

**YANGON UNIVERSITY OF ECONOMICS**  
**DEPARTMENT OF ECONOMICS**  
**MASTER OF DEVELOPMENT STUDIES PROGRAMME**

**EFFECTIVENESS OF VOCATIONAL TRAINING FOR PEOPLE**  
**WITH DISABILITIES**  
**(A Case Study of AAR Japan Vocational Training School)**

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A thesis submitted in partial fulfillment of the requirements for the  
Master of Development Studies (MDevS) Degree

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## **ABSTRACT**

This study focuses on people with disabilities, who are one of the most vulnerable and marginalized groups, as well as having less employment and economic participation. Therefore, the provision of vocational training to PWDs enhances their ability to get job opportunities, and they become independent in social and economic life. The objective of the study is to analyze the effectiveness of vocational training provided by the Association for Aid and Relief (AAR) Japan, a vocational training school. This study is done with a descriptive method based on primary and secondary data. For the primary data, 144 people with disabilities who have completed vocational training are chosen at random and interviewed using a structured questionnaire via personal interview and phone interview. This study finds that vocational training supports PWDs to get jobs that improve their income as well as their livelihood. They can support their families and gain acceptance in their communities by getting a job and working. This study suggests that the government and private sector need to support PWDs by opening such kinds of vocational training schools to improve PWDs' skills and support their livelihoods. As a result, PWDs can function independently and as a labor force, influencing national productivity. Also, the government needs to provide financial assistance for those vulnerable PWDs.

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## **LIST OF ABBREVIATIONS**

AAR	Association for Aid and Relief
ADA	Americans with Disabilities Act
CRPD	Convention on the Rights of People with Disabilities
DALY	Disability-Adjusted Life Year
dB	Decibel
DSM	Diagnostic and Statistical Manual of Mental Disorders
GDP	Gross Domestic Product
ICF	International Classifications of Functioning
ID	Intellectual Disabilities
ILO	International Labor Organization
IQ	Intelligence quotient
MMVTI	Madhab Memorial Vocational Training Institute
NGOs	Non-Governmental Organizations
PWDs	People with Disabilities
UK	United Kingdom
UN	United Nations
UNCRPD	United Nations Convention on the Right of Person with Disabilities
VHSE	Vocational Higher Secondary Education

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Rationale of the Study**

The United Nations Convention on the Rights of People with Disabilities (UNCRPD) says that: "People with Disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others." According to the Pyidaungsu Hluttaw Law No. 30/2015 (Law on the Rights of People with Disabilities), People with Disabilities means people who have had one or more long-term physical, vision, speaking, hearing, mental, intellectual, or sensory impairments since birth or after birth. "Disability" means being unable to fully participate in society due to the various barriers and hindrances in physical and environmental attitudes, perspectives, and others.

The International Labor Organization (ILO) Employment Working Paper, 2009 states that economic losses related to the exclusion of People with Disabilities from the labor force are large and measurable, ranging from between 3 and 7 percent of GDP in developing countries in Asia. Excluding PWDs from the economy is a waste of human resources and reduces productivity. Integration of excluded people into the work force can boost productivity and alleviate poverty (Buckup, 2009).

According to the 2014 Myanmar Population Census, 2.3 million (4.6%) of Myanmar's population of 51.4 million has some sort of disability. People with Disabilities aged 15-64 years are less likely to be in the labor force than those without a handicap. Only 47.2% of people with a modest walking difficulty work, compared to 67% of those without a disability; 20% are unemployed. The 2019 inter-census survey reported that there are 5.9 million (13%) of population has some sort of disability and disabled people are increasing. These data clearly show the necessity to promote employment of PWDs. It means promoting accessible employment, opportunities for self-employment; making the necessary adjustments and modifications (reasonable accommodations); making sure that PWDs participate on an equal basis in the

workplace; supporting them to be more productive: and avoiding any form of discrimination.

Accessible employment for 2.3 million (4.6%) PWDs in Myanmar is important to minimize the economic loss. Promoting accessible employment means developing job opportunities and ensuring that people with disabilities have equal access to the workplace, especially during the hiring process.

People with Disabilities are considered one of the most vulnerable and marginalized groups, facing systemic impediments to equal participation in society; they have poorer health outcomes, lower educational achievements, less employment and economic participation, and higher rates of poverty than people without disabilities. Therefore, the provision of vocational training is also essential, as it is essential for employment. With these opportunities, PWD will be able to live independently with a regular income, and they will also be supportive of the country's productivity as a benefit. . In Yangon, there are two vocational training schools for adult persons, namely the training school for adults with disabilities operated by the Department of Social Welfare under the government and the Association for Aid and Relief, Japan (AAR Japan), which is a non-governmental organization (NGO). Among them, the study focused on AAR Japan's private sector contribution to vocational training, which has been providing vocational training for PWDs since 2000.

## **1.2 Objective of the Study**

The main objective of the study is to analyze the effectiveness of vocational training provided by the Association for Aid and Relief (AAR Japan), vocational training school.

The specific objectives are

1. To examine income generation and job opportunities.
2. To determine the satisfaction level of PWDs after attending the vocational training.

## **1.3 Method of the Study**

The study uses a descriptive method based on primary and secondary data. The secondary data is obtained from the Association for Aid and Relief (AAR Japan), vocational training school. For the primary data, 144 People with Disabilities who have

completed vocational training are chosen at random and interviewed using a structured questionnaire via personal interview and phone interview.

#### **1.4 Scope and Limitation of the Study**

This study was conducted at the AAR Japan vocational training school, which is located in Yangon. The study only focuses on PWDs who have physical, hearing, and vision impairments because AAR Japan vocational training school provides training only for those types of disabilities. As a result, PWDs with intellectual disabilities are not included in this study. The total of 144 PWDs who have attended vocational training at this school are interviewed in person or by phone. As the data comes from the AAR Japan vocational training school, which cannot represent all PWDs in Myanmar.

#### **1.5 Organization of the Study**

The study is organized into five chapters. Chapter one is the introduction, which includes the rationale of the study, objective, method of the study, scope and limitations, and organization of the study. Chapter two describes the literature review. Chapter three states an overview of disabilities situation in Myanmar. Chapter four illustrates survey analysis. Chapter five is the conclusion including findings and recommendation.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Definition of Disabilities**

Center for Disease Control and Prevention, US defines disability which is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

According to the World Health Organization, International Classification of Functioning (ICF), Disability and Health (Organization, International classification of impairments, disabilities, and handicaps: a manual of classification relating to the consequences of disease, published in accordance with resolution WHA29. 35 of the Twenty-ninth World Health Assembly, May 1976, 1980), disability has three characteristics:

1. Impairment in a person's body structure or function, or mental functioning; examples of impairments include amputation of a limb, visual loss or memory loss.
2. Activity limitation, such as difficulty in seeing, hearing, walking, or solving problems.
3. Participation restrictions in normal daily activities, such as working, taking part in social and recreational activities, and receiving medical care and preventative services.

United Nations Conventions on the Right of People with Disabilities (UNCRPD) describes that: "People with Disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others (Mackay, 2006).

In Myanmar, the Pyidaungsu Hluttaw law legislated in 2015 defines People with Disabilities as a person who has one or more long-term physical, visual, speech, hearing, psychosocial, intellectual or sensory impairments, whether innate or not. The method of assessment and categorization of types and level of disabilities is under discussion by the relevant Ministries in Myanmar, as of 2018 (Hluttaw, 2015)

## **2.2 Type of Disabilities**

Under Ministry of Social Welfare and Resettlement, Myanmar currently classifies disability into four different types: a) persons with visual impairments; b) persons with hearing impairments; c) persons with physical (mobility) impairments; and d) persons with intellectual impairments

### **a) Persons with visual impairments**

Vision impairment occurs when an eye condition affects the visual system and one or more of its vision functions. According to the International Classification of Functioning, Disability and Health (ICF), an “Impairment” is a general term used to describe a problem in the function or structure of a person’s body due to a because of a medical issue.

Globally, at least 2.2 billion people have a vision impairment, and of these, at least 1 billion people have a vision impairment that could have been prevented or is yet to be addressed. As usual, this burden is not borne equally. It weighs more heavily on low- and middle-income countries, on older people, and on rural communities. Most worrying is that projections show that global demand for eye care is set to surge in the coming years due to population growth, ageing, and changes in lifestyle.

A person with an eye condition experiencing vision impairment or blindness and facing environmental barriers, such as not having access to eye care services and assistive products, will likely experience far greater limitations in everyday functioning, and thus higher degrees of disability. Addressing the eye care needs of people with vision impairment or blindness, including rehabilitation, is of utmost importance to ensure optimal everyday functioning. In addition, an urgent need is required for a broad societal response to fulfil the rights of persons with long-term impairments (as required by the Convention on the Rights of People with Disabilities (CRPD)), so that people with severe vision impairment or blindness participate in society on an equal basis with others (Organization, World Report on Vision, 2019)

### **b) Persons with hearing impairments**

A person is said to have hearing loss if their hearing capacity is reduced and they are not able to hear. “Normal” hearing typically refers to hearing thresholds of 20 dB or better in both ears.

Those with a hearing threshold above 20 dB may be considered “hard of hearing” or “deaf” depending upon the severity of their hearing loss. The term “hard of hearing” is used to describe the condition of people with mild to severe hearing loss as they cannot hear as well as those with normal hearing. The term “deaf” is used to describe the condition of people with severe or profound hearing loss in both ears who can hear only very loud sounds or hear nothing at all. Throughout 1.5 billion individuals worldwide, at least 430 million of whom will need care, endure some loss of hearing over the course of their lives. Loss of hearing can have serious effects on language development, psychosocial wellbeing, quality of life, educational success, and economic independence at different stages of life if it is not recognized and treated.

Different types of hearing loss include:

- (i) Conductive hearing loss: This term is used when hearing loss is caused by problems located in the ear canal or the middle ear which make it difficult for sound to be “conducted” through to the inner ear.
- (ii) Sensorineural hearing loss: This term is used when the cause of hearing loss is located in the cochlea or the hearing nerve, or sometimes both. “Sensori-” relates to the cochlea which is a “sense organ”; “neural” relates to the hearing nerve.
- (iii) Mixed hearing loss: This term is used when both conductive and sensorineural hearing loss are found in the same ear (Organization, World Report on Hearing, 2021).

#### c) Persons with physical (mobility) impairments

People with a variety of physical limitations are included in the disability group known as mobility impairment. This kind of disability includes loss or impairment of the upper or lower limbs, problems with manual dexterity, and coordination issues with various body organs.

Mobility impairments can either be inherited or develop with aging. The result of a sickness may also be this worry. This kind of impairment also includes people who have a broken skeleton.

Crutches, canes, wheelchairs, and artificial limbs are common assistive equipment or mobility aids used by people with physical disabilities to gain movement.

#### d) Persons with intellectual impairments

A broad neurodevelopmental illness called intellectual disability, also known as general learning disability in the UK and historically as mental retardation, is



characterized by severely impaired intellectual and adaptive functioning. It is identified by an IQ below 70 and deficiencies in two or more behaviors that are required for daily, general life. Intellectual functions are defined under DSM-V as reasoning, problem-solving, planning, abstract thinking, judgment, academic learning, and learning from instruction and experience, and practical understanding confirmed by both clinical assessment and standardized tests. Conceptual, social, and practical abilities involving activities people carry out in daily life are used to characterize adaptive behavior. Intellectual impairment can be further split into non-syndromic intellectual disability and syndromic intellectual disability, which refers to intellectual problems that don't coexist with other abnormalities such as behavioral or medical signs and symptoms. Syndromic intellectual problems include those caused by Down syndrome and fragile X syndrome.

## **2.3 The General Situation of Persons with Disabilities**

The purpose of the UN Convention for disability is to promote, protect and ensure that disabled persons in the community have equal enjoyment of all human rights and fundamental freedoms. There are over 650 million people in the world living with disabilities - approximately 15 per cent of the world's population. In every region and every country, disabled persons live on the margins of society as a disadvantaged minority. 80 per cent of them live in developing countries; their unemployment rate is as high as 80 per cent in some cases; and 90 percent of disable children in developing countries do not attend school (Organization, World Report on Disability, 2011).

### **2.3.1 Global Discourse on Disablement Issues**

The United Nations describes poverty as “the denial of opportunities and choices most basic 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 others”(UN, 1997). The Universal Declaration of Human Rights, written in 1948, says that “all human beings are born free and equal in dignity and right” (Lauterpacht, 1948). Article 23 provides as follows:

1. Everyone has the right to work, to choose freely for employment, to fair and benevolent working conditions and to protection against unemployment.
2. Everyone has the right to equal remuneration for equal effort without any form of discrimination.

3. Everyone who works has a right to fair compensation that ensures for them and their families a life worthy of human dignity and is supported, when needed, by other forms of social security.

Article 25 provides that: Everyone has the right to an adequate standard of living, which includes access to food, clothing, housing, medical care, and necessary social services, as well as security in the event of unemployment, illness, disability, widowhood, old age, or other loss of livelihood due to factors beyond his control.

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. It supports the principles of equality of opportunity and equal treatment for women and men with disabilities (Welti, 1983).

UNCRPD clearly recognizes that persons with disabilities have an equal right to work, including working opportunity and accessibility to the employment market. It also recommends that states initiate safeguards and promote the realization of the right to work and to vocational training as appropriate actions, including through national legislation.

Article 27 of the Convention on Rights of Persons with Disabilities focuses on employment opportunities for disabled persons:

1. The right to the opportunity to earn a living via work freely selected or accepted in a labor market and work environment that is open, inclusive, and accessible to persons with disabilities is recognized by States Parties as a fundamental human right.

