (n.y.), *Gabler Wirtschaftslexikon, Stichwort: Berufsausbildung*, URL: <http://wirtschaftslexikon.gabler.de/Archiv/388/berufsausbildung-v13.html> , [26.09.2015].
- UN (2015a): *Refugees. The Numbers*, URL: <http://www.un.org/en/globalissues/briefingpapers/refugees/> , [13.09.2015].
- UN (2015b), *Transforming our world: the 2030 Agenda for Sustainable Development*, URL: <https://sustainabledevelopment.un.org/post2015/transformingourworld> , [15.10.2015].
- UN (2015c), *United Nations Sustainable Development Summit, 25-27 Sep 2015*, URL: <https://sustainabledevelopment.un.org/post2015/summit> , [15.10.2015].
- UN (2015d), *SDGs & Topics*, New York, <https://sustainabledevelopment.un.org/topics> , [30.09.2015].
- UNESCAP (2012), *Incheon Strategy to "Make the Right Real" for Persons with Disabilities in Asia and the Pacific*. United Nations Publication, Bangkok, URL: [http://www.unescapsdd.org/files/documents/PUB\\_Incheon-Strategy-EN.pdf](http://www.unescapsdd.org/files/documents/PUB_Incheon-Strategy-EN.pdf) , [06.09.2015].
- UNESCAP (2014), *Statistical Yearbook for Asia and the Pacific*. United Nations Publication, URL: <http://www.unescap.org/resources/statistical-yearbook-asia-and-pacific-2014> , [03.06.2015].
- UNESCO (1994), *The Salamanca Statement and Framework of Action on Special Needs Education*, Paris, URL:

- [http://www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca\\_Declaration.pdf](http://www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca_Declaration.pdf) , [01.05.2015].
- UNESCO (2009): *Policy Guidelines on Inclusion in Education*, Paris, URL: <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf> , [06.09.2015].
- UNESCO (2015a), *The Global Education Community Adopts and Launches Education 2030 Framework for Action*, URL: [http://www.unesco.org/new/en/media-services/single-view/news/the\\_global\\_education\\_community\\_adopts\\_and\\_launches\\_education\\_2030\\_framework\\_for\\_action/#.VkGrP7novIV](http://www.unesco.org/new/en/media-services/single-view/news/the_global_education_community_adopts_and_launches_education_2030_framework_for_action/#.VkGrP7novIV) [10.11.2015]
- UNESCO (2015b), *World Education Forum 2015, Incheon*, URL: <http://en.unesco.org/world-education-forum-2015/>, [10.11.2015].
- UNESCO (2015c), *Asia-Pacific-Statement*, URL: <http://www.unescobkk.org/education/conference/asia-pacific-regional-education-conference-aprec/asia-pacific-statement/>, [22.06.2015].
- UNGA (2006), *Convention on the Rights of Persons with Disabilities — CRPD*, New York, URL: <http://www.un.org/esa/socdev/enable/rights/convtexte.htm> , [01.05.2015].
- UNHCR (2015), *Myanmar. 2015 UNHCR country operations profile*, URL: <http://www.unhcr.org/pages/49e4877d6.html> , [13.09.2015].
- Walgenbach, Katharina (2012), Intersektionalität als Analyseperspektive heterogener Stadträume. In: Scambor, Elli/ Zimmer, Fränk (Ed.), *Die intersektionelle Stadt. Geschlechterforschung und Medien an den Achsen der Ungleichheit*, Bielefeld, p.81-92.
- WHO (2011): *World Report on Disability*, Geneva, URL: [http://www.who.int/disabilities/world\\_report/2011/en/index.html](http://www.who.int/disabilities/world_report/2011/en/index.html) , [05.06.2015].
- World Bank (2013a), *Inclusion Matters: The Foundation for Shared Prosperity*, Washington DC, URL: [http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1265299949041/6766328-1329943729735/8460924-1381272444276/InclusionMatters\\_AdvanceEdition.pdf](http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1265299949041/6766328-1329943729735/8460924-1381272444276/InclusionMatters_AdvanceEdition.pdf) , [01.05.2015].
- World Bank (2013b), *News. Inclusion Matters*, Washington DC, URL: <http://www.worldbank.org/en/news/feature/2013/10/09/inclusion-matters> , [01.05.2015].
- World Bank (2015a), *Data – By Topic – Poverty: Poverty Headcount Ratio*. The World Bank Group. [http://data.worldbank.org/topic/poverty?display=graph#boxes-box-topic\\_cust\\_sec](http://data.worldbank.org/topic/poverty?display=graph#boxes-box-topic_cust_sec) , [08.06.2015].
- World Bank (2015b), *Data. Poverty & Equity. East Asia & Pacific*, URL: <http://povertydata.worldbank.org/poverty/region/EAP> , [08.06.2015].

**Published by the  
Deutsche Gesellschaft für  
Internationale Zusammenarbeit (GIZ) GmbH**

Registered offices  
Bonn and Eschborn, Germany  
Vocational Education in Laos (VELA),  
5th Floor, Premier Building (opposite Simeuang Temple)  
Setthathirath Road, Unit 10, Piawat Village  
Sisattanak District, Vientiane, Lao PDR  
P.O. Box 10838, Vientiane Capital, Lao PDR  
T +856 (0)21 226000-3  
F +856 (0)21 226004  
[www.giz.de/laos](http://www.giz.de/laos)

As at  
November 2015

Design and layout  
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH,  
Programme Vocational Education in Lao PDR (VELA)

Author  
Günter Islinger

Contributions of the contractor, Günter Islinger, do not necessarily represent the position of GIZ.

Editors  
Jani Kitz, GIZ, Sector Programme Vocational Education, Eschborn, Germany  
Christian Möller, GIZ, Vocational Education in Laos (VELA) Project, Vientiane, Lao PDR

On behalf of the  
German Federal Ministry for Economic Cooperation and Development (BMZ)  
[www.bmz.de](http://www.bmz.de)