FINAL REPORT OF RCP RESEARCH

Approaches to Secure Implementation of Inclusion in TVET Systems in ASEAN (+3) Countries

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# TABLE OF CONTENTS

TABLE OF CONTENTS ......................................................................................................................... 1  
LIST OF TABLE ................................................................................................................................. 4  
LIST OF FIGURE ................................................................................................................................. 6  
PREFACE .................................................................................................................................................. 6  
A- Theoretical background and policies for the disabled ................................................................. 9  
1.1. Some tool concepts ........................................................................................................................ 9  
  1.1.1. The disadvantaged ................................................................................................................. 9  
  1.1.2. People with disabilities (PWDs) ............................................................................................ 9  
  1.1.3. Job ......................................................................................................................................... 11  
  1.1.4. Vocational training .............................................................................................................. 11  
  1.1.5. Vocational education ........................................................................................................... 12  
1.2. The general policies for PWDs .................................................................................................... 12  
  1.2.1. The general policies for PWDs in Vietnam ........................................................................ 12  
  1.2.2. The general policies for PWDs in Indonesia ....................................................................... 17  
1.3. Policies on vocational training for the disabled ................................................................. 21  
  1.3.1. Policies on vocational training for the disabled in Vietnam ...................................... 21  
  1.3.2. Policies on vocational training for the disabled in Indonesia ........................................... 33  
B. The current status of vocational training for the disabled in Vietnam and Indonesia .......... 36  
1. Research methodology ............................................................................................................... 36  
  1.1 Survey organization .................................................................................................................... 36  
    1.1.1. Purpose of the survey ....................................................................................................... 36  
    1.1.2. Survey sample .................................................................................................................... 36  
    1.1.3. Survey questionnaire content ........................................................................................... 36  
    1.1.4. Design questionnaires ..................................................................................................... 38  
  1.2. Organizing expert workshop ..................................................................................................... 40  
2. Current state, survey analysis results ..................................................................................... 41  
  2.1. The disabled as learners in vocational training ...................................................................... 41  
    2.1.1. General information about PWDs in vocational training .............................................. 41  
    2.1.2. Information on vocational training of PWDs ................................................................. 48  
  2.2. Vocational training/school for the disabled ........................................................................... 64  
    2.2.1. Objectives, contents and forms of vocational training for the disabled ................. 64  
    2.2.2. Teaching methods in vocational training/schools for the disabled ................................ 85  
3. TVET Teacher training for teaching the disabled ..................................................................... 90  
  3.1 Current status of vocational training teachers teach PWDs ...................................................... 90  
  3.2 Objectives, contents and forms of TVET teacher training to teach the disabled ............ 92  
    3.2.1. Objectives, contents of TVET teacher training to teach the disabled ....................... 92  
    3.2.2. The form of TVET teachers training to teach people with disabilities .................... 92
3.2.3. The policy for vocational teachers for the disabled ................................................. 96
3.3. Pedagogical requirements to TVET teachers training the disabled ............................... 98
  3.3.1. Overview .................................................................................................................. 98
  3.3.2. Setvey result on career capacity and pedagogical skills of teachers ...................... 99
C. The challenges of vocational training for people with disabilities ......................... 103
  1. The challenges for people with disabilities ................................................................. 103
    1.1. Challenges on training process .................................................................................. 103
      1.1.1. Basic challenge .................................................................................................. 103
    1.1.2. The difficulty for learning PWDs when surveyed in manufacturing bases ....... 106
    1.2.3. The difficulty on learning of PWDs when surveyed in vocational training
           institutions .............................................................................................................. 108
  1.2 Challenges of employment ........................................................................................... 109
    1.2.1. Overview ............................................................................................................ 109
    1.2.2. Difficulties in finding job .................................................................................... 114
    1.2.3. Difficulties in the work process .......................................................................... 114
  2. The challenge for the vocational training institutions for people with disabilities ...... 115
  3. Challenges for vocational teacher training for people with disabilities .................. 118
  4. Challenges for vocational teacher training .................................................................. 121
D. Conclusions and recommendations .............................................................................. 123
  1. Conclusions .................................................................................................................. 123
  2. Recommendations ......................................................................................................... 123
    2.1. Recommendations on vocational training for PWDs ............................................. 123
      2.2.1. Recommendations to government .................................................................... 123
      2.2.2. Recommendations to TVET system ................................................................. 125
      2.2.3. Recommendation for training vocational teachers to teach PWDs ............... 126
References ............................................................................................................................ 127
### LIST OF TABLE

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Laws and Regulation on Disability</td>
<td>19</td>
</tr>
<tr>
<td>1.2</td>
<td>Type of policies associated with disabilities</td>
<td>20</td>
</tr>
<tr>
<td>2.1</td>
<td>Survey result on the gender of PWDs taking part in vocational training</td>
<td>42</td>
</tr>
<tr>
<td>2.2</td>
<td>Survey results on the way to get information about vocational training of those PWDs currently are learners</td>
<td>49</td>
</tr>
<tr>
<td>2.3</td>
<td>Survey results on the forms to receive information about vocational training of those PWDs currently are employees</td>
<td>49</td>
</tr>
<tr>
<td>2.4</td>
<td>Survey result on the reasons for learning about the chosen occupation of pwds currently studying at vocational institutions</td>
<td>50</td>
</tr>
<tr>
<td>2.5</td>
<td>Survey result on the reasons for learning about the chosen occupation of PWDs at manufacturing bases</td>
<td>51</td>
</tr>
<tr>
<td>2.6</td>
<td>Survey result on needs for vocational training place of PWDs who are studying</td>
<td>52</td>
</tr>
<tr>
<td>2.7</td>
<td>Survey result on needs for vocational training place of PWDs who are studying by gender and age</td>
<td>53</td>
</tr>
<tr>
<td>2.8</td>
<td>Survey result on demand for vocational training places of PWDs in production bases</td>
<td>54</td>
</tr>
<tr>
<td>2.9</td>
<td>Survey result on interest for the occupation of PWDS who are studying</td>
<td>55</td>
</tr>
<tr>
<td>2.10</td>
<td>Survey result on interest for the occupation of PWDS who are working</td>
<td>55</td>
</tr>
<tr>
<td>2.11</td>
<td>Survey result on needs for vocational training duration answer by PWDs at schools</td>
<td>56</td>
</tr>
<tr>
<td>2.12</td>
<td>Survey result on needs for vocational training duration answer by PWDs at manufacturing</td>
<td>56</td>
</tr>
<tr>
<td>2.13</td>
<td>Survey result on Difficult to understand work’s requirements of the disabled</td>
<td>58</td>
</tr>
<tr>
<td>2.14</td>
<td>Survey result on the reasons for getting jobs</td>
<td>63</td>
</tr>
<tr>
<td>2.15</td>
<td>Survey result on finding new job if getting rid of current jobs</td>
<td>63</td>
</tr>
<tr>
<td>2.16</td>
<td>Survey results on enrollment targets</td>
<td>66</td>
</tr>
<tr>
<td>2.17</td>
<td>The survey results of information sources that PWDs receive</td>
<td>67</td>
</tr>
<tr>
<td>2.18</td>
<td>Survey result on fund supported that PWDs received</td>
<td>68</td>
</tr>
<tr>
<td>2.19</td>
<td>Result of Retraining for disabled at companies</td>
<td>71</td>
</tr>
<tr>
<td>2.20</td>
<td>The survey results on the school coordination and production</td>
<td>72</td>
</tr>
<tr>
<td>2.21</td>
<td>Survey result of vocational training venue</td>
<td>76</td>
</tr>
<tr>
<td>2.22</td>
<td>The survey received information about apprenticeship</td>
<td>77</td>
</tr>
<tr>
<td>2.23</td>
<td>The survey of the training needs of PWDs in production base</td>
<td>78</td>
</tr>
<tr>
<td>2.24</td>
<td>The survey of the language to communicate with PWDs</td>
<td>85</td>
</tr>
<tr>
<td>2.25</td>
<td>The survey on the age of the vocational teachers</td>
<td>91</td>
</tr>
<tr>
<td>2.26</td>
<td>The survey on the number of years working with PWDs</td>
<td>91</td>
</tr>
<tr>
<td>2.27</td>
<td>The survey on teacher training forms to teach for people with disabilities</td>
<td>93</td>
</tr>
<tr>
<td>2.28</td>
<td>The survey on teacher training forms to teach for people with</td>
<td>94</td>
</tr>
</tbody>
</table>
Table 2.29. The survey of pedagogical skills of teachers of vocational training for people with disabilities ................................................................. 99
Table 2.30. The survey results about the ability to absorb the lessons of PWDs .......... 100
Table 2.31. The survey of pedagogical skills of teachers of vocational training for people with disabilities ........................................................................................................... 101
Table 2.32. The survey on attitudes to work with PWDs of teachers ......................... 102
Table 2.33. The survey of language to communicate with PWDs ................................ 102
Table 3.1. The survey about difficulties in catching job ............................................ 106
Table 3.2. The survey about difficulties in working position ..................................... 107
Table 3.3. The survey about difficulties in vocational training at school ............... 108
Table 3.4. The degree of impact on difficulties when studying ............................... 108
Table 3.5. The survey of difficulty in finding jobs ..................................................... 114
Table 3.6. The survey of difficulties in the process of working ............................... 115
LIST OF FIGURE