By taking the necessary actions, including through legislation, to, among other things: Protect and advance the achievement of the right to work, especially for people who become disabled while employed.

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) Discrimination against People with Disabilities must be prohibited in all aspects of employment, including hiring, retention, and advancement opportunities as well as safe and healthy working conditions;

c) Ensure that People with Disabilities can exercise their right to unionize and engage in the labor force on an equal level with everyone else;

- d) Enable People 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 People with Disabilities in the labor market, as well as provide support in searching, receiving, maintaining and returning to employment;
  - f) Promote opportunities for independent work, entrepreneurship, the growth of cooperatives, and business ownership;
  - g) Employ People with Disabilities in the public sector;
  - h) Through suitable policies and actions, such as affirmative action programs, incentives, and other measures, to encourage the employment of people with disabilities in the private sector;
  - i) Ensure that people with disabilities have access to reasonable accommodations at work;
  - j) Promote people with impairments to gain experience in the open labor market;
  - k) Promote programs for people with impairments to return to work, keep their jobs, and receive vocational and professional rehabilitation
2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labor.”

### **2.3.2 Disability and Development**

Disability is a development concern, due to the bidirectional relationship between poverty and disability: disability may increase the risk of poverty, and poverty may increase the risk of disability. An increasing collection of factual data from around the globe shows that people with disabilities and their families are more likely than people without disabilities to endure economic and social adversity. The onset of disability may lead to a decline in social and economic well-being as well as poverty through a number of factors, including detrimental impacts on education, employment, earnings, and higher expenses connected with impairment.

Children with disabilities are less likely to attend school, which means that they have fewer opportunity to develop their human capital and will have fewer work options and lower productivity as adults.

Even when employed, people with disabilities typically make less money and are more likely to be unemployed. With increasing disability severity, it seems that outcomes for employment and income are also getting worse. Due to prejudice in the workplace, restricted access to transportation, and a lack of resources to support self-employment and livelihood activities, it is more difficult for individuals with disabilities to benefit from development and escape poverty.

People with disabilities may incur additional expenses as a result of their condition, such as the cost of medical treatment or assistive technology, or the requirement for personal support and help, and as a result frequently need more resources to attain the same results as people without disabilities. Amartya Sen refers to this as the "conversion handicap." Due to higher costs, families headed by people with disabilities are likely to be poorer than those of people without disabilities earning the same amount of money.

Families with disabled members are more likely to face financial difficulties, which can include food instability, substandard housing, a lack of access to clean water and sanitation, and poor health care. Disability risk may rise with poverty. Low birth weight, malnutrition, a lack of clean water or proper sanitation, unsafe working and housing situations, and injuries are just a few of the ways that poverty can trigger the development of health issues linked to disability. A person with a pre-existing health condition may be more likely to become disabled if they live in a poor environment or do not have access to the right medical care and rehabilitation programs.

The capabilities approach proposed by Amartya Sen provides a valuable theoretical foundation for comprehending development, which can be especially useful for the field of disability human rights and is compatible with both the ICF and the social model of disability. It promotes the understanding that poverty for people with disabilities - and other disadvantaged peoples - comprises social exclusion and disempowerment, not just a lack of material resources. It does this by moving beyond traditional economic measures such as GDP, or concepts of utility, to emphasize human rights and "development as freedom". It highlights the variety of goals and preferences that persons with disabilities may have in different cultures. Additionally, it answers the paradox that many persons with impairments claim to have a high quality of life, maybe as a result of their success in adjusting to their circumstances. This does not negate the necessity to meet what may be objectively determined to be their unfulfilled needs, as Sen has emphasized.

The capabilities approach also aids in comprehending the duties that governments have toward citizens in order to promote their well-being, agency, and human potential. These responsibilities to people with disabilities are outlined in the CRPD, which places a strong emphasis on measures to promote their inclusion and well-being on a global scale. It emphasizes the importance of including disability in all programming rather than treating it as a separate thematic concern (Organization, World Report on Disability, 2011).

#### **2.4 Regional Discourse for Disabled Persons**

After the democratic transition, the government signed the Bali Declaration on the Enhancement of The Role and Participation of the Persons with Disabilities in ASEAN Community and the UN Convention on the Rights of People with Disabilities (UNCRPD). Strengthening regional agreements, the Incheon Strategy adopted in 2012 is a declaration at ministerial level by the Asia and Pacific countries to support disability-inclusive development goals. It was aimed towards an inclusive, barrier-free and rights based society for disabled persons in the Asia Pacific region. According to this declaration, the regional governments shall accelerate the Incheon Strategy to “Make the Right Real” for disabled persons, achieving the regional vision of an inclusive society that ensures, promotes and sustains their rights. By strengthening implementation, the Incheon strategy supports the development of an overarching policy framework for regional work in the field of disability. The Strategy sets out the principles on the rights of disabled persons as follows:

- Respect for inherent dignity, individual autonomy, including the freedom to make one’s own choices and independence of persons
  - Non-discrimination
  - Full and effective participation and inclusion in society
  - Respect for diversity and inclusion of people with disabilities as a part of humanity
  - Equality of opportunity
  - Accessibility
  - Equality between men and women
  - Respect for the rights of children with disabilities to maintain their identities as well as respect for the developing talents of such individuals

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 set out as “Reduce poverty and enhance work and employment prospects” (ESCAP, 2012). The ILO (2002) supports “effective working space for disability based on evidence, good practice and experience to enable workers with disabilities to contribute productively to the enterprise, work proficiency and the state.” In practice, the national government has a responsibility to provide, protect and equip businesses to create decent jobs, necessary education and training for disabled persons who can and want to work. Lifting disabled persons 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 including the elimination of extreme poverty among disabled persons, the increase of work and employment for persons of working age with disabilities who can and want to work and increased participation of persons with disabilities in vocational training and other employment-support programs funded by government. However, the core values of international and regional level agreements still had to run the gauntlet of the national constitution, legislation and policies of Myanmar. Although countries have ratified several UN conventions, practical implementation to fulfill the needs of disabled workers is still a challenge.

## **2.5 Reviews on the Previous Studies**

In the study of impact assessment of a vocational training programme for PWDs in Bangladesh (Mst. Reshma Parvin Nuri, Md. Tohidul Hoque, Md. Mustafa Kamal Akand, 2012), it studied 261 people with disabilities who had taken part in the Madhab Memorial Vocational Training Institute (MMVTI) training programme between 1999 and 2009. After receiving vocational training, 157 PWDs (60%) of the total 261 PWDs found jobs. Of the 157 PWDs, 74% said they could support their families more comfortably, 92% said they were accepted more socially, and 83% said their general quality of life had improved. PWDs who were unsuccessful in finding employment indicated problems with the training program in 15% of cases, discriminatory attitudes of potential employers in 6% of cases, and physical access challenges in 12% of cases. According to these findings, the vocational training program enhanced the (re)entry of individuals with disabilities into the workforce, which in turn helped with their rehabilitation.

In reviewing the study of effects of vocational re-training on employment outcomes among PWDs in Germany (Nicolas Echarti, Esther Schüring, Cathal O'Donoghue, 2020), it looks into how working-age people with disabilities' income and employment days were affected by completing vocational retraining in the first eight years following program enrollment. It is based on data from 2399 people who had either completed a 1-year vocational re-training program (n = 278), a 2-year vocational re-training program (n = 1754), or who had been admitted into re-training but never completed the program (n = 367). The study is a retrospective cohort study with an 8-year follow-up. The investigation also looked into how receiving social security benefits and the possibility of receiving an earnings-incapacity pension were affected by vocational retraining. Graduates of 1-year re-training are employed for an additional 405 days on average and make €24,260 more during the 8 years after program admission than those who did not finish re-training. On average, two-year program graduates work 441 more days and make €35,972 more than those who didn't complete retraining. The programs also significantly reduced the number of days on social-security and unemployment benefits and lowered the likelihood of an earnings incapacity pension. Policies to support the reintegration of people with disabilities into the labor market should take into account the possibility that vocational retraining could be a useful tool for sustaining of work participation results.

Based on the study of effects of vocational training on a group of people with intellectual disabilities (Maria Luiza Gomes-Machado, Flavia Heloisa Santos, Teresa Schoen, and Brasilia Chiari, 2016), Its objectives are to describe, examine, and assess the effects of a vocational training program on the adaptive behavior of individuals with intellectual disabilities, as well as to assess the social effects of employability on the lives of the employees with disabilities. Participants were 43 people with mild or moderate ID, age between 18 and 28 years. The Supports Intensity Scale was applied at two stages: T1-PRETRAINING and T2-POSTTRAINING, while the Social Impact Questionnaire was used at the third stage, after employment (T3 POSTINCLUSION). In respect to all the adaptive abilities evaluated, it was discovered that there were variations in overall scores between stages T1 and T2, with a reduction in the requirement for support of about 50%. Participants were still working one year after entering the labor force (T3), and they had made notable strides in learning, autonomy, affective and social development, as well as family and community ties. A person's whole growth was aided by vocational training, which favored their professional

inclusion and, as a result, their ability to sustain themselves on their own and require less help and support.

In reviewing a study on the effectiveness of Vocational Training to Students with Disabilities- A case study from Kerala, India (Prakash Pillai.R, Shaji.B, 2016), it examines to study the procedure for choosing courses and the success of skill development for students with disabilities in Kerala's first vocational education, or Vocational Higher Secondary Education (VHSE).The paper emphasizes the need of occupational therapy in the school system. Training area should be selected according to the nature, type and extent of disability. The teachers should get special training in this area and their support is necessary for the child during the training process. Infrastructure requirements are still needed in most of the schools. Thus it is possible to skill this human resource pool to industry needs and thus can contribute the country's economy.

The study of employability of vocational school leavers with disabilities has been conducted to identify the employability and working patterns of vocational school leavers with disabilities. In order to distinguish between the different types of disabilities and the career fields that are relevant to their vocational capabilities, the Chi-square test was also utilized on 199 school-leavers with disabilities who had previously received vocational training at a vocational school for special needs. According to the results, 24 of the 69 school dropouts who were employed are currently employed in fields linked to the skills they acquired at vocational school. The chi-square analysis revealed a significant difference between the type of handicap experienced by school dropouts and the employment attained using their acquired vocational skill. Although over 70% of disabled students who graduate from high school are employable, the majority of them, regrettably, were not hired based on their vocational training. Examining the suitable work market that fits the type of impairment will help with improvements. (Anizam Mohamed Yusofa, Manisah Mohd Alia, Amla Mohd Salleha, 2014).

In Yangon, a study on employment with disabilities is being conducted to identify opportunities and challenges for PWDs in the workplace. Among 125 employees with disabilities, 79% received salaries between 100,000 and 300,000 MMK, and only 9% received salaries greater than 300,000 MMK. Ninety-six percent of respondents have attended vocational training and use these skills in their work. According to the study, the government and non-governmental organizations should



promote inclusive education and vocational training to PWDs in order to improve their skills and increase their employment rate (Hlaing, 2018).

A study on the challenges of disabled workers has been conducted to examine the physical, social, economic, and health challenges of disabled workers. In terms of finding jobs, disabled workers who find jobs by themselves are facing more physical, financial, and health challenges than the workers who get jobs from disabled organizations. Economic challenges such as wage discrimination are more prevalent among the workers who get jobs from disability organizations. The study suggested that it is needed to provide funding support programs for disabled workers who find jobs by themselves (Myat, 2020).

## **CHAPTER III**

### **OVERVIEW OF DISABILITY SITUATION IN MYANMAR**

#### **3.1 Disability Population in Myanmar**

According to 2014 census, there are 51.4 million population and 24.8 million (48.2%) are male and the 26.6 million (51.8%) are female. Among them, 2.3 million (4.6%) are people with disabilities. The disability prevalence is higher among females (4.8%) than males (4.4%). In the 2014 census, data included four categories of disabilities (seeing, hearing, walking and remembering/mental) and the degree of difficulty a respondent experienced for each type. The most common type of disability is seeing, 1.2 million (2.5%), followed by walking 0.95 million (1.9%), remembering/mental 0.83 million (1.7%) and lastly hearing 0.67 million (1.3%). By State and Region, the highest prevalence is reported in Ayeyawady (7.6%), Chin (7.4%) and Tanintharyi (7%), while the lowest is observed in Nay Pyi Taw, the administrative capital city as shown in below table.

**Table (3.1) Number of People with Disability and Disability Prevalence Rate by State and Region**

State and Region	People who are disabled	Percent of population who have disability in				
		Any Type	Seeing	Hearing	Walking	Remembering/ Mental
Kachin	65,837	4.0	2.2	1.3	1.4	1.3
Kayah	16,617	5.8	3.1	2.0	2.3	2.4
Kayin	99,389	6.6	4.0	1.9	2.6	2.6
Chin	35,669	7.4	3.9	3.3	3.2	3.6
Sagaing	177,852	3.3	1.6	1.0	1.4	1.1
Tanintharyi	98,133	7.0	4.0	2.0	2.7	2.6
Bago	202,431	4.2	2.3	1.2	1.7	1.4
Magway	201,800	5.2	2.8	1.5	2.2	1.7
Mandalay	204,328	3.3	1.7	0.8	1.4	1.0
Mon	109,298	5.3	3.0	1.5	2.1	1.7
Rakine	112,179	5.3	3.1	1.9	2.4	2.6
Yangon	250,441	3.4	1.7	0.9	1.5	1.1
Shan	228,074	3.9	1.8	1.5	1.6	1.7
Ayeyawaddy	472,619	7.6	4.6	2.0	3.2	2.8
Nay Pyi Taw	36,583	3.2	1.6	0.8	1.3	1.0
Union	2,311,250	4.6	2.5	1.3	1.9	1.7

Source: The 2014 Myanmar Population and Housing Census

Persons living in rural areas have higher levels of disability, both in absolute and relative terms, compared to their urban counterparts. Among the 2.3 million persons who reported having a disability in at least one of the four domains, 1.8 million live in rural areas and 532 thousand live in urban areas, amounting to a rural share of persons with a disability of 77 percent (Population, The 2014 Myanmar Population and Housing Census, 2015).

### **3.2 Employment Status of People with Disabilities in Myanmar**

As of 2014 census, People with Disabilities, especially those with moderate or severe disabilities, were less likely to be employed between the ages of 15 and 64. All

four types of disabilities measured in Myanmar had lower labor force participation rates for people with moderate or severe disabilities than for those with mild disabilities. For instance, for those with a handicap in vision, 68% of those with no disability, compared to 58% of those with a light disability, and just 39% of those with a moderate or severe disability, participated in the labor force. With participation rates of 23% and 26%, respectively, those who had severe or moderate difficulty walking and remembering/concentrating were the least likely to be in the labor force. Males were more likely than females to participate in the labor force across all four disabilities measured in 2014, which is also true for males and females without disabilities.

The official unemployment rate for people with disabilities in Myanmar is 2%, which is significantly higher than the rate for people without disabilities (0.8%). In 2015, 15% of men and 6% of women in Myanmar were estimated to be out of the labor force because of illness, accident, or disability.

A vicious spiral exists between poverty and disability where each condition feeds the other. The Census revealed that households with disabled members have a multitude of disadvantages, all of which are directly tied to poverty. They are in a worse economic situation because to their much lower rates of labor force participation, lower educational attainment, care needs, and greater health care costs. As shown in this report, demonstrate that households with disabled members are disproportionately poorer than homes without them. In clear terms, the Incheon Strategy states that: “Having a decent job and the necessary education, training and support to keep that job is one of the best means of overcoming poverty”. Those who can and want to work must therefore be better supported, protected, and equipped to do so” (United Nations ESCAP, 2012a). The government must assist and adequately protect PWDs who can and wish to work. Not only would this enable people with disabilities escape poverty, but their involvement in the economy would also advance inclusive and sustainable development in the nation.

The first and most crucial step in enhancing people's positions in the labor market would be to guarantee that people with disabilities receive proper assessment through reasonable accommodation (if necessary), to mainstream education in the educational system. This will entail enhancing school accessibility, adjusting teaching strategies, and changing curricula in order to make education more accessible for people with disabilities. For the particular educational needs of people with impairments, teachers will need to have training and preparation.

To help people with disabilities obtain their desired careers on the job market, accessible vocational training programs must be established. According to the data, houses with PWDs have slightly lower levels of electricity, improved water sources, and improved sanitation. Therefore, those with disabilities would gain disproportionately from general improvements in public services. Accessibility improvements to facilities and services are a key component of improving the living conditions of people with disabilities. This includes making infrastructure more accessible to people with disabilities, improving communication tools, and guaranteeing that all people with disabilities are registered as citizens on an equal footing with their peers without impairments. All people with impairments should have easy access to registration in order to get a disability card, which would grant access to a number of benefits, including the disability stipend suggested by the National Social Protection Strategy. In the 2014 census data showed that in many fields access to services still remains a significant barrier for persons with disabilities.

The disadvantage and marginalization of people with disabilities in Myanmar can be explained by a number of vicious cycles: fewer opportunities result in lower school enrollment, which in turn results in labor market disadvantages, which in turn result in poverty, which in turn results in lower access to a variety of services, including education and training.

Whilst the Census has served its purpose in producing an initial overall picture of disability in Myanmar, more detailed information on the topic is still lacking. For example, being able to calculate the total prevalence rate of disability in Myanmar would allow for more accurate projections as well as establishing the true burden of disability in society by measuring the Disability-Adjusted Life Year (DALY). Even while the Census has achieved its goal of providing a preliminary overall picture of disability in Myanmar, further in-depth data on the subject is still needed. The only way to ensure adherence to national and international commitments and end the cycle of poverty and disability is via evidence-based policies and programs (Population, The 2014 Myanmar Population and Housing Census, 2015).

### **3.3 Disability and the Law in Myanmar**

In December 2011, Myanmar ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). In 2015, the government enacted the Law on the Rights of Persons with Disabilities, the legal framework for compliance

with the UN Convention. Chapter 10 covers "access to employment for persons with disabilities" and sets out obligations for employers. The law provides for the possible introduction of a requirement for companies to employ a quota (percentage) of persons with disabilities to be set by the National Committee, which was established in September 2017. Failure to meet the quota could result in fines to be used for a fund to protect the rights of persons with disabilities.

The law also provides for the possibility of tax incentives if an employer employs more than the set quota of people with disabilities. A quota for employment of persons with disabilities has not yet been set. Bye-laws and regulations under the law were adopted in December 2017 by the Ministry of Social Welfare, Relief, and Resettlement.

Chapter 8 of the bye-law provides specific provisions on the promotion of employment opportunities for persons with disabilities. It includes roles and responsibilities of the National Committee such as coordinating with government organizations, private businesses, and related organizations; facilitating the establishment of specialized vocational training schools and inclusion of persons with disabilities in vocational training; facilitating a job coach training programme, on-the-job training, and skills development training. The employer is required to report to the township labor offices quarterly on how many employees with disabilities have been employed in accordance with the quota to be set by the National Committee, as well as any vacant positions.

### **3.4 Vocational Training in People without Disabilities and People with Disabilities**

Vocational training and rehabilitation services are very important for people with a disability. They help disabled people gain or regain the skills and confidence they need to find suitable employment. Vocational training for people with impairments frequently incorporates counseling and job placement in addition to work training.

In 2014 census, among those who reported vocational training as their highest level of education, is 58,294 (0.16%) of people without disabilities; 1,977 (0.14%) of people with 'mild or higher levels' of disability; 335 (0.13%) of persons with 'moderate or higher' levels of disabilities; and 118 (0.14%) of persons with 'severe' disabilities. This data shows that few PWDs are received vocational training and it needs to promote

vocational training to PWDs (Population, The 2014 Myanmar Population and Housing Census, Thematic Report on Disability, 2017).

**Table (3.2) Number of Persons with and without Vocational Training in People without Disabilities and People with Disabilities**

	<b>Total Population (in person)</b>	<b>No Disability (in person)</b>	<b>Mild Disability or Higher (in person)</b>	<b>Moderate Disability or Higher (in person)</b>	<b>Severe Disability (in person)</b>
Total	38,852,390	37,448,240	1,404,150	262,096	86,958
Vocational training	60,271	58,294	1,977	335	118
No vocational training	38,792,119	37,389,946	1,402,173	261,761	86,840

Source: The 2014 Myanmar Population and Housing Census, Thematic Report on Disability

There are two Vocational Training Schools for adult persons namely the training schools for adult with disabilities operating by Department of Social Welfare under government and the Association for Aid and Relief, Japan (AAR Japan) which is non-governmental organizations (NGOs) in Myanmar which is comparatively low for PWDs to access vocational training.

### **3.4.1 Association for Aid and Relief, Japan (AAR Japan) Vocational training school**

An Association for Aid and Relief, Japan (AAR Japan) is an international non-government organization (INGO) established in 1979 as an organization which reaches out to the most vulnerable populations around the globe, guided by the principles of neutrality and impartiality. It is implementing the projects in the areas of emergency aids, assistance to people with disabilities, mine action, combating infectious diseases and creating public awareness raising. AAR Japan envisions a world where all people, as unique and diverse human beings, can coexist with respect for human dignity and in harmony with the environment

In Myanmar (Burma), being lack of understanding about persons with disabilities (PWDs) and poor infrastructural accessibility are making it difficult for PWDs to go to school or find employment. In order to assist PWDs in the country, AAR Japan has operated a vocational training school since the year 2000 which is joint cooperation with the Department of Social Welfare of the Ministry of Social Welfare, Relief and Resettlement. The organization aims to support disabled persons to become independent in social and economic life, to create networking space, to promote the rights of disabled persons in the community, and to empower disabled persons to become part of the decision-making process in the community.

The vocational training school is located in Yangon and provides training to people with disabilities for hair dressing, tailoring, and basic computer training. It accepts persons with physical disabilities, hearing-impaired persons and vision impaired person. AAR provides three batches for each training in a year and each batch prolongs for 3 months duration. Each batch of training enrolled for 10-15 PWDs after entrance exam. The followings are number of PWDs who attended the hair dressing training, tailoring training and basic computer training from 2000 to 2019.

There are total of 1806 PWDs attended any type of vocational training, among them, 823 PWDs are completed hair dressing, 747 PWDs are completed tailoring training and 236 PWDs are completed computer training as shown in table 3.3.

After completing the course, the AAR Japan vocational training school continues to support PWDs to gain employment or open their own shops, or become teachers at the center themselves, enabling them to achieve social and economic independence.



**Table (3.3) Number of PWDs who Attended Vocational Training in AAR Japan School from 2000 to 2019**

Year	No. of attendance		
	Hair Dressing Training	Tailoring Training	Computer training
2000	48	28	9
2001	28	41	-
2002	41	39	-
2003	40	41	-
2004	42	37	-
2005	43	43	-
2006	41	42	-
2007	43	42	-
2008	47	43	-
2009	44	45	-
2010	42	43	12
2011	44	44	18
2012	33	30	12
2013	46	45	36
2014	41	40	27
2015	42	46	30
2016	45	24	27
2017	44	30	24
2018	42	21	25
2019	27	23	16
Total	823	747	236

Source: AAR Japan vocational training school

## **CHAPTER 4**

### **ANALYSIS ON SURVEY DATA**

#### **4.1 Survey Profile**

AAR Japan vocational training school is located in the Yangon region. The organization aims to support disabled persons to become independent in social and economic life, to create networking spaces, to promote the rights of disabled persons in the community, and to empower disabled persons to become part of the decision-making process in the community. The study only focuses on PWDs who have physical, hearing, and vision impairments because AAR Japan's vocational training school provides training only for those types of disabilities. A survey was conducted at the AAR Japan vocational training school, which has been providing vocational training in hairdressing, tailoring, and basic computer skills to PWDs since the year 2000, to study the effectiveness of vocational training for PWDs.

#### **4.2 Survey Design**

There are total of 1806 PWDs attended any type of vocational training at AAR Japan Vocational Training School during 2000 to 2019. The required sample is 90 PWDs (5% of total population), however to be more valid for sample, data is collected 144 PWDs who have attended one of the vocational training at AAR Japan. A simple random sampling method is used to select an equal number of PWDs who have attended vocational training in each training, i.e., 48 participants from hairdressing training, tailoring training, and basic computer training. The selected PWDs are interviewed using structured questionnaires through face-to-face and phone interviews. The survey questionnaires cover characteristics of the respondent, job status before and after vocational training, and satisfaction levels of the respondents with vocational training.

#### **4.3 Survey Analysis**

The section below is the presentation and analysis of data from the responses obtained from face to face interview. The collected data set has been statistically

analyzed by using SPSS- Statistical Package for Social Science 25. Descriptive method also was used to show result of study. The results were based on the various data obtained from the use of questionnaires.

#### **4.3.1 Characteristics of Respondents**

There are total of 144 respondents who attended any type of vocational training in AAR Japan vocational training school. One third of respondents (48, 33.3%) were attended hair dressing, tailoring training and computer training respectively. The respondents who attended all type of training were in the age group of 31- 40 year (64, 44.4%), followed by 20 – 30 year (57 (39.6%), 41 – 50 year (20, 13.9%) and 51 – 60 year (3, 2.1%) respectively. The respondents who attended hair dressing training were in the age group of 31- 40 year (26, 54.2%), followed by 20 – 30 year (12, 25%), 41 – 50 year (7, 14.5%) and 51 – 60 year (3, 6.3%) respectively. The respondents who attended tailoring training were in the age group of 31- 40 year (22, 45.8%), followed by 20 – 30 year (15, 31.3%), 41 – 50 year (11, 22.9%) and 51 – 60 year (0) respectively. The respondents who attended computer training were in the age group of 20 - 30 year (30, 62.5%), followed by 31 – 40 year (16, 33.3%), 41 – 50 year (2, 4.2%) and 51 – 60 year (0) respectively. The respondents who attended training were productive age group and it is seen most of the respondents were young age group.

In regard to gender ratio, female respondents were more common 88 (61.1%) for all type of training. However, it varied in each type of training. In hair dressing training and computer training, most respondents were male (26, 54.2%) and 25 (52.1%) respectively. In tailoring training, female ratio is more prominent 43 (89.6%). It is noted that gender ratio has varied based on the type of training.

In religion of respondents, the majority were Buddhist 130 (90.3%) followed by 13 (9%) for Christian, 1 (0.7%) for Muslim for respondents who attended all type of training. The respondents who attended hair dressing training, the same pattern has seen, the majority were Buddhist 41 (85.4%) followed by 7 (14.6%) for Christian. The respondents who attended tailoring training, the majority were also Buddhist 44 (91.7%) followed by 4 (8.3%) for Christian. The respondents who attended computer training, the majority were also Buddhist 45 (93.8%) followed by 2 (4.2%) for Christian and 1 (2%) for Muslim.

For residents state and region of respondents, majority of respondents (89, 61.8%) were resided in Yangon region, followed by Ayeyarwaddy region 14 (9.7%),

Sagaing region 10 (6.9%), Bago region 7 (4.9%), Magway region 5 (3.5%), Kachin state 4 (2.8%), Mandalay region 3 (2.1%), Rakhine state 3 (2.1%) Tanintharyi region 2 (1.4%), Kayin state 1 (0.7%), Mon state 1 (0.7%) and Nay Pyi Taw region 1 (0.7%). In hair dressing training, tailoring training and computer training, the majority of respondents stayed in Yangon region 45 (93.8%), 21 (43.8%) and 23 (47.9%) respectively. As the AAR Japan school has located in Yangon region, majority of respondents who attended the training were mainly from Yangon region.