Figure 1.1. The distribution of policies on various sector ..............................................21
Figure 1.2. The distribution of policies based on various sector and type ..........................21
Figure 2.1. The ratio of type of disabilities (MOLISA source) ........................................43
Figure 2.2. The Ratio on the cause of disability in Vietnam -2009 (Molisa source) ............44
Figure 2.4. Distribution of PWDs >10 years old based on disabilities type .......................46
Figure 2.5. Percentage of PWDs >10 years old based on disabilities type .......................46
Figure 2.6. Percentage of PWDs based on area ................................................................47
Figure 2.7 Percentage of school attended of PWDs ≥15 years old ..................................47
Figure 2.8. Distribution of main activities of PWDs ≥10 years old ..................................47
Figure 2.9. Distribution of PWDs ≥15 years old based on occupation ...............................48
Figure 2.10. Distribution of PWDs ≥15 years old based on wealth ..................................48
Figure 2.11a. Ability to understand the lesson of PWDs at production units ......................57
Figure 2.11b. Ability to understand the lesson of PWDs at vocational schools ....................57
Figure 2.12. Responsibility and Ability of PWDs at work ..............................................58
Figure 2.13. Responsibility and Ability of PWDs at work ..............................................58
Figure 2.14. Survey result on the need for funding support .............................................60
Figure 2.15. PWDs on job vacancies day ........................................................................61
Figure 2.16. The survey of the place to teach PWDs .......................................................66
Figure 2.17. The survey results and the school's relationship production facilities in the editing training programs ..........................................................69
Figure 2.18. PWDs at the job recruitment in Hanoi, Vietnam ............................................74
Figure 2.19. PWDs at the production base ......................................................................81
Figure 2.20. Disabled at the graduation ceremony held by Vanlang university .................84
Figure 2.21. Vocational teacher training model for people with disabilities ......................93
Figure 3.1. The rate of participating in the workplace and unemployment disability .........110
PREFACE

Under the support of GIZ, collaborative researches of TVET Teacher training Universities in ASEAN region are conducting very positively and effectively. Universities in the region have jointly carried out many research projects. In 2016 Universitas Pendidikan Indonesia (UPI) together with Namdinh University of Technology Education (NUTE) was tasked to conduct the research project P3: Approaches to secure implementation of inclusion (disabled) in TVET systems in ASEAN (+3) countries.

Helping people with disabilities improve their lives, vocational training, job creation is one of the important measures to contribute to hunger eradication and poverty reduction, as well as open up the hope of a stable life for people with disabilities (PWDs) and is the only way to help people with disabilities integrate into the community. Therefore, vocational training for people with disabilities is essential.

Theme of this research is to find out about: (1) Policies for people with disabilities, especially the policies on vocational training for people with disabilities in Vietnam and Indonesia; (2) The situation of vocational training for people with disabilities in order to know the requirements for pedagogy professional training for teachers to teach people with disabilities; (3) Forms of vocational teacher training.

To implement the project research team used these methods: (1) Collect secondary data from the article, the existing research; (2) Survey method using direct interviews and through questionnaires; (3) Organization of expert workshops. Through the study, the researchers sought to understand the following specific content:

- The current policy in Vietnam and Indonesia has met the basic components apprenticeship and employment needs of people with disabilities. But for many reasons there are still certain restrictions.

- The form of vocational training for people with disabilities focus on three basic types are: Vocational training establishments in the formal training for people with disabilities; Vocational training by the production facilities undertake and vocational training for people with disabilities by vocational training institutions normally undertake.

- About requirements for vocational teachers to teach people with disabilities always to ensure "standard of vocational teachers' and additional communication requirements and attitudes to work with people with disabilities. Generally teachers to teach people with disabilities are required higher on communication skills and attitude, perseverance at teaching and working with PWDs.
The form of vocational training teachers to teach people with disabilities in many different forms. In training schools, almost of teacher is primarily formal vocational training then learn more about communicating with people with disabilities. For vocational training in the production base, the teachers are skilled workers, not trained or refreshed only done on emotions.

Through research, the team came up with proposals for vocational training for people with disabilities and vocational training teachers to teach the disabled. To complete the theme, research team received a lot of great contributions from schools, vocational training institutions for people with disabilities, people with disabilities and leaders of NUTE- Vietnam and UPI- Indonesia, many organizations in Vietnam and Indonesia. We highly appreciated the cooperation and support of the organization GIZ-precious RECOTVET has provided an opportunity for research team to access and study of "Training for People with Disabilities".

However, in the process to implement the project and wrote the final report cannot avoid these defects the research team would like to receive the comments of all individuals, social organizations domestic and international. All comments should be sent to:

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Thank you very much for your contribution.

**UPI Research Chairman,**  
**NUTE Research Chairman,**

**Dr. Eng. Agus Setiawan**  
**Dr. Dang Quyet Thang**
A. Theoretical background and policies for the disabled

1.1. Some tool concepts

1.1.1. The disadvantaged

As defined by UNESCO, the disadvantaged includes beggars, victims of crime, disabled persons, youth with disadvantaged, special education groups, the elderly, the poor, prisoners, prostitutes, the unemployed, the homeless. Besides, there are also refugees, asylum seekers, people being excluded by society [1]. Based on this identification, the poor, the unemployed are also considered belonging to disadvantaged group.

In some studies in Vietnam, these are added with more groups of war victims, especially victims of Agent Orange, victims of domestic violence, victims of sexual harassment and abuse, victims of human trafficking, groups suffering from social diseases, children affected by HIV/AIDS and those who belonging to vulnerable group.

It can be said that the disadvantaged groups are special social ones with more difficult conditions, lower social status than other "normal" social groups of similar traits/properties. They face with a series of challenges preventing their ability from integrating into the community. That barrier may be related to physical matters, ability, career, living condition, social stigma, psychological problems. Barrier, which may be invisible or tangible, prevents them from accessing and using essential living facilities or necessary social services as every "normal" society members. In order to reach higher social position and disadvantages reduction, they need the attention, help and support from the society.