Related to marital status, 98 (68%) were single followed by 41 (28.5%) were married, 3 (2.1%) were divorced and 2 (1.4%) were widow for respondents who attended all type of training. For respondent who attended hair dressing training, single was the majority 28 (58.3%) followed by married 18 (37.5%) and divorced 2 (4.2%). For respondents who attended tailoring training, the majority 34 (70.8%) were single followed by married 12 (25%) and widow 2 (4.2%). For respondents who attended computer training, 36 (75%) were single followed by married 11 (22.9%), divorced 1 (2.1%). In PWDs population, single status is the majority.

In regard to educational status of respondents, one third of respondents were attended high school (45, 31.3%), followed by middle school (43, 29.9%), undergraduate (25, 17.4%), graduate (18, 12.5%), primary school (10, 6.9%) and illiterate (3, 2%) in all type of training. For respondents who attended hair dressing training, the majority were middle school (24, 50%), high school (14, 29.2%), primary school (4, 8.3%), undergraduate (3, 6.3%), illiterate (2, 4.2%) and graduate (1, 2%). For respondents who attended tailoring training, the majority were middle school (19, 39.6%), high school (14, 29.2%), primary school (6, 12.5%), graduate (5, 10.4%), undergraduate (3, 6.3%) and illiterate (1, 2%). For respondents who attended computer training, the majority were undergraduate (19, 39.6%), middle school (17, 35.4%) and graduate (12, 25%). The educational status has also differed based on the type of training, the computer training needs higher educational status based on the needs of the training. However, hair dressing and tailoring training, it does not need higher educational status. The details are showed in the following table.

**Table (4.1) Demographic Characteristics of Respondents**

	Number of respondents (percent)			
	All type of training (n=144)	Hair dressing training (n=48)	Tailoring training (n=48)	Computer training (n=48)
Age				
20 – 30	57 (39.6)	12 (25)	15 (31.3)	30 (62.5)
31 – 40	64 (44.4)	26 (54.2)	22 (45.8)	16 (33.3)
41 – 50	20 (13.9)	7 (14.5)	11 (22.9)	2 (4.2)
51 - 60	3 (2.1)	3 (6.3)	-	-
Sex				
Male	56 (38.9)	26 (54.2)	5 (10.4)	25 (52.1)
Female	88 (61.1)	22 (45.8)	43 (89.6)	23 (47.9)
Religion				
Buddhist	130 (90.3)	41 (85.4)	44 (91.7)	45 (93.8)
Christian	13 (9)	7 (14.6)	4 (8.3)	2 (4.2)
Muslim	1 (0.7)	-	-	1 (2)
Resident state and region				
Yangon region	89 (61.8)	45 (93.8)	21 (43.8)	23 (47.9)
Mandalay region	3 (2.1)	1 (2.1)	1 (2.1)	1 (2.1)
Bago region	7 (4.9)	2 (4.2)	4 (8.3)	3 (6.3)
Magway region	5 (3.5)	-	2 (4.2)	3 (6.3)
Sagaing region	10 (6.9)	-	4 (8.3)	4 (8.3)
Ayeyarwaddy region	14 (9.7)	-	9 (18.8)	5 (10.4)
Thanintharyi region	2 (1.4)	-	2 (4.2)	-
Kachin State	4 (2.8)	-	4 (8.3)	-
Kayin State	1 (0.7)	-	-	1 (2.1)
Mon State	1 (0.7)	-	-	1 (2.1)
Rakhine State	3 (2.1)	-	-	3 (6.3)
Nay Pyi Taw Region	1 (0.7)	-	1 (2.1)	4 (8.3)

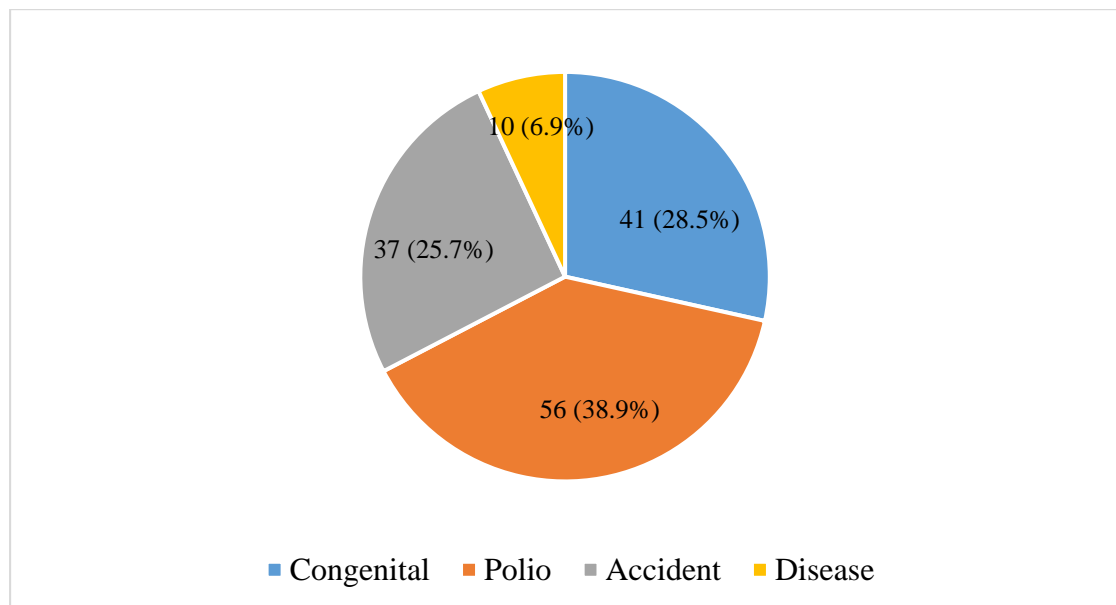
**Table (4.1) Demographic Characteristics of Respondents (continued)**

	Number of respondents (percent)			
	All type of training (n=144)	Hair dressing training (n=48)	Tailoring training (n=48)	Computer training (n=48)
<b>Marital status</b>				
Single	98 (68)	28 (58.3)	34 (70.8)	36 (75)
Married	41 (28.5)	18 (37.5)	12 (25)	11 (22.9)
Divorced	3 (2.1)	2 (4.2)	-	1 (2.1)
Widow	2 (1.4)	-	2 (4.2)	-
<b>Educational Status</b>				
Illiterate	3 (2)	2 (4.2)	1 (2)	-
Primary school	10 (6.9)	4 (8.3)	6 (12.5)	-
Middle school	43 (29.9)	24 (50)	19 (39.6)	17 (35.4)
High school	45 (31.3)	14 (29.2)	14 (29.2)	-
Undergraduate	25 (17.4)	3 (6.3)	3 (6.3)	19 (39.6)
Graduate	18 (12.5)	1 (2)	5 (10.4)	12 (25)

Source: Survey data, (2022)

### 4.3.2 Causes of Disability

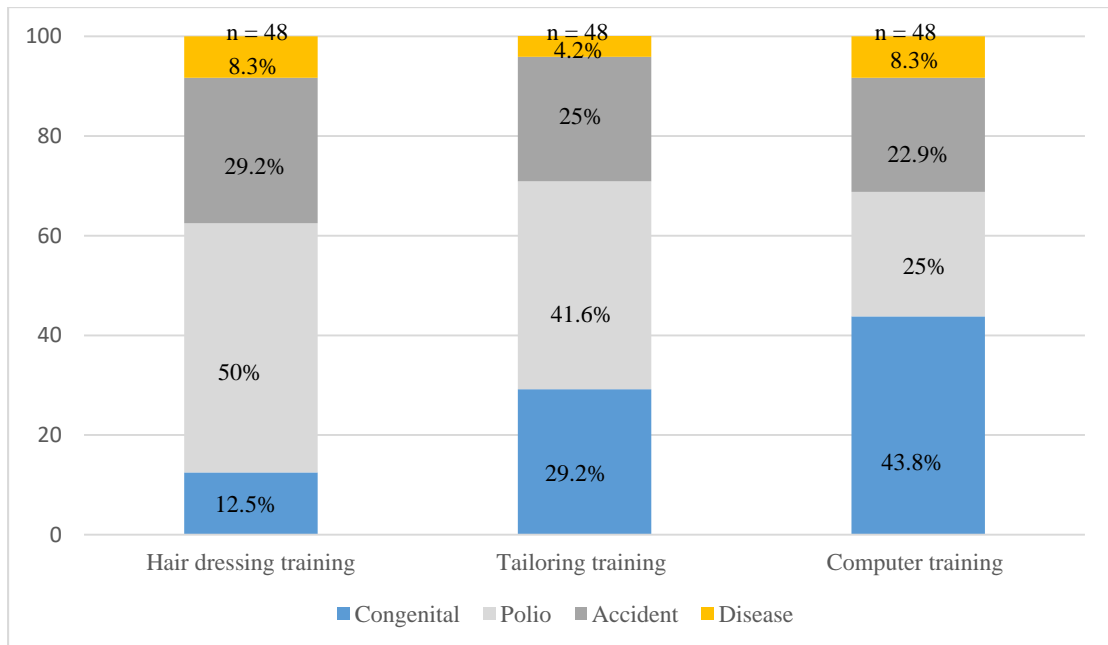
Regarding causes of disability, the most (56, 38.9%) were caused by polio, followed by 41 (28.5%) in congenital cause, 37 (25.7%) in accident cause and 10 (6.9%) in disease causes for all type of training attendance. The details are described in figure (4.1).



Source: Survey data, (2022)

**Figure (4.1) Cause of Disability**

In respondents who attended the hair dressing training, the most (24, 50%) were caused by polio, followed by 14 (29.2%) in accident cause, 6 (12.5%) in congenital cause and 4 (8.3%) in disease. In respondents who attended the tailoring training, the most (20, 41.6%) were caused by polio, followed by 14 (29.2%) in congenital cause, 12 (25%) in accident cause and 2 (4.2%) in disease. In respondents who attended the computer training, the most (21, 43.8%) were caused by congenital cause, followed by 12 (25%) in polio cause, 11 (22.9%) in accident cause and 4 (8.3%) in disease. The details are presented in figure 4.2. In regard to cause of disability, the polio was the common causes for disability which was common in 20<sup>th</sup> century however it prevented by provision of vaccine after birth.



Source: Survey data, (2022)

**Figure (4.2) Cause of Disability in Respondents based on Type of Vocational Training**

#### 4.3.3 Type of Disability

In reviewing type of disability, the majority was disable legs 82 (56.9%) of respondents for all type of vocational training. In regard to each type of vocational training, the majority of respondents were disable legs in hair dressing training (27, 56.2%), tailoring training (25, 52.1%) and computer training (30, 62.3%). The data is shown in below table 4.2.



**Table (4.2) Type of Disability in Respondents**

Variable	Number of respondents (percent)			
	All type of training n = 144	Hair dressing training (n = 48)	Tailoring training (n = 48)	Computer training (n = 48)
Disable legs	82 (56.9)	27 (56.2)	25 (52.1)	30 (62.3)
Leg amputee	25 (17.4)	15 (31.2)	8 (16.7)	2 (4.2)
Disable limbs	3 (2.1)	-	1 (2.1)	2 (4.2)
Limb amputee	4 (2.8)	-	1 (2.1)	3 (6.3)
Incomplete fingers or toes	2 (1.4)	-	1 (2.1)	1 (2.1)
Both disable limb and leg	10 (6.9)	3 (6.3)	4 (8.3)	3 (6.3)
Cerebral palsy	4 (2.7)	-	-	4 (8.3)
Growth Retardation	2 (1.4)	1 (2.1)	-	1 (2.1)
Hearing impair	9 (6.3)	2 (4.2)	7 (14.6)	-
Vision impair	3 (2.1)	-	4 (8.3)	2 (4.2)

Source: Survey data, (2022)

#### 4.3.4 Age of Disability

In regard to age of disability, the majority was at the age of 1 – 10 years (75, 52.1%) followed by at birth (41, 28.5%), 11 – 20 year (15, 10.4%), 21 – 30 year (11, 7.6%) and 31 – 40 year (2, 1.4%) respectively for all type of training. The respondents who attended hair dressing training, the majority was at the age of 1 – 10 years (25, 52.1%), followed by 11 – 20 years (9, 18.8%), 21 -30 year (6, 12.5%), at birth (6, 12.5%) and 31 – 40 year (2, 4.2%) respectively. The respondents who attended tailoring training, the majority was at the age of 1 – 10 years (29, 60.4%), followed by at birth (14, 29.2%), 11 - 20 year (3, 6.3%), 21 – 30 year (2, 4.2%) respectively. The respondents who attended computer training, the majority was at birth (21, 43.8%) and the age of 1 – 10 years (21, 43.8%), followed by 11 – 20 year (3, 6.3%) and 21 - 30 year (3, 6.3%) respectively. The details are mentioned in below table 4.2. The age of

starting disability in PWDs were commonly seen in 1 -10 years which is the age for attending school and consequently most of PWDs are in low educational status.