Disadvantage is the inability of a certain individual (due to specific reasons) in exploiting social opportunities to improve lives themselves.

1.1.2. People with disabilities (PWDs)

PWDs are those who have one or more physical or mental defects which thus cause remarkable and lasting reduction in the ability to perform daily activities. According to British Parliament, in terms of impact time, PWDs with disabled defects which are prolonged or tend to last longer than 12 months or PWDs with disabled defects which last less than 12 months but recurring many times are considered as PWDs [2].

According to US Disability Law 1990, PWDs are those with physical or mental impairments which cause remarkable impact to one or more than one important activities in their life [3]. Accordingly, there are some types of disabilities such as mobility, vision, talking and hearing, mental retardation, emotional illness, and specific defects of learning, cerebral palsy, epilepsy, amyotrophic, cancer, heart disease, diabetes, infectious and non-infectious diseases such as tuberculosis and HIV disease (symptomatic or
asymptomatic). Thus, Law by British Parliament and the United States has relative unification on the definition of disability.

According to the International Labor Organization (ILO); PWDs are those who have the prospects for finding and maintaining a suitable job as well as career advancement to be diminished markedly due to a clearly recognized physical or mental defect (Convention No. 159/1983 on vocational and employment re-adaption of PWDs).

In terms of functional impairment level, compared to ordinary people, people with "defects" have the lowest degree of reduction the higher one is "disabilities" and above all is "handicaps". "Defects" is a concept used to describe the abnormalities or losses of body structure related to psychological or physiologic or psychoactive. "Disabilities" is a concept referring to a reduction in operational functions, as a result of the "defects". "Disabilities" refers to a disadvantage situation of those who with "defects" by impacts of the environment on their "disabilities" [4]. There is a view that the "disabled" become "handicapped" due to lack of opportunities to participate in social activities and have a life like other members [5]. Thus, "disabilities" is a complex phenomenon, reflecting an interaction between individual and social features in which the "disabled" live [6]. PWDs are those who have one or more body parts defected or function impaired which is shown by defects that make working, living and learning difficult [6]. As defined above, "disabilities" must satisfy both two conditions, namely defects and these defects seriously affect their lives.

In Vietnam, since 2009 or earlier, the concept of "disabilities" and "handicaps" were used in the mass media and there was no clear distinction in legal documents. In 2010, the National Assembly of Vietnam has officially used the term "the disabled" instead of "the handicapped" in promulgated relevant law [8].

PWDs’ types of disability are categorized into 6 groups:

(1) Physical/Mobility disability is a state of reducing or losing the moving function of head, neck, hands and legs, body that leads to movement restriction.

(2) Speech and Auditory/Hearing and speaking disability is a state of reducing or losing the function of hearing, talking, or both, as well as clearly aloud word and sentence pronunciation that leads to limitations in verbal communication and information exchange.

(3) Visual/Vision disability is a state of reducing or losing the ability of seeing and feeling light, colors, images, objects in normal light conditions and environment.

(4) Neurologic/mental disability is a state of disordering senses, memory, emotion, behavior control, and thinking and is indicated by abnormal words and actions.
(5) Intellectual disability is a state of reducing or losing cognitive/thinking abilities, manifested by the slowness or inability of thinking, analyzing things and phenomena, solving problems.

(6) Other disabilities is a state of reducing or losing body’s functions that makes working, living, learning difficult, these do not belong to above cases.

The disability degree of PWDs includes:

(1) Persons with exceptionally severe disabilities are those who completely lose functions due to disabilities, cannot self-control or self-perform the activities of traveling, getting dressed, personal hygiene, and other things that serve daily personal living needs but need to be taken care, helped and followed by others completely.

(2) People with severe disabilities are the disabled whose disabilities cause partial loss or impairment, cannot self-control or self-perform some activities of traveling, getting dressed, personal hygiene, and other things that serve daily personal living needs but need others’ care, help and notice.

(3) PWDs are those who do not belong to the two groups mentioned above.

1.1.3. Job

Occupation is understood as a defined form of labor activity in the social labor division system; is the sum of the knowledge, skills and attitudes that human acquire through labor (as a result of professional trainings and experiences accumulated during work process) which is metabolized in professional activities. "Occupation is a set of tasks related to each other or a type of manual or intellectual job basing on which employees are able to make a living, whether in the form of being employed or self-employment"[7].

1.1.4. Vocational training

Vocational training or occupational training are activities mainly to provide knowledge, skills and attitudes required in a job, or a group of related occupation or for the implementation of tasks in the fields of economic activities. The training here includes initial training, retraining and advanced training, updates, and training related to the specialization of work [7].

Also, there is another way of setting the problems, that is vocational training is to transmit knowledge about technical expertise, skills, techniques, organizing methods and attitudes needed in activities of the profession (may be one, more than one or all of the
working activities of the profession, depending on the training objectives) so that employees can have work performance with quality and efficiency (Phan Chinh Thuc, 2000).

Vocational training is defined as teaching and learning activities which aim at providing trainees with necessary knowledge, skills and professional attitude in order to be able to search for a job or self-employment after completing the course [8].

Occupational training is defined as teaching and learning activities which aim at providing trainees with necessary knowledge, skills and professional attitude in order to be able to search for a job or self-employment after completing the course or improving professional qualifications [9].

1.1.5. Vocational education

Vocational education is level of the national education system to train at primary level, secondary level, college level and other professional training programs for employees, to meet the demand of direct labor in manufacturing, sales and services, which is carried out in two forms of formal training and regular training [9].

1.2. The general policies for PWDs

1.2.1. The general policies for PWDs in Vietnam

1) Political basis

- The 6th Party Central Committee Congress (December, 1986) for the first time raises the concept of "social policy". This is an innovative thinking about solving social problems which are placed in the country’s overall development path, especially solving the relationship between economic policies with social policy. 6th Party Central Committee Congress has determined "the Party and the State’s views on the consistency between economic policy and social policy should be fully reflected in reality”

- The 7th Party Central Committee Congress has had a consensus with economic development objectives; in order to promote the power of human factor and for the sake of humans, combine in harmony between economic development with social and cultural development, economic growth with progress and social justice, material life and spiritual life of the people. Economic development is considered to be the
basis and precondition for the implementation of social policy, good implementing of social policy is the driving force of economic development. Social policy following the 7th Party Central Committee Congress’s way is to sustainably keep the nature of the socialist regime and adapt to the establishment of the market mechanism. Thus, in addition to permanent social policies (improving material and spiritual life for different classes of society, population and family planning, medical protection and health care, incentives for people with meritorious services to the Revolution...), the 7th Party Central Committee Congress refers to the new thinking in solving a number of social policies to handle pressing issues arising from the innovation of economic management mechanism.

- The 8th Party Central Committee Congress (June, 1996) has summarized 5 oriented perspectives for social policy in the period of industrialization and modernization, namely: Linking economic growth with progress and social justice in each step and during development process, social justice must be proved in a reasonable distribution stage of production objects and tools, and the distribution stage of production results, in creating conditions for everyone to have the opportunity to maximize their capacities; Implementing multiple forms of distribution, distribution mainly basing on work results and economic efficiency, distribution basing on other resources’ contribution on business production results and distribution through social welfare, together with reasonable regulatory policies, protecting workers’ rights; Encouraging legal enrichment parallel to positive poverty alleviation, narrowing the gaps in development levels, living standards across regions, ethnic groups, population classes; To Promoting the valuable national traditions of "drink water, remember its source" "gratitude, kindness, faithfulness"; The social policy issues are solved on the basis of socialization. The State keeps a pivotal role, and encourage every citizen, businesses, social organizations, foreign individuals and organizations to be involved in solving social problems

- The 9th Party Central Committee Congress has raised a couple of points: Solving social policy must be associated with the formation of socialist-oriented market economy institutions, connecting domestic market and international ones. Strengthening the role of the state in solving social policies towards the orientation that the State is the regulator and the investor as well; Respecting equity in receiving services; Widely mobilizing social role in addressing social policy, deeply socializing
social policy in depth; Discrimination, separation is increasingly clearer between public service provision system and services system operated under the self-financing mechanism.