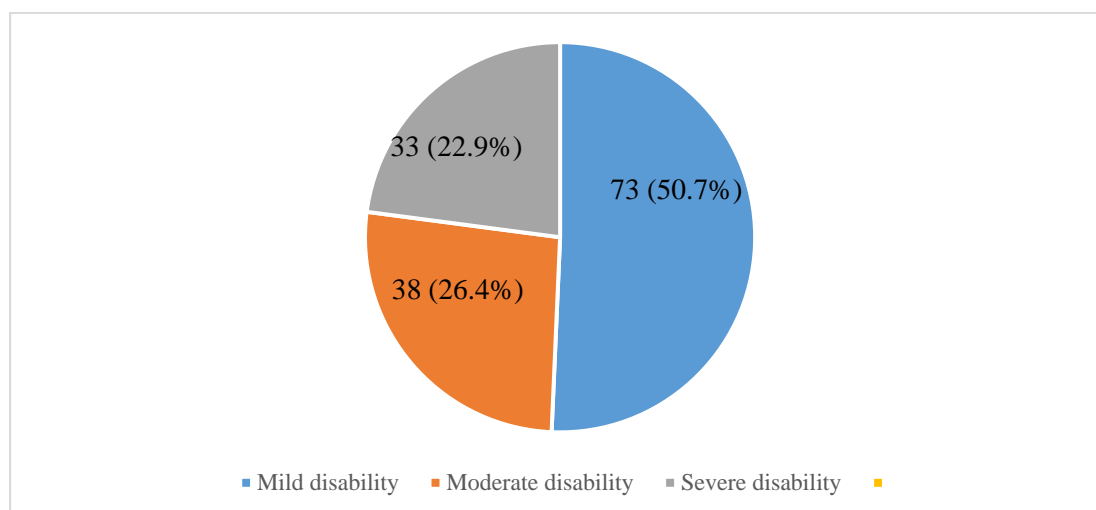
**Table (4.3) Age of Disability in Respondents**

Variable	Number of respondents (percent)			
	All type of training (n=144)	Hair dressing training (n=48)	Tailoring training (n=48)	Computer training (n=48)
Age				
At birth	41 (28.5)	6 (12.5)	14 (29.2)	21 (43.8)
1 – 10	75 (52.1)	25 (52.1)	29 (60.4)	21 (43.8)
11 – 20	15 (10.4)	9 (18.8)	3 (6.3)	3 (6.3)
21 – 30	11 (7.6)	6 (12.5)	2 (4.2)	3 (6.3)
31 - 40	2 (1.4)	2 (4.2)	-	-

Source: Survey data, (2022)

#### 4.3.5 Stage of Disability

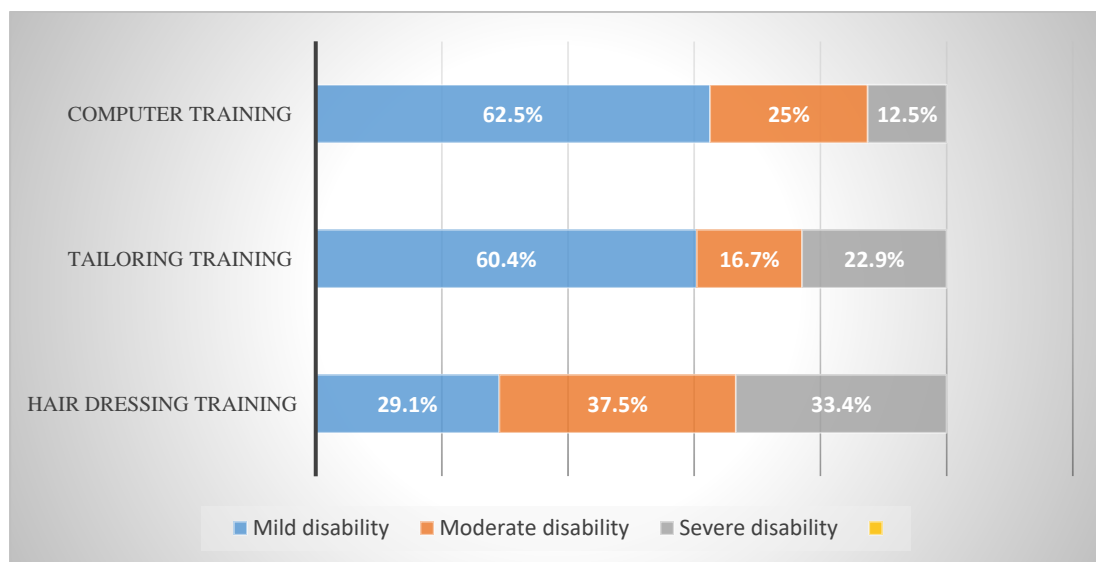
In related to stage of disability, the most (73, 50.7%) were mild disability, followed by moderate disability (38, 26.4%), severe disability (33, 22.9%) for all type of training attendance. It can be seen that less people with severe disability were attended vocational training based on their capacity to attend the training. It is shown in figure (4.3).



Source: Survey data, (2022)

**Figure (4.3) Stage of Disability in Respondents**

In respondents who attended the hair dressing training, the most (18, 37.5%) were moderate disability, followed by 16 (33.4%) in severe disability and 14 (29.1%) in severe disability. In respondents who attended the tailoring training, the most (29, 60.4%) were mild disability, followed by 11 (22.9%) in severe disability and 8 (16.7%) in severe disability. In respondents who attended the computer training, the most (30, 62.5%) were in mild disability, followed by 12 (25%) in moderate disability and 6 (12.5%) in severe disability. The details are described in below figure 4.4. As the majority of respondents were mild disability, they can learn the vocational training well.



Source: Survey data, (2022)

**Figure (4.4) Stage of Disability in Respondents based on Type of Vocational Training**

#### 4.3.6 Job Status Before and After Vocational Training for Respondents (All Type of Training)

Before vocational training, there were 42 (29.2%) had job and self-employment was the majority 20 (47.6%). The majority of respondents who had job has income less than 100,000 MMK (27, 64.3%).

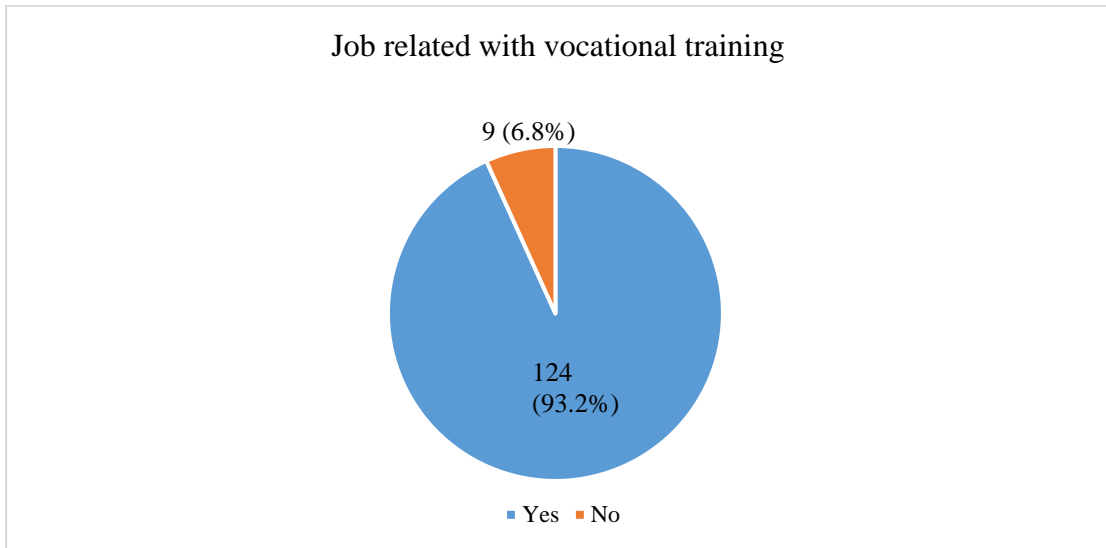
After vocational training, there were 133 (92.4%) had job and self-employment was the majority 58 (43.5%) as they open tailoring and hair dressing shop after vocational training. The majority of respondents who had job has income 100,000 – 200,000 MMK (54, 40.6%). It is noted, more job opportunities were received in PWDs who attended vocational training and they applied their training in their job and monthly income has been improved. The details are described in below table.

**Table (4.4) Job Status before and after Vocational Training for Respondents  
(All Type of Training)**

Variable	Before Vocational Training		After Vocational Training	
	Frequency	Percent	Frequency	Percent
Job				
Yes	42	29.2	133	92.4
No	102	70.8	11	7.6
Total	144	100	144	100
Job category				
Self-employment	20	47.6	58	43.5
Full time job	17	40.5	63	47.4
Part-time job	2	4.8	9	6.8
Daily worker	3	7.1	3	2.3
Total	42	100	133	100
Type of job				
Tailoring shop	4	9.5	39	29.3
Hair dressing shop	-	-	46	34.5
Computer and copier shop	-	-	3	2.3
Government staff	4	9.5	1	0.8
NGO	-	-	7	5.3
Company staff	7	16.7	27	20.3
Other	27	64.3	10	7.5
Total	42	100	133	100
Monthly income (MMK)				
Less than 100,000	27	64.3	21	15.8
100,000 - 200,000	8	19	54	40.6
200,001 - 300,000	6	14.3	32	24.1
300,001 - 400,000	1	2.4	19	14.3
400,001 - 500,000	-	-	2	1.5
More than 500,000	-	-	5	3.8
Total	42	100	133	100

Source: Survey data, (2022)

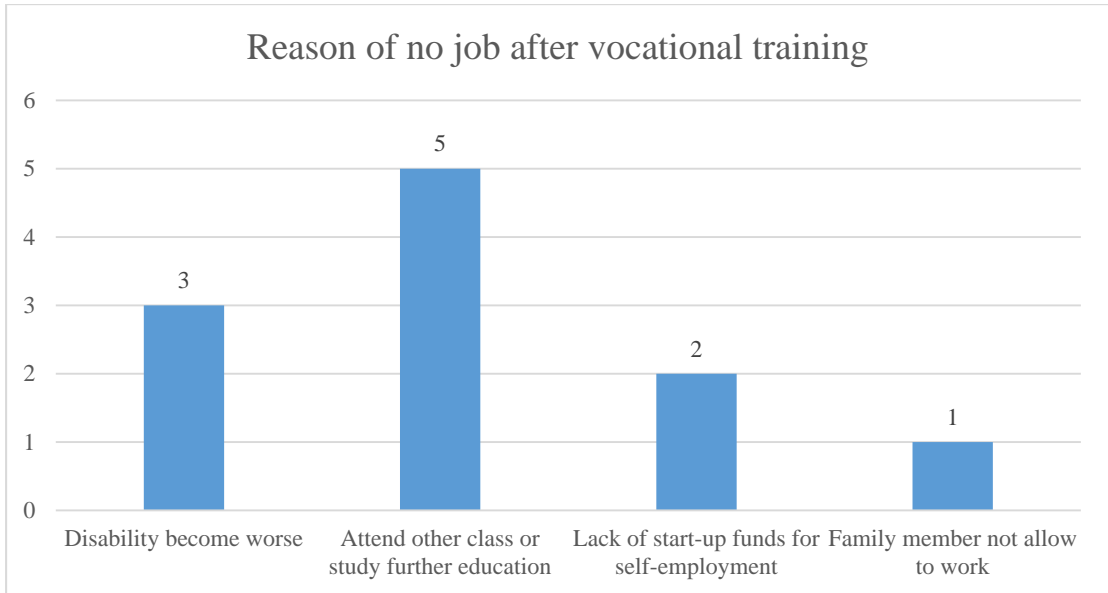
Among 133 respondents who received job after vocational training, 124 (93.2%) were received job which was compatible with attended vocational training while 9 (6.8%) were not.



Source: Survey data, (2022)

**Figure (4.5) Respondents Who Received Vocational Related Job after Training**

Among 11 respondents (7.6%) who did not receive job, 5 (45.4%) were attended other class or study further education, 3 (27.3%) were worsen the disability, 2 (18.2%) were lack of start-up funds for self-employment and 1 (9.1%) were family member not allow to work as shown in below figure. It is seen, the most PWDs did not receive job as they studied further education and if disability become worse, PWDs cannot achieve their goal to get job as well.



Source: Survey data, (2022)

**Figure (4.6) Reason of no Job after Vocational Training**

**4.3.7 Job Status Before and After Vocational Training for Respondents Who Attended Hair Dressing Training**

Before vocational training, there were 13 (27.1%) had job and full time job was the majority 8 (61.5%). The majority of respondents who had job has income less than 100,000 MMK (7, 53.8%).

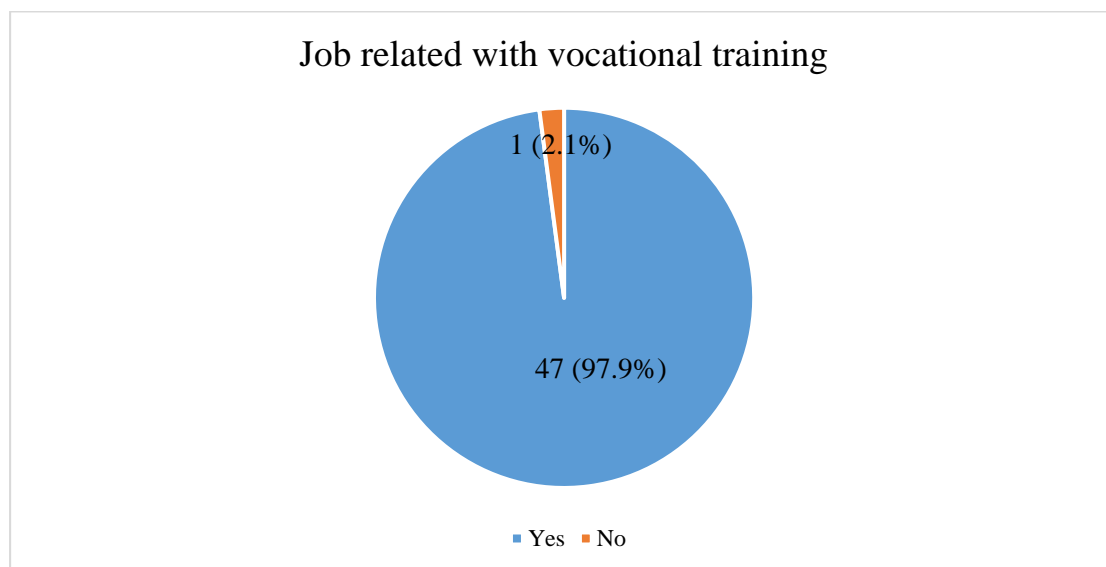
After vocational training, there were 48 (100%) had job and self-employment was the majority 33 (68.8%) and worked in hair dressing shop (47, 97.9%). The majority of respondents who had job has income 100,000 – 200,000 MMK (19, 39.5%). The details are mentioned in below table. It is noted, more job opportunities were received in PWDs who attended vocational training and they applied their training in their job and monthly income has been improved.