- The 11th Party Central Committee Congress has determined: "Creating a clear step forward on the implementation of progress and social justice to ensure social security, reduce poverty rate, and improve the conditions of people’s health care ". In the Resolution No. 15-NQ / TW dated 1 June 2012 by the 10th Central Executive Committee, some social policy issues the period 2012 to 2020 also emphasizes that: "Improving the effectiveness of social assistance, keeping expanding the beneficiaries with appropriate forms of assistance; gradually raising frequent social assistance level which match the capabilities of the State budget. Constructing subsistence minimum consistent with socio-economic conditions that is used as a basis for determining persons eligible for social assistance. Continuing to improve social assistance policies. Consolidating and upgrading basic system of social support, developing models of caring people with particularly difficult situations in the community, encouraging the participation of the private sector in implementing the model of caring the elderly, orphans, the disabled, especially the nursing home model ".

2) Legal basis

- Law on PWDs No. 51/2010/QH12 dated June 17, 2010; Decree No. 28/2010/2012/ND-CP by the Government dated October 4, 2012 on detailing and guiding the implementation of a Number of Articles of the Law on PWDs;
- Decision No. 32/2010/QD-TTg dated March 25, 2010 by the Prime Minister on approving the Scheme on the development of the social work profession during 2010-2020;
- Decision No. 1019/QD-TTg of August 5, 2012 by the Prime Minister, approving the Scheme on supporting PWDs in the period 2012-2020;
- Decision No. 1215/QD-TTg dated July 22, 2011 by the Prime Minister on approving the Project/ National program on “Community-based social assistance and rehabilitation for people with mental illness and mental disorders, 2011 – 2020”
- Joint Circular No. 11/2011/TTLT/BTC-BLDTBXH of January 26, 2011 by Ministry of Finance and Ministry of Labor, Invalids and Social Affairs, guiding the
management and use of funds for the implementation of the Prime Minister’s Decision No. 32/2010/QD-TTg dated March 25, 2010 on approving the Scheme on social work development during 2010-2020;

- Circular No. 04/2011/TT-MoLISA dated February 25, 2011 by MoLISA on regulating care standards at social assistance centers;

- Decree No. 136/2013/ND-CP of October 21, 2013 by the Government, regulating social assistance policies for beneficiaries of social assistance;

- Joint Circular No. 42/2013/TTLT BGDDT-MOLISA-BTC between Ministry of Education and Ministry of Labor, Invalids and Social Affairs and Ministry of Finance dated December 31, 2013 regulating on educational policies for PWDs;

- Joint Circular No. 42/2013/TTLT BLDTBXH-BTC of April 26, 2013 by MoLISA, Regulating on the determination of disability level made by the Council of Disability Degree Determination;

- Joint Circular No. 29/2014/TTLT BLDTBXH-BTC dated October 24, 2014 by Ministry of Labor, Invalids and Social Affairs and Ministry of Finance, guiding the implementation of a Number of Articles of the Decree No. 136/2013/ND CP dated October 21, 2013 of the Government on regulating social assistance policies for social assistance beneficiaries;

- Circular 01/2015/TT-MOLISA dated January 6, 2015 by MoLISA on providing guidelines on case management for PWDs;

- Decision No. 524/QD-TTg of April 20, 2015 by the Prime Minister, approving the Scheme on consolidating and developing social assistance establishments’ network, period 2016-2025;

- Decision No. 1717/QD-TTg of October 6, 2015 by the Prime Minister on the establishment of the Vietnam National Committee for PWDs.

3) Practical basis

Currently, there have been about 8.6 million disabled people in Vietnam accounting for approximately 10% of the population, of which 5.6 million are female. The percentage of male PWDs is higher than female due to war consequences, traffic accidents and occupational accidents, injury accidents. The causes of defects are 36% congenital cause, 32% diseases, 26% war consequences and 6% labor accidents. It is forecasted that in the coming years, the number of PWDs in Vietnam will still not reduce
yet because of the environmental pollution impact, the effects of toxic chemicals used by the US during Vietnam War, traffic accidents and workplace accidents, mine or disaster PWDs’ lives still have many difficulties in terms of material and spiritual aspects. Up to 80% of PWDs in urban area and 70% in rural area rely on family, relatives and social assistance; 32% of PWDs are from poor households, 24% live in the temporary houses. These difficulties prevent disabled people from accessing health services, education, vocational training, job search, traffic use, leading to difficulties in life and community integration (inclusive). The propaganda of laws and policies related to PWDs is also limited; care and support activities for PWDs in the community have been not very well-done. PWDs are often self-deprecating in life, and have not seen their rights and responsibilities. In recent years, the Party and State have been very interested in helping, taking care, nurturing of people with difficult circumstances, making contribution to political stability, including helping the disabled, specifically:

**About PWDs’ life care**

According to local reports, the total number of PWDs receiving a monthly allowance under Decree No. 136/2013/ND-CP dated October 21, 2013 of the Government regulating the policy on social assistance for social protection beneficiaries in the community is 794,394 people, at social protection centers is 8,218 people and another monthly allowance is 229,981 people.

**Regarding health care, orthopedic, rehabilitation**

According to local reports, the total number of PWDs getting social insurance benefits is 49,030 persons, orthopedic surgery and rehabilitation, providing orthopedic devices for 1,775 people with mobility impairments; providing facilities such as wheelchairs, strollers, and prosthetics for more than 100,000 people... community-based rehabilitation network is also developed. However, PWDs, especially in remote areas, still have difficulties in accessing health care services, in many localities, due to difficult conditions, the work of health care in communities has not been concerned to implement.

**In terms of cultural/fundamental learning for PWDs**

Following Education Law, Law for PWDs, the Government, ministries and localities have paid more attention to creating conditions for PWDs to access education
services. Number of pupils and students with disabilities has increased. PWDs are provided education programs not only at kindergartens, primary schools, but also at high schools and some have been trained at intermediate level or colleges, many students with disabilities have achieved high results. However, there still have been the majority of disabled children especially in rural areas not accessing to education services.

On the job training and employment for PWDs:

In 2015, there were 44,391 PWDs participating in vocational training, including approximately 50% at the age of 19 to 35. The number of teachers involved in vocational training for PWDs is 3,359, of which 824 are teachers on the payroll, 1,130 vocational training centers fully participate in vocational training for PWDs, including 744 public foundations, 386 private establishments, 225 specialized centers, there are 15,581 PWDs receiving employments.

On approaching culture, sports and public works

- About Culture, Sports: In recent years, many cultural activities and sports have been held from central to local levels. Culture, sports and recreation activities for PWDs are increasingly being concerned many sports competitions are organized for PWDs, contributing to health promotion. PWDs’ spiritual lives are improved so that their stigma is eliminated. Playing sport helps disabled people integrate into the community.

- Regarding public constructions access: Implementing the provisions of laws, over the years, ministries, branches and localities have tried to ensure conditions for PWDs to access public constructions such as: Issuing regulations and standards for building public constructions ensuring access for PWDs. However, the number of infrastructure constructions ensuring access for PWDs are not very big, especially access to public transportation, hospitals, schools, this is due to limited awareness and interest of society for disabled people, lack of investment resources.

1.2.2. The general policies for PWDs in Indonesia

The Indonesia Government made commitment at the World Education Forum (2000) for achieving Basic Education for All. In the context of national level were engage for developing a new vision of education. The Indonesia Government recognized
the importance of equity of opportunity, equity access, to the full range and delivery of programs, services and resources. All are critical to achieving successful education and social outcomes for those served by the school system, as well as those who serve the system.

The reform in education has a fundamental impact on the Law on National Education System, the Law No. 20/2003. The Law has its roots in the 1945 Constitution of Indonesia Article 31 section (1) which states that each and every citizen has the fundamental right to education; and section (2) which states that each and every citizen has obligation to attend the basic education and the Government has to give the costs. The Law No.20/2003 creates a legal framework for the major educational goal policies and plans. The key targets include expansion and equity the improvement of quality and relevance. Its main thrust is to make education relevant to societal needs; to further the development of community based education; and to enhance participation by the community in supporting basic education. The Law also provides the rights and obligation of citizens, parents, community, and the government itself.

The Indonesia Government is therefore committed to an equitable education system that upholds and reflects the principles of fair and inclusive education, which should permeate all policies, programs, practices, and operations. The Law and The Government Regulation related toward people with disabilities in Indonesia were begun with the Disabilities People Protection Law No. 4 of 1997; the Government Regulation No. 43 of 1998 on Generating Social Welfare for Disabled People; Presidential Decree No. 83 of 1999 on Agency for Coordination and Control in Generating Social Welfare for Disabled People; the Law No. 39 of 1999 on Human Rights; the Child Protection Law No. 4 of 2002; the Government Regulation for Inclusive Education No. 70 of 2009; Law No. 19 of 2011 on Disabled Workers; and the newest Law No. 8 year 2016 have a big influence on the approach toward children (people) with disabilities. The Table 1.1 is describing the main Law and Regulation on Disabilities.
Table 1.1 Laws and Regulation on Disability

<table>
<thead>
<tr>
<th>No</th>
<th>Law/regulation</th>
<th>Year Legislated</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Law No. 4 on People with Disabilities</td>
<td>1997</td>
<td>Legal foundation for social welfare of the disabled covering all aspects of live</td>
</tr>
<tr>
<td>2</td>
<td>Government Regulation No. 43 on Generating Social Welfare for Disabled People</td>
<td>1998</td>
<td>To realize equality in status, right, duty, and role for disabled people</td>
</tr>
<tr>
<td>3</td>
<td>Presidential Decree No. 83 on Agency for Coordination and Control in Generating Social Welfare for Disabled People</td>
<td>1999</td>
<td>To support the enforcement of Government Regulation No. 43/1998 on effort to improve social welfare for people with disabilities</td>
</tr>
<tr>
<td>4</td>
<td>Law No. 39 on Human Rights</td>
<td>1999</td>
<td>The basic principles for further laws and regulations on avoiding discrimination in all aspects of people’s lives</td>
</tr>
<tr>
<td>5</td>
<td>Law No. 4 on Child Protection</td>
<td>2002</td>
<td>to realize equality in status, right, duty, and role for people with disabilities</td>
</tr>
<tr>
<td>6</td>
<td>Government Regulation No. 70 on Inclusive Education</td>
<td>2009</td>
<td>to support the enforcement in term equalization of opportunities the process through which the various systems of society and environment such as services activities information and documentation are made available to all particularly to people with disabilities</td>
</tr>
<tr>
<td>7</td>
<td>Law No. 25 on National Development Program</td>
<td>2000</td>
<td>Article 4: to declaring “Building peoples’ welfare, improving the quality of religious life and cultural resistance Article 2: program objectives of basic education for people with disabilities</td>
</tr>
<tr>
<td>8</td>
<td>Law No. 19 on Disable Workers</td>
<td>2011</td>
<td>Legal Foundation on the Ratification of the Convention on the Rights of People with Disabilities and incorporated the convention into local law</td>
</tr>
<tr>
<td>9</td>
<td>Law No. 8 on People with Disabilities</td>
<td>2016</td>
<td>Legal foundation for social welfare of the disabled covering all aspects of live</td>
</tr>
</tbody>
</table>

The Law No. 4/1997 on Person with Disability with Articles 6, 8, 10, 11, 12, 13, 14, and 16 states that people with disabilities have the right to education, employment, access to public facilities, and equal opportunity and treatment in all aspects of their lives and livelihood. In particular, Articles 14 declares that state-owned and private companies shall give equal treatment and opportunities to the disabled by employing them according to their disabilities and education. In addition the Law No. 39 of 1999 on Human Rights laid out in Articles 12, 17, 38, 41, and 42 the basic principles for further laws and regulations on avoiding discrimination in all aspects of people’s lives.

and Cultural Resistant as a have a key goals are improving human resources and the environment by adopting a new health paradigm, increasing the quality of institutional and health services, promoting a social insurance system for workers, developing social resilience, raising appreciation of senior and retired citizens, raising concern for socially disadvantage people, improving the quality of people, combating trade and drug abuse, and increasing physical and non-physical accessibility for people with disabilities. In addition, Article 2 on National Development Program states, (1) improve educational opportunities for children with disabilities and disadvantaged group, including those who live in remote areas, areas of conflict, and poor communities; (2) raise concern for neglected children, the disabled, the poor and needy, and social marginal groups through creating as many job opportunities as possible to increase community welfare; and (3) provide physical and non-physical accessibility for disabled people to allow them a voice in the overall decision making process.

From the many laws and regulations in Indonesia as described above, there are 114 policies in associated with disabilities (Nursyamsi, Arifianti, Aziz, Bilqish, & Marutama, 2015). Number of policies from the highest level to implementation level in the district area is provided in table 1.2.

<table>
<thead>
<tr>
<th>No</th>
<th>Type of policy</th>
<th>Number of policy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Law</td>
<td>45</td>
<td>39.50</td>
</tr>
<tr>
<td>2</td>
<td>Government regulation</td>
<td>45</td>
<td>39.50</td>
</tr>
<tr>
<td>3</td>
<td>Presidential decree</td>
<td>2</td>
<td>1.70</td>
</tr>
<tr>
<td>4</td>
<td>Local regulation</td>
<td>22</td>
<td>19.30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>114</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2.1 provides the distribution of policies associated with disabilities on various sector of society and environment such as services activities while Figure 1.2 shows the distribution of policies associated with disabilities based on various sector and type.
1.3. Policies on vocational training for the disabled

1.3.1. Policies on vocational training for the disabled in Vietnam

1) Overview

Like normal people, PWDs participating in vocational training must comply with the common policy on vocational training. Besides, with their own characteristics, PWDs are also given concern by the Party, the State through a number of specific policies issued detailed regulations for vocational training institutions, PWDs learners and
vocational teachers for PWDs. It can be said that these policies have helped create favorable conditions for PWDs to participate in vocational training process, job search, community integration. However, in practical implementation, these policies also reveal many shortcomings.

According to the State’s regulations, if an institution is recognized as vocational training institutions for the disabled, in addition to the conditions of vocational training institutions in general, it must ensure to have facilities, equipment, curriculum, method and timing for training suitable for the disabled. Teachers are those with expertise and professional teaching skills for PWDs. The constructions served for PWDs have to ensure standards prescribed by Ministry of Construction.