**Table (4.5) Job Status before and after Vocational Training for Respondents who Attended Hair Dressing Training**

Variable	Before Vocational Training		After Vocational Training	
	Frequency	Percent	Frequency	Percent
<b>Job</b>				
Yes	13	27.1	48	100
No	35	72.9	-	-
Total	48	100	48	100
<b>Job category</b>				
Self-employment	4	30.8	33	68.8
Full time job	8	61.5	13	27
Part-time job	-	-	2	4.2
Daily worker	1	7.7	-	-
Total	13	100	48	100
<b>Type of job</b>				
Hair dressing shop	-	-	47	97.9
Government staff	4	30.7	1	2.1
Company staff	3	23.1	-	-
Others	6	46.2	-	-
Total	13	100	48	100
<b>Monthly income (MMK)</b>				
Less than 100,000	7	53.8	8	16.7
100,000 - 200,000	4	30.8	19	39.5
200,001 - 300,000	2	15.4	8	16.7
300,001 - 400,000	-	-	10	20.8
400,001 - 500,000	-	-	1	2.1
More than 500,000	-	-	2	4.2
Total	13	100	48	100

Source: Survey data, (2022)

Among 48 respondents who received job after vocational training, 47 (97.9%) were received job which was compatible with attended vocational training while 1 (2.1%) were not.



Source: Survey data, (2022)

**Figure (4.7) Respondents Who Received Hair Dressing Related Job after Training**

#### **4.3.8 Job Status Before and After Vocational Training for Respondents Who Attended Tailoring Training**

Before vocational training, there were 10 (20.8%) had job and self-employment was the majority 5 (50%). The majority of respondents who had job has income less than 100,000 MMK (8, 80%).

After vocational training, there were 43 (89.6%) had job and self-employment was the majority 22 (51.2%) and worked in tailoring shop (38, 88.4%). The majority of respondents who had job has income 100,000 – 200,000 MMK (19, 44.2%). The details are mentioned in below table 4.5. It is noted, more job opportunities were received in PWDs who attended vocational training and they applied their training in their job and monthly income has been improved.

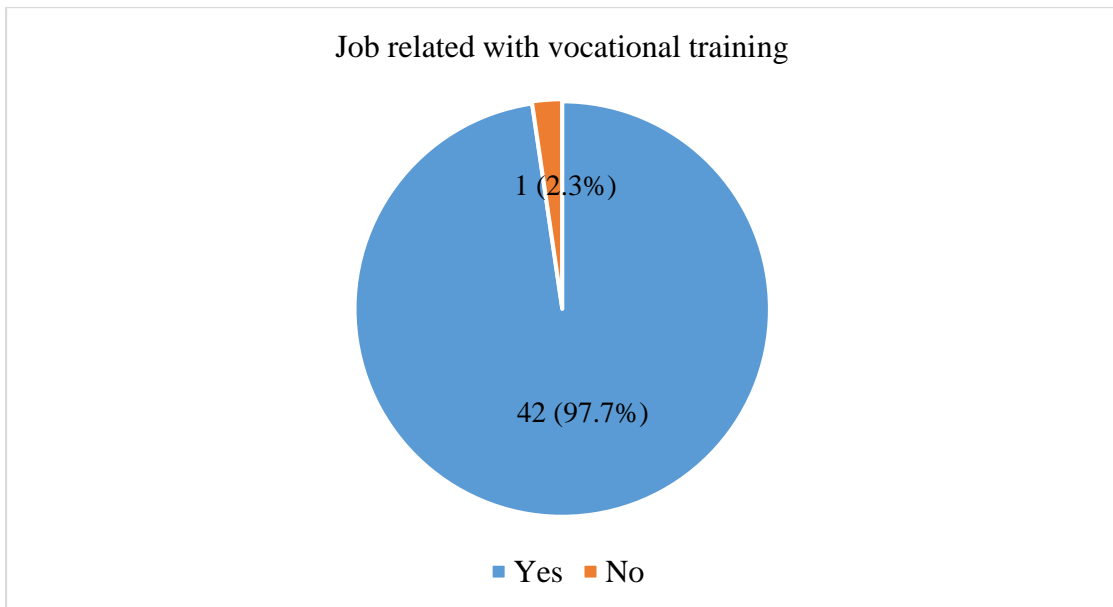


**Table (4.6) Job Status before and after Vocational Training for Respondents who Attended Tailoring Training**

Variable	Before Vocational Training		After Vocational Training	
	Frequency	Percent	Frequency	Percent
Job				
Yes	10	20.8	43	89.6
No	38	79.2	5	10.4
Total	48	100	48	100
Job category				
Self-employment	5	50	22	51.2
Full time job	4	40	15	34.9
Part-time job	-	-	5	11.6
Daily worker	1	10	1	2.3
Total	10	100	43	100
Type of job				
Tailoring shop	3	30	38	88.4
Government staff	-	-	1	2.3
Company staff	-	-	1	2.3
Others	7	70	3	7
Total	10	100	43	100
Monthly income (MMK)				
Less than 100,000	8	80	12	27.9
100,000 - 200,000	2	20	19	44.2
200,001 - 300,000	-	-	7	16.3
300,001 - 400,000	-	-	4	9.3
400,001 - 500,000	-	-	1	2.3
More than 500,000	-	-	-	-
Total	10	100	100	100

Source: Survey data, (2022)

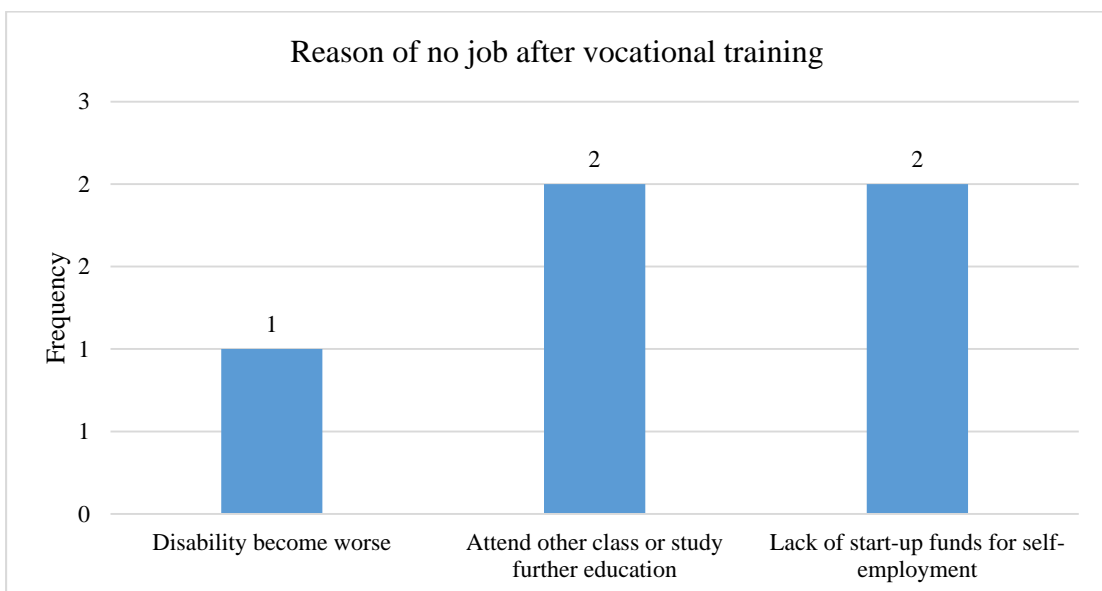
Among 43 respondents who received job after vocational training, 42 (97.7%) were received job which was compatible with attended vocational training while 1 (2.3%) were not.



Source: Survey data, (2022)

**Figure (4.8) Respondents who Received Tailoring Related Job after Training**

Among 5 respondents who did not receive job, 2 (40%) were attended other class or study further education, 2 (40%) were worsen the disability and 1 (20%) were lack of start-up funds for self-employment as shown in below figure.



Source: Survey data, (2022)

**Figure (4.9) Reason of no Job after Vocational Training**

#### **4.3.9 Job Status Before and After Vocational Training for Respondents Who Attended Computer Training**

Before vocational training, there were 19 (39.6%) had job and self-employment was the majority 11 (57.9%). The majority of respondents who had job has income less than 100,000 MMK (12, 63.2%).

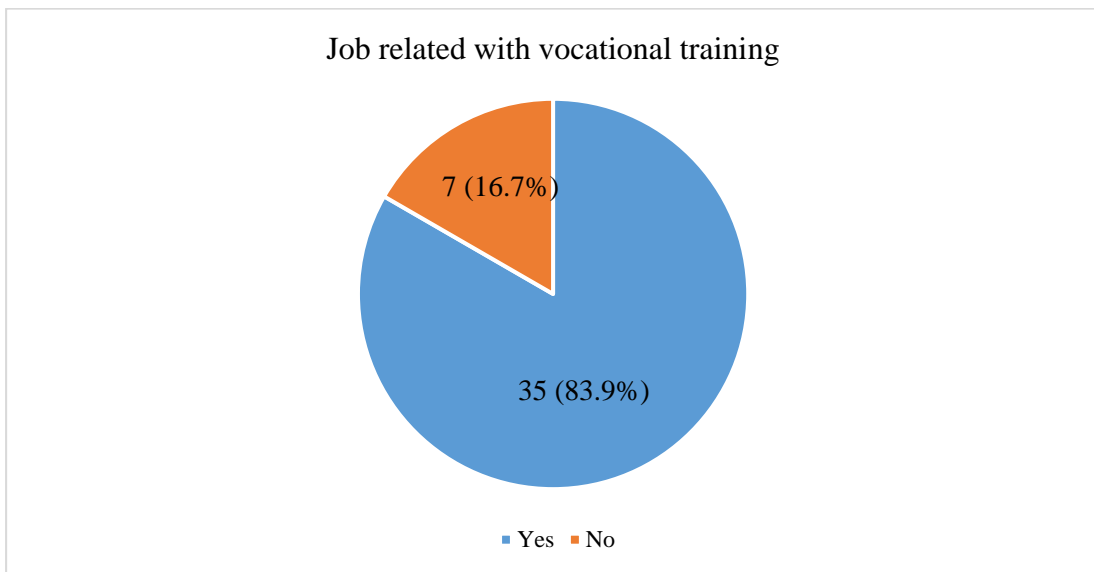
After vocational training, there were 42 (87.5%) had job and full time job was the majority 35 (83.3%) and worked as company staff (26, 61.9%). The majority of respondents who had job has income 200,001 – 300,000 MMK (18, 42.9%). The details are mentioned in below table 4.6. It is noted, more job opportunities were received in PWDs who attended vocational training and they applied their training in their job and monthly income has been improved.

**Table (4.7) Job Status before and after Vocational Training for Respondents Who Attended Computer Training**

Variable	Before Vocational Training		After Vocational Training (n, %)	
	Frequency	Percent	Frequency	Percent
Job				
Yes	19	39.6	42	87.5
No	29	60.4	6	12.5
Total	48	100	48	100
Job category				
Self-employment	11	57.9	3	7.1
Full time job	5	26.3	35	83.3
Part-time job	2	10.5	2	4.8
Daily worker	1	5.3	2	4.8
Total	19	100	42	100
Type of job				
Tailoring shop	1	5.3	-	-
Computer and copier shop	-	-	3	7.1
NGO	-	-	6	14.3
Company staff	4	21	26	61.9
Others	14	73.7	7	16.7
Total	19	100	42	100
Monthly income (MMK)				
Less than 100,000	12	63.2	1	2.4
100,000 - 200,000	2	10.5	15	35.6
200,001 - 300,000	4	21	18	42.9
300,001 - 400,000	1	5.3	5	11.9
400,001 - 500,000	-	-	1	2.4
More than 500,000	-	-	2	4.8
Total	19	100	19	100

Source: Survey data, (2022)

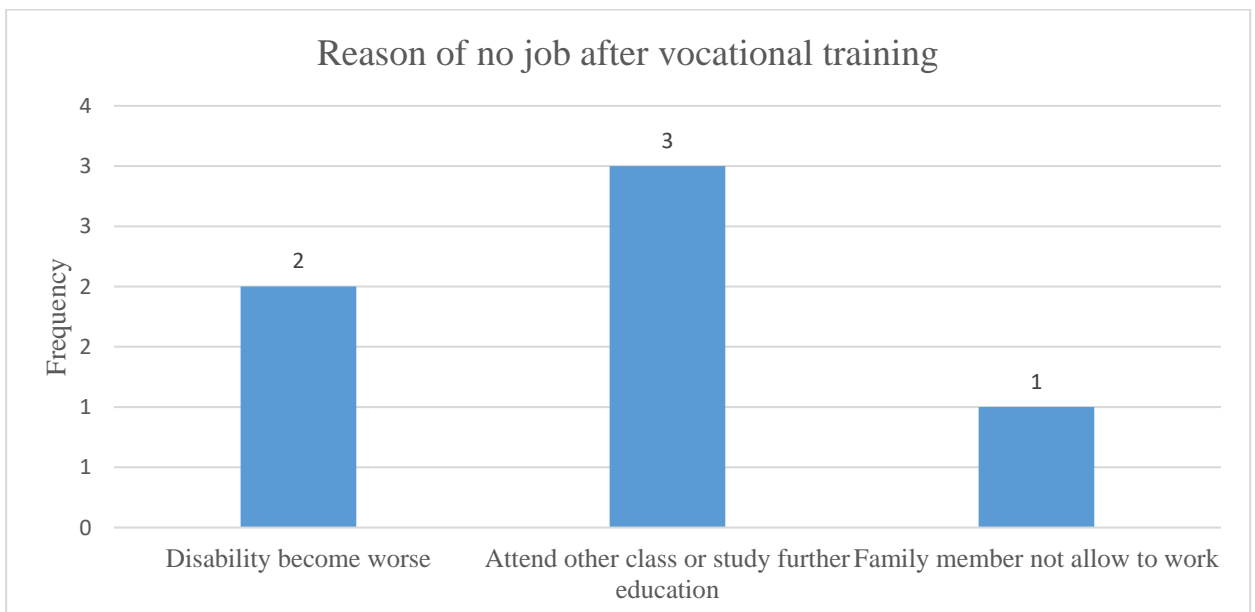
Among 42 respondents who received job after vocational training, 35 (83.9%) were received job which was compatible with attended vocational training while 7 (16.7%) were not.