In fact, there are very few vocational training institutions which wants to provide vocational training for PWDs because it requires to invest more on infrastructure as well as the difficulties in teaching and knowledge acquisition process caused by disabilities, education level, limited awareness of PWDs students. So as to encourage organizations and individuals to provide training for PWDs, in addition to general policy of vocational training establishments, vocational training institutions for the disabled are also provided with the State’s financial support to invest in facilities, equipment for training, are delivered with free of charge land or lease places convenient for vocational education of PWDs, ... This has encouraged the vocational training institutions for PWDs to be established and at the same time, creates conditions for operations maintenance of these institutions during the implementation of vocational training for the disabled.

With such policies above, in recent years, the number of vocational training institutions (especially vocational training institutions for PWDs) has substantially increased. Vocational training for PWDs has been gradually socialized with more involvement of the private sector.

To encourage and support for PWDs in vocational training, the State has had policies for PWDs to get free vocational training counseling, competence-based vocational training choice and participation, be equal with others (Article 32 of the Law on PWDs). PWDs learners get free vocational training, support for food, are assisted with suitable job placement, ... It can be said that the State support policy in the field of vocational training for PWDs has created an opportunity for disabled people to access vocational training and job searching opportunities.

Despite the State's care has been expressed by many preferential policies, the fact of vocational training for PWDs still has many obstacles. There has still been a big gap between the provisions of the law and its actual implementation, the number of PWDs on vocational training remains too small. This affects PWDs’ employment opportunities.

The reason for this problem is due to incomplete awareness of the authorities and society on vocational training and employment for PWDs, insufficient and poor vocational training system, failing to meet the needs of vocational training work for each
PWDs type. Vocational training curriculum as well as forms for PWDs is not reasonable. The training fields are not consistent with the labor market, mainly short-term training at low levels. Besides, one of the difficulties in vocational training for disabled people is low education level, hard economic conditions that they cannot participate in vocational training.

Besides, it is necessary to increase resources as well as vocational training projects for PWDs and vocational training for PWDs needs to be tied to employment issues. In the current context, when traditional handicrafts such as wicker, rattan exports has gradually been being lost as healthy people want to look for another job with higher incomes, but for PWDs these occupations are relatively appropriate. Therefore, it is necessary to promote the implementation of vocational training for disabled people in these occupations. There should be close connection, cooperation between relevant units such as vocational training institutions, job centers, rehabilitation centers and enterprises to increase vocational training and job opportunities for PWDs. By that, training and employment opportunities for PWDs could increase.

2) Typical policies on vocational training for disabled people in Vietnam

Besides policy, Law on PWDs issued in 2010, and other documents supporting PWDs, in order increase training opportunities as well as jobs for PWDs, the Prime Minister has signed a decision approving the scheme for assisting the disabled in the 2012-2020 with the following major contents:

a) Project 1019

The scheme targets

To help the disabled to uphold their ability to satisfy their own demand; enable the disabled to achieve equality when participating in eco-social activities so that they can contribute in the development of the society. Goals are set out with criteria, specific numbers and divided into phases.

- Yearly, 70% of the disabled access to medical services in different forms; 70% of children aged up to 6 are screened for congenital disabilities and developmental disorders and provided with early intervention services; about 60,000 disabled people experience orthopedic surgery, rehabilitation and are provided with assistive tools;
- 60% of disabled children who have studying ability are enabled to receive education.
- 250,000 disabled people who are at working age and have ability to work receive vocational education and have suitable employment.
- At least 50% of works that are offices of regulatory agencies; stations; health care institutions; educating institutions, vocational training institutions, cultural works, sporting works and apartment buildings are accessible to the disabled.
- At least 50% of the disabled who wish to travel are enabled to use means of transport conformable with technical regulations on accessible traffic or similar assistive services.
- 30% of the disabled are enabled to access information and communication technology.
- 20% of the disabled are assisted in arts and culture activities and art shows; 25% of the disabled are assisted in sporting activities.
- 90% of the disabled are enabled to get legal aid on request.
- 60% of officials who are in charge of assisting the disabled are trained to enhance capability of managing, caring, assisting the disabled; 40% of families of the disabled are trained in skills and methods for caring for the disabled in their rehabilitation process; 30% of the disabled are trained in life skills.

b. Period 2016 – 2020
- Yearly, 90% of the disabled approach medical services in different forms; 90% of children aged up to 6 are screened for congenital disabilities and developmental disorders and provided with early intervention services; about 70,000 disabled people experience orthopedic surgery, rehabilitation and are provided with assistive tools;
- 70% of disabled children who have studying ability are enabled to receive education.
- 300,000 disabled people who are in working age and have ability to work are enabled to receive vocational education and have suitable employment.
- 100% of works that are offices of regulatory agencies; stations; health care institutions; educating institutions, vocational training institutions, cultural works, sporting works and apartment buildings are accessible to the disabled.
- At least 80% of the disabled who wish to travel are enabled to use means of transport conformable with technical regulations on accessible traffic or similar assistive services.
- 50% of the disabled are enabled to access information and communication technology.
- 30% of the disabled are assisted in arts and culture activities and art shows; 40% of the disabled are assisted in sporting activities.
- 100% of the disabled are enabled to get legal aid on request.
- 80% of officials who are in charge of assisting the disabled are trained to enhance capability of managing, caring, assisting, cooperating with other regulatory agencies in the monitoring and evaluation of the disabled assisting activities; 60% of families of the disabled are trained in skills and methods for caring for the disabled in their rehabilitation process; 50% of the disabled are trained in life skills.

The scheme’s activities related to vocational training

a. Assistance in accessing to education of the disabled
- Support the integrated education through the design of programs/curriculum and materials; cultivate proficiency of administrative officers participating in educating disabled children; cultivate proficiency of people who directly educate children with intellectual impairment, hearing and speech impairment, vision impairment, language impairment, autism;
- Research, compile, publish and supply studying materials that are specialized for deaf students, Braille books for blind students and students with disabilities;
- Create and popularize nationwide consistent system of language symbols; design studying materials containing language symbols for compulsory education.
- Cultivate vocational education teacher staff and vocational consultant staff for the disabled;
- Give advices on vocational programs and jobs conformable with the abilities of the disabled;
- Build up and spread the vocational education model concurrently with creating employment for the disabled;
- Pilot the vocational rehabilitation model for the disabled in a number of provinces;
- Provide vocational training and employment to the disabled.
- Funding for vocational training for the disabled is taken from National target program for employment and vocational training and shall not exceed VND 6,000,000 per person per course.

b. Assistance in accessing to and using information and communications technology:
- Develop technologies enabling the disabled to access to information and community technology;
- Develop and manufacture utilities enabling the disabled to access to information and communication technology;
- Maintain, develop and upgrade portals/websites assisting the disabled;
- Design contents of training, career counseling in new forms of training for the disabled, using information and communication technology.

**Solutions for project implementation**

a. Promote the socialization of the assistance for the disabled, mobilize organizations, individuals and community to assist the disabled.

b. Dignify the role and responsibilities of People’s Committees at all levels and responsibilities of heads of organizations in assisting the disabled.

c. Promote the scientific researching prevention, discovery and punctual intervention, psychotherapy, rehabilitation of the disabled.

d. Intensify international cooperation to take advantage of assistance with technique, experience and resource for the disabled.

**Funding for running the scheme**

a. The State budget, from the annual estimated expenditure of Ministries, regulatory bodies, Central and local agencies; National target program and relevant programs and schemes to carry out the activities specified in the scheme according to the regulations on the State budget;

b. Funding contributed by domestic and foreign organizations and individuals.

c. Ministries, regulatory bodies and local governments shall draw up annual budget estimates to carry out the scheme and manage the funding according to the regulation on the State budget.