Source: Survey data, (2022)

**Figure (4.10) Respondents who Received Computer Related Job After Training**

Among 6 respondents who did not receive job, 3 (50%) were attended other class or study further education, 2 (33.3%) were worsen the disability and 1 (16.7%) were lack of start-up funds for self-employment as shown in below figure.



Source: Survey data, (2022)

**Figure (4.11) Reason of no Job after Vocational Training**

#### **4.3.10 Satisfaction after Vocational Training for All Type of Training**

Satisfaction questionnaires is conducted in this study in order to know the satisfaction level of respondents after vocational training. Score 1 to 5 is categorized for each question and calculate the average score. Score 1 is very satisfied, score 2 is dissatisfied, score 3 is neither satisfied nor dissatisfied, score 4 is satisfied and score 5 is very satisfied. In reviewing satisfaction after vocational training, the respondents satisfied questionnaires after the vocational training and the most satisfaction are promote motivation to work, overcome fear in society, improved depressed mood and enhance self-esteem. The overall mean is 3.8 and it represents for satisfied. As PWDs received training and they can interact and encourage each other, rather than staying alone in their house during training period. Hence, those questionnaires are most satisfactory level among PWDs.

**Table (4.8) Satisfaction of Respondents after Vocational Training**

Description		Satisfaction level					Mean
		1	2	3	4	5	
Promote motivation to work	Frequency	-	1	13	101	29	4.1
	Percent	-	0.7	9.0	70.1	20.2	
Obtain job	Frequency	2	14	10	89	29	3.9
	Percent	1.4	9.7	6.9	61.8	20.2	
Improve income	Frequency	4	22	17	81	20	3.6
	Percent	2.8	15.3	11.8	56.2	13.9	
Improve livelihood	Frequency	2	16	26	79	21	3.7
	Percent	1.4	11.1	18.1	54.9	14.6	
Can spend much money for own health	Frequency	3	35	15	76	15	3.5
	Percent	2.1	24.3	10.4	52.8	10.4	
Can buy handicapped assistance for own	Frequency	2	42	15	69	16	3.4
	Percent	1.4	29.2	10.4	47.9	11.1	
Can support money to family member	Frequency	3	32	17	72	20	3.5
	Percent	2.1	22.2	11.8	50	13.9	
Feeling more acceptance in family	Frequency	-	7	19	87	31	3.9
	Percent	-	4.9	13.2	60.4	21.5	
Feeling more acceptance in community and society	Frequency	-	5	18	94	27	3.9
	Percent	-	3.5	12.5	65.2	18.8	
Overcome fear in society	Frequency	-	2	10	103	29	4.1
	Percent	-	1.4	6.9	71.5	20.2	

**Table (4.8) Satisfaction of Respondents after Vocational Training (continued)**

Description		Satisfaction level					Mean
		1	2	3	4	5	
Improved depressed mood	Frequency	-	5	8	94	37	4.1
	Percent	-	3.5	5.6	65.2	25.7	
Enhance self-esteem	Frequency	-	6	12	88	38	4.1
	Percent	-	4.2	8.3	61.1	26.4	
Fulfil the ambition	Frequency	4	15	6	91	28	3.9
	Percent	2.8	10.4	4.2	63.2	19.4	
Overall improvement in life	Frequency	5	16	5	84	34	3.9
	Percent	3.5	11.1	3.5	58.3	23.6	
Satisfied job received by vocational training	Frequency	1	19	7	74	43	3.9
	Percent	0.7	13.2	4.9	51.4	29.8	
Overall mean							3.8

Source: Survey data, (2022)

#### 4.3.11 Satisfaction after Hair Dressing Training

In reviewing satisfaction after hair dressing training, the respondents satisfied the questionnaires after the vocational training and the most satisfaction are improved depressed mood, enhance self-esteem and satisfied their job. The overall mean is 4.2 and it represents for satisfied. It is related with all respondents who attended hair dressing training obtained job after the training. Hence, they are working and contribute as workforce in society. Therefore, those questionnaires are most satisfactory level among PWDs.



**Table (4.9) Satisfaction of Respondents after Hair Dressing Training**

Description		Satisfaction level					Mean
		1	2	3	4	5	
Promote motivation to work	Frequency	-	-	10	24	14	4.1
	Percent	-	-	20.8	50	29.2	
Obtain job	Frequency	-	1	4	18	25	4.4
	Percent	-	2.1	8.2	37.5	52.2	
Improve income	Frequency	-	4	8	17	19	4.1
	Percent	-	8.3	16.7	35.4	39.6	
Improve livelihood	Frequency	-	1	14	12	21	4.1
	Percent	-	2.1	29.2	25	43.7	
Can spend much money for own health	Frequency	-	8	11	14	15	3.8
	Percent	-	16.7	22.9	29.2	31.2	
Can buy handicapped assistance for own	Frequency	-	8	12	12	16	3.8
	Percent	-	16.7	25	25	33.3	
Can support money to family member	Frequency	-	7	10	14	17	3.9
	Percent	-	14.6	20.8	29.2	35.4	
Feeling more acceptance in family	Frequency	-	-	8	16	24	4.3
	Percent	-	-	16.8	33.2	50	
Feeling more acceptance in community and society	Frequency	-	1	7	13	27	4.4
	Percent	-	2.1	14.6	27.1	56.2	
Overcome fear in society	Frequency	-	-	5	15	28	4.5
	Percent	-	-	10.4	31.3	58.3	

**Table (4.9) Satisfaction of Respondents after Hair Dressing Training  
(continued)**

Description		Satisfaction level					Mean
		1	2	3	4	5	
Improved depressed mood	Frequency	-	1	3	10	34	4.6
	Percent	-	2.1	6.3	20.8	70.8	
Enhance self-esteem	Frequency	-	-	5	10	33	4.6
	Percent	-	-	10.4	20.8	68.8	
Fulfil the ambition	Frequency	-	1	4	16	27	4.4
	Percent	-	2.1	8.3	33.3	56.3	
Overall improvement in life	Frequency	-	1	4	11	32	4.5
	Percent	-	2.1	8.3	22.9	66.7	
Satisfied job received by vocational training	Frequency	-	1	4	9	34	4.6
	Percent	-	2.1	8.3	18.8	70.8	
Overall mean							4.2

Source: Survey data, (2022)

#### **4.3.12 Satisfaction after Tailoring Training**

In reviewing satisfaction after tailoring training, the respondents satisfied the questionnaires after the vocational training and the most satisfaction are promote motivation to work followed by overcome fear in society, improved depressed mood, feeling more acceptance in family member and satisfied job. The overall mean is 3.6 and it represents for satisfied. It is related with most of the respondents (89.6%) who attended tailoring training obtained job. Hence, they are working and contribute as workforce in society. Therefore, those questionnaires were most satisfactory level among PWDs.

**Table (4.10) Satisfaction of Respondents after Tailoring Training**

Description		Satisfaction level					Mean
		1	2	3	4	5	
Promote motivation to work	Frequency	-	1	1	38	8	4.1
	Percent	-	2.1	2.1	79.2	16.6	
Obtain job	Frequency	2	4	4	35	3	3.7
	Percent	4.2	8.3	8.3	72.9	6.3	
Improve income	Frequency	2	7	7	31	1	3.5
	Percent	4.2	14.6	14.6	64.3	2.1	
Improve livelihood	Frequency	-	1	5	11	31	3.5
	Percent	-	2.1	10.4	22.9	64.6	
Can spend much money for own health	Frequency	1	16	-	34	-	3.3
	Percent	2.1	33.3	-	64.6	-	
Can buy handicapped assistance for own	Frequency	1	17	1	29	-	3.2
	Percent	2.1	35.4	2.1	60.4	-	
Can support money to family member	Frequency	2	12	6	28	-	3.3
	Percent	4.2	25	12.5	58.3	-	
Feeling more acceptance in family	Frequency	-	3	5	36	4	3.9
	Percent	-	6.3	10.4	75	8.3	
Feeling more acceptance in community and society	Frequency	-	1	5	41	-	3.8
	Percent	-	2.1	12.5	85.4	-	
Overcome fear in society	Frequency	-	2	3	43	-	3.9
	Percent	-	4.2	6.3	89.5	-	

**Table (4.10) Satisfaction of Respondents after Tailoring Training (continued)**

Description		Satisfaction level					Mean
		1	2	3	4	5	
Improved depressed mood	Frequency	-	-	5	43	-	3.9
	Percent	-	-	10.4	89.6	-	
Enhance self-esteem	Frequency	-	4	1	42	1	3.8
	Percent	-	8.3	2.1	87.5	2.1	
Fulfil the ambition	Frequency	-	4	1	43	-	3.8
	Percent	-	8.3	2.1	89.6	-	
Overall improvement in life	Frequency	-	6	1	40	1	3.8
	Percent	-	12.5	2.1	83.3	2.1	
Satisfied job received by vocational training	Frequency	-	6	1	35	6	3.9
	Percent	-	12.5	2.1	72.9	12.5	
Overall mean							3.6

Source: Survey data, (2022)

#### 4.13 Satisfaction after Computer Training

In reviewing satisfaction after computer training, the respondents satisfied the questionnaires after the vocational training and the most satisfaction are promote motivation to work, followed by overcome fear in society, improved depressed mode and enhance self-esteem. The overall mean is 3.6 and it represents for satisfied. It is related with most of the respondents (87.5%) who attended computer training obtained job. Hence, they are working and contribute as workforce in society. Therefore, those questionnaires are most satisfactory level among PWDs

**Table (4.11) Satisfaction of Respondents for Computer Training**

Description		Satisfaction level					Mean
		1	2	3	4	5	
Promote motivation to work	Frequency	-	-	2	39	7	4.1
	Percent	-	-	4.2	81.2	14.6	
Obtain job	Frequency	-	9	2	36	1	3.6
	Percent	-	18.7	4.2	75	2.1	
Improve income	Frequency	2	11	2	33	-	3.4
	Percent	4.2	22.8	4.2	68.8	-	
Improve livelihood	Frequency	1	10	1	36	-	3.5
	Percent	2.1	20.8	2.1	75	-	
Can spend much money for own health	Frequency	2	11	4	31	-	3.3
	Percent	4.2	22.9	8.3	64.6	-	
Can buy handicapped assistance for own	Frequency	1	17	2	28	-	3.2
	Percent	2.1	35.4	4.2	58.3	-	
Can support money to family member	Frequency	1	13	1	30	3	3.4
	Percent	2.1	27.1	2.1	62.4	6.3	
Feeling more acceptance in family	Frequency	-	4	6	35	3	3.8
	Percent	-	8.3	12.5	72.9	6.3	
Feeling more acceptance in community and society	Frequency	-	3	5	40	-	3.8
	Percent	-	6.3	10.4	83.3	-	
Overcome fear in society	Frequency	-	-	2	45	1	3.9
	Percent	-	-	4.2	93.7	2.1	

**Table (4.11) Satisfaction of Respondents for Computer Training (continued)**

Description		Satisfaction level					Mean
		1	2	3	4	5	
Improved depressed mood	Frequency	-	4	-	41	3	3.9
	Percent	-	8.3	-	85.4	6.3	
Enhance self-esteem	Frequency	-	2	6	36	4	3.9
	Percent	-	4.2	12.5	75	8.3	
Fulfil the ambition	Frequency	4	10	1	32	1	3.3
	Percent	8.3	20.8	2.1	66.7	2.1	
Overall improvement in life	Frequency	5	9	-	33	1	3.3
	Percent	10.4	18.8	-	68.7	2.1	
Satisfied job received by vocational training	Frequency	1	12	2	30	3	3.5
	Percent	2.1	25	4.2	62.4	6.3	
Overall mean							3.6

Source: Survey data, (2022)

## **CHAPTER V**

### **SURVEY FINDINGS AND RECOMMENDATION**

#### **5.1 Survey Finding**

According to the survey, a total of 144 PWDs attended vocational training. Among them, one third of PWDs attended hairdressing training, tailoring training, and computer training, respectively. The majority of the age group that attended vocational training was 31–40 years old (64, 44.4%), and very few were in the age range of 51–60 years (3, 2.1%). It is seen that younger PWDs are more active and attend vocational training to get a job. Females (88, or 61.1%) were the most common gender who attended vocational training in the gender review, which is also consistent with the fact that disability prevalence is higher in females according to the 2014 census. In terms of religion, Buddhism is the majority religion in Myanmar (130, or 90.3%).

Because AAR Japan is located in Yangon, the majority of respondents 89 (61.8%) live there. However, according to the 2014 census, the Ayeyawady region has the highest prevalence of PWDs; in the survey, the number of PWDs who resided in the Ayeyawady region was 14 (9.7%), which was the second most common number of PWDs after the Yangon region. PWDs from outside the Yangon region who want to attend vocational training must travel to Yangon, which has a lower attendance rate than PWDs from outside the Yangon region.

In regard to marital status, single status was the majority (68%) for PWDs who attended vocational training, followed by 41 (28.5%) who were married, 3 (2.1%) who were divorced, and 2 (1.4%) who were widows. Related to educational status, the graduate level was only 17.4% (of 25 respondents). The graduate level is more prevalent in PWDs who attended computer training (12, 25%) than hairdressing (1, 2%) or tailoring training 5, 10.4%).

The main cause of disability in respondents was polio (56, 38.9%), which was common in the 20th century, but can be protected by the provision of a vaccine after birth. The most common type of disability was disabled legs (82, 56.9%). In reviewing the age of disability, the majority of respondents were between the ages of 1 and 10

years (75, 52.1%), which is the age for attending school, and consequently most PWDs are of low educational status in the survey.

The groups with the highest attendance in the survey were those with mild disabilities (73, 50.7%), which PWDs can learn well for vocational training. Conversely, fewer people with severe disabilities attended vocational training based on their capacity to attend the vocational training. Before and after vocational training, 42 respondents (29.2%) had a job, and self-employment was the majority with 20 (47.6%) before the vocational training. The majority of respondents who had jobs had an income less than 100,000 MMK (27, 64.3%). Following vocational training, 133 (92.4%) had jobs, with self-employment accounting for the majority (58 (43.5%). The majority of respondents with jobs earn between 100,000 and 200,000 MMK (54, or 40.6%).

Among the 133 respondents who received a job after vocational training, 124 (93.2%) received a job that was compatible with their vocational training. It is observed that more job opportunities were received by PWDs after vocational training, and their income has improved. As a form of self-employment, they set up a hairdressing and tailoring shop for their livelihood, and they applied their training skills to their job. The eleven PWDs who did not receive a job after vocational training had the following underlying reasons: 5 respondents (45.5%) were in other classes or studying further education; 3 respondents (27.3%) were worsening their disabilities; 2 respondents (18.2%) lacked start-up funds for self-employment; and 1 respondent (9.1%) was a family member not allowed to work.

In the analysis of job status before and after vocational training of respondents who attended hairdressing training, there were 13 respondents (27.1%) who had a job, and self-employment was the majority among 4 respondents (30.8%) before vocational training. The majority of those who worked earned less than 100,000 MMK (7, 53.8%). After vocational training, there were 48 (100%) with jobs, and self-employment was the majority with 33 (68.8%) and working in a hairdressing shop (47, 97.9%). The majority of respondents who had jobs have an income of 100,000–200,000 MMK (19, 39.5%). Among the 48 respondents who received a job after vocational training, 47 (97.9%) received a job that was compatible with attending vocational training. It is observed that more job opportunities were received by PWDs after hairdressing training, and their income has improved. As a form of self-employment, they set up a hair salon for their livelihood, and they applied their training skills to their job.



In an assessment of job status before and after vocational training, of the respondents who attended tailoring training, there were 10 (20.8%) who had a job, and self-employment was the majority with 5 (50%) before the vocational training. The majority of those who worked earned less than 100,000 MMK (8, 80%). After vocational training, 43 (89.6%) had jobs; the majority, 22 (51.2%), were self-employed, and 38 (88.4%) worked in tailoring shops. The majority of respondents who had jobs have an income of 100,000–200,000 MMK (19, 44.2%). Among the 43 respondents who received a job after vocational training, 42 (97.7%) received a job that was compatible with their vocational training. It is observed that more job opportunities were received by PWDs after tailoring training, and their income has improved. As a form of self-employment, they set up a tailoring shop for their livelihood, and they applied their training skills to their job. The 5 respondents who did not receive a job after tailoring training had the following underlying reasons: 2 (40%) attended other classes or studied further education; 2 (40%) had a disability that worsened; and 1 (20%) lacked start-up funds for self-employment.

In the analysis of job status before and after vocational training of respondents who attended computer training, 19 (39.6%) had a job, and self-employment was the majority with 11 (57.9%). The majority of respondents who had jobs had incomes less than 100,000 MMK (12, 63.2%) before vocational training. Following vocational training, 42 (87.5%) had a job, with 35 (83.3%) working full-time and 26 (61.9%) working as company employees. The majority of respondents who had jobs have incomes of 200,001–300,000 MMK (18, 42.9%). Among the 42 respondents who received a job after vocational training, 35 (83.9%) received a job that was compatible with attending vocational training. It is observed that more job opportunities were received by PWDs after sewing training, and their income has improved. Most have full-time jobs in the company after completing computer training. Of the six respondents who did not find work after completing computer training, three (50%) attended other classes or furthered their education, two (33.3%) had a disability that worsened, and one (16.7%) lacked the necessary start-up funds for self-employment.

In the exploration of satisfaction in PWDs after vocational training, 90.2% of respondents were satisfied that it promotes motivation to work, 81.9% of PWDs were satisfied with their job, and 81.3% of PWDs were satisfied with their job. 82.6% of PWDs were satisfied that it fulfilled their ambition. With the contribution of obtaining a job, 70.2% of PWDs were satisfied with improved income, and 69.5% of PWDs were

satisfied with improved livelihood. Furthermore, 63.2% of PWDs were satisfied that they could spend a significant amount of money on their own health; 59% of PWDs were satisfied that they could purchase handicapped assistance for themselves; and 63.9% of PWDs were satisfied that they could financially support their families. Working with PWDs on a daily basis leaves 81.9% of PWDs satisfied that it has more acceptance in family and 84.1% of PWDs satisfied that it has more acceptance in community and society. PWDs who attend vocational training also support the finding that 91.6% of PWDs are pleased with society's excellent behavior and 91% are pleased with their improved depression. 87.5% of PWDs were satisfied that vocational training enhanced self-esteem. 81.9% of PWDs were satisfied that vocational training has overall improved their lives.

## **5.2 Recommendation**

According to the 2014 Myanmar Census, 2.3 million (4.6%) of Myanmar's 51.4 million people are disabled in some way. The 2019 inter-census survey reported more PWDs than the 2014 Census, 5.9 million (13%) of the population. People with disabilities aged 15-64 years are less likely to be in the labor force than those without a disability. Vocational training helps PWDs get job opportunities.

In the survey, vocational training helped PWDs get jobs that improved their income as well as their livelihood. Vocational training morally supports PWDs to enhance their motivation to work, overcome fear in society, improve their depressed mood, and enhance their self-esteem. They can support their families and gain acceptance in their communities by getting a job and working. Vocational training is effective for PWDs in not only increasing job opportunities but also enhancing psychological support.

The government and private sector need to support PWDs by opening such kinds of vocational training schools not only in Yangon but also in other states and regions to easily access PWDs residing in Myanmar. By doing so, PWDs will improve their skills and support the livelihood of PWDs. It is suggested that not only the provision of vocational training to PWDs but also subsequent support in finding a job to get secure employment is also necessary, such as funding support or providing loans to PWDs to set up small businesses, i.e., opening a tailoring shop, a hairdressing shop, etc. As a result, PWDs can stand on their own and participate as a labor force, which benefits national productivity.

In the survey, 80% of PWDs who received a job after vocational training have an income level less than 300,000 MMK, which is relatively lower. Hence, the government needs to provide financial assistance for those vulnerable PWDs.

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# APPENDIX

## Survey Questionnaires

Date:.....

1. Name .....

2. Age .....

3. Gender

<input type="checkbox"/> Male	<input type="checkbox"/> Female
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4. Resident State and Region

<input type="checkbox"/> Yangon	<input type="checkbox"/> Mandalay	<input type="checkbox"/> Bago	<input type="checkbox"/> Magway
<input type="checkbox"/> Sagaing	<input type="checkbox"/> Ayeyarwaddy	<input type="checkbox"/> Tanintharyi	<input type="checkbox"/> Kachin
<input type="checkbox"/> Kayah	<input type="checkbox"/> Kayin	<input type="checkbox"/> Chin	<input type="checkbox"/> Mon
<input type="checkbox"/> Rakhine	<input type="checkbox"/> Shan	<input type="checkbox"/> Nay Pyi Taw	

5. Religion

<input type="checkbox"/> Buddhist	<input type="checkbox"/> Christian
<input type="checkbox"/> Muslim	<input type="checkbox"/> Hindu
<input type="checkbox"/> Other	

### 6. Marital Status

<input type="checkbox"/> Single	<input type="checkbox"/> Married
<input type="checkbox"/> Divorced	<input type="checkbox"/> Widow

### 7. Educational Status

<input type="checkbox"/> Illiterate	<input type="checkbox"/> Primary School
<input type="checkbox"/> Middle School	<input type="checkbox"/> High School
<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Graduate

### 8. Type of Disability

<input type="checkbox"/> Leg weakness	<input type="checkbox"/> Leg amputee
<input type="checkbox"/> Hand weakness	<input type="checkbox"/> Hand amputee
<input type="checkbox"/> Incomplete fingers or toes	<input type="checkbox"/> Cerebral Palsy
<input type="checkbox"/> Growth Retardation	<input type="checkbox"/> Hearing impair
<input type="checkbox"/> Other .....	

### 9. Cause of Disability

<input type="checkbox"/> Congenital	<input type="checkbox"/> Polio
<input type="checkbox"/> Accident	<input type="checkbox"/> Disease
<input type="checkbox"/> Other	

10. When did you cause disable?

<input type="checkbox"/> At birth	<input type="checkbox"/> At age .....
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11. Stage of Disability

<input type="checkbox"/> Mild Disability	<input type="checkbox"/> Moderate Disability
<input type="checkbox"/> Severe Disability	

12. Which vocational training did you attend?

<input type="checkbox"/> Hair dressing training	<input type="checkbox"/> Tailoring training	<input type="checkbox"/> Computer trianing
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13. Why would you like to attend vocational training?

.....

14. Do you have job before vocational training?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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If you have job, please answer the question no. 15, 16 and 17.

15. Category of Job.

<input type="checkbox"/> Self-employment	<input type="checkbox"/> Full time job
<input type="checkbox"/> Part-time job	<input type="checkbox"/> Daily worker



16. Type of Job

<input type="checkbox"/> Tailoring shop	<input type="checkbox"/> Hair dressing shop
<input type="checkbox"/> Computer and copy shop	<input type="checkbox"/> Government staff
<input type="checkbox"/> NGO	<input type="checkbox"/> Company Staff
<input type="checkbox"/> Other.....	

17. Monthly income (MMK)

<input type="checkbox"/> Less than 100,000 MMK	<input type="checkbox"/> 100,000 – 200,000 MMK
<input type="checkbox"/> 200,001 – 300,000 MMK	<input type="checkbox"/> 300,001 – 400,000 MMK
<input type="checkbox"/> 400,001 – 500,000 MMK	<input type="checkbox"/> More than 500,000 MMK

18. Do you receive job after vocational training?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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If you receive job, please answer the question no. 19, 20, 21 and 22.

19. Do your job relate with attended vocational training?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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20. Category of Job

<input type="checkbox"/> Self-employment	<input type="checkbox"/> Full time job
<input type="checkbox"/> Part-time job	<input type="checkbox"/> Daily Worker

21. Type of Job

<input type="checkbox"/> Tailoring shop	<input type="checkbox"/> Hair dressing shop
<input type="checkbox"/> Computer and copier shop	<input type="checkbox"/> Government staff
<input type="checkbox"/> NGO	<input type="checkbox"/> Company staff
<input type="checkbox"/> Other.....	

22. Monthly Income (MMK)

<input type="checkbox"/> Less than 100,000 MMK	<input type="checkbox"/> 100,000 – 200,000 MMK
<input type="checkbox"/> 200,001 – 300,000 MMK	<input type="checkbox"/> 300,001 – 400,000 MMK
<input type="checkbox"/> 400,001 – 500,000 MMK	<input type="checkbox"/> More than 500,000 MMK

23. If you do not receive job, please mention the reason.

<input type="checkbox"/> Disability become worse	<input type="checkbox"/> Attend other class or study further education
<input type="checkbox"/> Lack of start-up funds for self-employment	<input type="checkbox"/> Family member do not allow to work
<input type="checkbox"/> Discrimination in society for employment	<input type="checkbox"/> Other

24. The following questions ask about the satisfaction after attending vocational training. Choose a suitable number and circle it.

Questions	Very dissatisfied	Dissatisfied	Satisfied nor dissatisfied	Satisfied	Very satisfied
1. Promote motivation to work	1	2	3	4	5
2. Obtain job	1	2	3	4	5
3. Improve income	1	2	3	4	5
4. Improve livelihood	1	2	3	4	5
5. Can spend much money for own health	1	2	3	4	5
6. Can buy handicapped assistance for own	1	2	3	4	5
7. Can support money to family member	1	2	3	4	5
8. Feeling more acceptance in family	1	2	3	4	5
9. Feeling more acceptance in community and society	1	2	3	4	5
10. Overcome fear in society	1	2	3	4	5
11. Improve depressed mood	1	2	3	4	5
12. Enhance self-esteem	1	2	3	4	5
13. Fulfil the ambition	1	2	3	4	5
14. Overall improvement in life	1	2	3	4	5
15. Satisfied job received by vocational training	1	2	3	4	5

**Thank you for your participation**