**Assignment of responsibilities**

a. MoLISA preside over the implementation of the scheme and is responsible for cooperating with relevant Ministries, regulatory bodies in drawing up the plan for carrying out the scheme; organize the vocational training, employment provision and raise the awareness and capacity of caring and assisting the disabled; monitor and assess the process; supervise the progress and report to the Prime Minister; make preliminary warp-up report in 2015 and make finalization report in 2020.
b. Ministry of Planning and Investment shall take lead, cooperate with relevant Ministries, regulatory bodies in mobilizing ODA for programs and projects on assisting the disabled.

c. Ministry of Finance shall allocate funding for the implementation of the scheme according to the regulation on the State budget; preside over and cooperate with the MoLISA in providing guidance on the management and use of funding for running the scheme and build up policies on assistance for the vocational training for the disabled.

d. Ministry of Health shall punctually discover and intervene, carry out orthopedic surgery and provide assistive tools to the disabled.

e. Ministry of Education and Training is responsible for carrying out the activities assisting the disabled to receive education.

f. Ministry of Construction is responsible for carrying out the activities assisting the disabled to access to building constructions.

g. Ministry of Transport is responsible for carrying out the activities assisting the disabled to travel.

h. Ministry of Information and Communications is responsible for carrying out the activities assisting the disabled to access to information and community technology.

i. Ministry of Justice is responsible for carrying out the legal aid provision.

j. Ministry of Culture, Sports and Tourism shall assist the disabled in cultural, sporting and touring activities.

k. People’s Committees of provinces shall be responsible for running the scheme at local level; constructing and carrying out the annual plans on assisting the disabled; actively allocating the budget, human resource, integrate the funding of relevant programs, schemes in local area to ensure the implementation of the scheme.

l. Central Committee of Vietnamese Fatherland Front, Vietnam General Confederation of Labor, the Central Committee of the Vietnam Women’s Union, the Central Communist Youth Union of Ho Chi Minh City, Union Cooperative Vietnam, Vietnam Red Cross Society, Vietnam Federation On Disability, Association for the Support of Vietnamese handicapped and orphans, Vietnam Association for Invalids and Disabilities Enterprises, Vietnam Association for Victims of Agent Orange/dioxin, within functions and tasks shall participate in the implementation of the scheme.
b) Dispatch No. 1968 by the General Directorate of Vocational Training

Pursuant to Decision No. 1019/QD-TTg dated August 5, 2012 of the Prime Minister approving the scheme for assisting the disabled period 2012-2020; Decision No. 1449/QD-MOLISA dated October 17, 2012 by MoLISA on assigning responsibilities in the implementation of the scheme for assisting the disabled period 2012-2020; The General Directorate of Vocational Training has issued the Dispatch No. 1968/TCDN-HSSV dated November 6, 2012 on planning vocational training, job creation for PWDs period 2013-2015 and the year 2013. The Dispatch aims at implementing the vocational training targets and tasks, creating jobs suitable for PWDs, requiring Departments of Labor - Invalids and Social Affairs in the provinces/cities to build the plan of vocational training and job creation suitable for PWDs at the localities period 2013 - 2015 and the year 2013 with the following major contents:

- The number of PWDs in the province currently managed, PWDs with working capacity, including the number of PWDs are employed and have stable income.
- The estimated number of PWDs with the needs of vocational training, supporting appropriate jobs
- The proposals and recommendations to ensure the implementation. According to this dispatch, provinces formulate the plan to conduct vocational training and supporting to create jobs suitable for disabled people and then send to the MoLISA.

c) Dispatch 3930/LDTBXH-TCDN

Implementing Decision 1019/QD-TTg of August 5, 2012 by the Prime Minister on approving the scheme for assisting PWDs in the period from 2012 to 2020, in recent years, the implementation of vocational training and creating jobs for PWDs have achieved some results in contributing to raise all levels and branches’ awareness on vocational training and job creation for PWDs. Many localities have proactively planned, allocated funds for vocational training and employment for PWDs. Organizations of PWDs, organizations for PWDs at the central and localities have proactively encourage PWDs and businesses, mobilized resources for vocational training and job creation for PWDs. A number of international organizations in Vietnam have provided support on resources, methods and tools to implement vocational training models and creating jobs for part of the disabled in some localities. Thereby, a part of disabled people has been
facilitated with training opportunities appropriate to their capacity and needs, get a job and stable income, and take the first step to integrate into the community.

However, vocational training and employment for PWDs has not achieved the goal set out in the project’s target yet, the number of PWDs supported with vocational training and job creation are limited. To improve the quality and effectiveness of vocational training and employment for PWDs, in order to achieve the objective of vocational training and suitable jobs for 550,000 PWDs at working age with working capacity to the year 2020 as in Decision No. 1019/QD-TTg dated August 5, 2012 of the Prime Minister, MoLISA has proposed/asked People's Committees of provinces/cities to direct the implementing of many contents so as to extensively enhance the vocational training for PWDs, such as:

- Organize extensive propaganda with appropriate forms under the Convention on the Rights of PWDs, Law on Persons with Disabilities, policies and regimes on vocational training; policies on employment for PWDs; implementation status and results, the effectiveness of vocational training and job creation for PWDs; praise the typical PWDs overcoming difficulties with confidence, vocational training, job creation, community integration and self-assertion of PWDs; widely disseminate vocational training programs and employment so that PWDs have more information and opportunity to access policies.

- Make review, statistics on the number and status of disability type; demand for vocational training and employment of PWDs; needs for labor recruitment, working positions appropriate with health and needs of PWDs in agencies, local businesses.

- Develop plan, allocate funding for vocational training and employment for PWDs. In particular, 20% of funding must be spent on supporting vocational training for rural workers vested annually to organize vocational training and job creation for PWDs. Strive to achieve the target that 10% of the rural labor force assisted vocational training are PWDs.

- Review and evaluate models of vocational training and jobs creation for local PWDs, effectively hold the replication of models. Develop and approve the training cost norms for each job matching training time, location and timeframe for PWDs. The vocational training for PWDs is flexibly organized in terms of methods and the number of teachers, matching training occupations, health conditions and the needs of PWDs.
- Strengthen the organization of vocational training for disabled people in the form of occupational coaching, occupational transmitting and vocational training in the form of learning by doing in enterprises, cooperatives, production/business establishments. Encourage businesses, establishments to organize recruitment for PWDs to vocational training, vocational probation to work in enterprises. Cooperate with organizations of and for PWDs in providing vocational training, job creation for PWDs.

- Direct the organization of vocational training, employment counseling activities basing on PWDs’ ability in the implementation of routine tasks as well as in job fairs, job exchanges for employment service centers. Organize studying, building models of labor rehabilitation for PWDs and of model of operating organization of business mobilization committee, recruit disabled people into work in localities.

- Direct the priority for loans from the National Fund for Employment for PWDs and production/ business establishment of PWDs to organize jobs creation for PWDs.

- Strengthen the monitoring and assessing of vocational training and employment for PWDs; submit every 6 months and 1 year report on the implementation to MoLISA for the synthesis report to the Prime Minister.

In order to make the priority policy on vocational training for PWDs really come into life as well as achieve the targets that the scheme has suggested, in addition to completing the provisions of the law, it is also necessary to improve measures of implementing organization. That is raising the incentive allowance for teachers in vocational training for PWDs; promoting educational level of PWDs - this is considered fundamental solution to solve this problem. Through legal documents mentioned above, all provinces/cities across the country develop plan to organize vocational training and jobs creation suitable for PWDs

d) Implementation at the provincial level

Pursuant to the Law on Persons with Disabilities, the directive documents of the Prime Minister, MoLISA, the General Directorate of Vocational Training, the provinces/cities develop plans and set out specific tasks and organization of the implementation in details, including:
Tasks

- Organize dissemination of the Party and the State’s policies on the Law on PWDs, making a fundamental change in awareness of the society, families and PWDs themselves about disability issues and persons with disabilities
- Organize propaganda on mass media; issue publications (brochures, posters), organize live media activities, through document system, meetings, conferences about the Party’s policies and the State’s legislations, the province's directive documents on protection, care and assistance for PWDs; preventive measures to reduce birth defects, disabilities due to accidents/injuries and disabilities caused by other risks; prevention of discrimination against PWDs;
- Set the model example praise the groups and individuals active in the work of protecting PWDs and typical PWDs who have striving in life.
- Help vocational training and job creation
- Organize vocational training, technical guidance, and technology transfer to assist disabled people with jobs (or self-employment) to make effort to have independent life.
- Encourage businesses to receive PWDs in vocational training and work; vocational training institutions provide training for the disabled or use PWDs employees in the province must comply with the rules on working conditions, working tools, occupational safety, occupational hygiene suited to PWDs. Prohibit the use of PWDs with working capacity decline of 51% and above from working overtime, working at night or doing hard, dangerous work or exposure to toxic substances in the list regulated by MoLISA.
- Encourage organizations and individuals to set up vocational training centers for the disabled; implementing policies to support the vocational training institutions, business and manufacturing establishments dedicated to PWDs; support other enterprises of all economic sectors to receive PWDs to vocational training and working with high percentage.
- Help PWDs access to and use information and communication technology, pay attention to developing information technology for people with hearing and visual impairments to serve the spiritual and cultural life for PWDs.
- Develop web portal to assist PWDs.
- Construct and develop local information networks, focusing on radio broadcasting system, television broadcasting system at districts and radio broadcasting system at communes and villages.
- Develop postal and telecom network infrastructure so that PWDs can access services more easily.

**Implementation**
- Strengthen the leadership, direction and coordination of Party committees and governments at all levels;
- Issue directive documents for local units to plan and organize the annual implementation of assisting PWDs integrated with the locality’s socio-economic development goals to help disabled people integrate into the community.
- Develop interdisciplinary coordination mechanism to effectively implement the plan of assisting PWDs.
- Enhance the participation of people, especially PWDs in implementing plans of assisting PWDs.
- Encourage people, especially PWDs to participate in the implementation of the plan to assist PWDs, from the determination to carry out activities, manage resources to ensure fairness and transparency.
- Improve capacity of officials in charge of assisting the disabled.
- Strengthen the vocational teaching staff whose task is to support PWDs at all levels. Build the staff of community service under the province’s project on social work profession.
- Organize training courses with knowledge and skills to work and support PWDs for officials and employees of agencies, organizations and local units working in the field of assisting PWDs.
- Step up the socialization of assistance work for PWDs, mobilize organizations, individuals and community to participate in assisting PWDs.
- Enhance and innovate methods of raising and mobilizing resources to ensure the implementation of the plan’s targets such as mobilizing the state budget, mobilizing economic, social, non-governmental organizations and individuals at home and abroad; integrating activities assisting PWDs with local socio-economic programs.
- Strengthen monitoring and evaluation.
- Build the set system of monitoring and evaluation criteria; regularly develop interdisciplinary plans to inspect the implementation of the sectors, units, localities; organize preliminary/final review, evaluation and lessons learned.
- Every 6 months and 1 year, sectors, associations, unions, localities submit reports on operating results to the provincial People's Committee (through the Department of Labor - Invalids and Social Affairs –the permanent agency to synthesize and report to the provincial People's Committees for timely direction).
- Build a database of PWDs and the care/support for PWDs in the province
- Organize survey on the status of PWDs and the care/support for PWDs in the province as a basis for evaluating the achieved results; plan targets, indicators of assisting the disabled suited to the actual situation in the locality.
- Implement projects of information technology applications in the management of PWDs. Upload the list of disabled people on web portal of the Department of Labor - Invalids and Social Affairs.
- Promote information propaganda, dissemination and education to raise awareness about assistance for PWDs.

1.3.2. Policies on vocational training for the disabled in Indonesia

The Indonesia Government distinguishes between two types of education for people with disabilities, namely special education and inclusive education. The main regulations in implementing both the types of education are Government Regulations: (1) No.19/2005; (2) No. 17/2010; (3) No.32/2013; and Ministry of Education regulation No. 70/2009. The education of people with disabilities is under main Law No. 20/2003 on the Nation Education System. The law explains that every citizen has the right to get a quality education. Articles 2, 4, 5, 15, and 32 in this law clarify that people with disabilities should have access to special education. In 2003, to facilitate implementation of rights to education on Inclusive Education, the Ministry of Education issued Circular Letter No. 380/G.06/MN/2003. This law defined as education that welcomes the participation of children with disabilities to learn together with their peers in the regular schools. It is followed by Government Regulation No.10/2010, which provided instructions to all educational levels to provide education without any discrimination, including discrimination based on disability.
A number of national policies across the region make it clear that vocational training/school has a primary role in developing skills that promote individual and national economic inclusion and competitiveness. The Indonesia regulation on vocational training/school for people with disabilities relegated from Law no. 4/1997 and Government Regulation no.43/1998 about endeavors to improve the social welfare of people with disabilities. In Government Regulation No. 43/1998 on Generating Social Welfare for Disabled People, a quota was laid down for companies to employ 1 (one) disabled person per 100 employees. The UN reports that the Ministry of Social Affairs itself employs 200 persons with disabilities.

Regulation from the Ministry of Manpower on Job Training and Placement for the Disable, Article 205/MEN/1999 and the Law No. 8 of 2016 Article 11 on the Right of Job, Entrepreneurship, and economic enterprise, developed to increasing and enhancing job opportunities for people with disabilities in formal and informal sectors through inter-governmental cooperation and private companies. In addition, to conduct guidance for enterprise groups at national and regional levels to promote self-employment of people with disabilities; to improve the vocational rehabilitation system through cooperation with the ILO; to reward companies that employ people with disabilities; and to encourage private agencies to employ people with disabilities.

Accessibility, mobility, and special provisions for disabled people have been addressed in Law No. 13 of 1992 on Railways, Law No. 14 of 1992 on Ground Traffic and Transportation, Law No.15 of 1992 on Aviation, and Law No. 21 of 1992 on Sailing and Seafaring. One of the achievement about the needed of people with disabilities is the Ministry of Transportation Decree No. KM-71/1999 on accessibility for people with disabilities in transportation and infrastructures facilities. Following this decree, the government enacted three laws to support provision of accommodation and accessibility, are: (1) Law No.28 of 2002 on Building, (2) Law No. 11 of 2008 on Electronic Information and Transactions, (3) Law No. 22 of 2009 on Ground Traffic.

Through research to learn the rules and policies for people with disabilities in Vietnam and Indonesia, we found that the two countries have enacted numerous laws to support vulnerable groups (people with disabilities) in social life, school training, vocational training and community integration.

After the laws/policies are enacted, the implementation of laws/policies on PWDs has made positive changes in the lives of PWDs. Along with that, the change in social
perception has made the disabled more and more confident, integrated with social life. With the leading role of the State, activities assisting PWDs has attracted attention, responsibility upholding and increasing of all levels, departments, organizations, individuals and communities for every aspects of PWDs, gradually reduced barriers, made one step improvement in meeting the needs and legitimate rights of PWDs, made them motivated to uphold and increase capabilities, strive to integrate, make contribution to society.

Vietnam committed to ratifying the International Convention on the Rights of Persons with Disabilities, Disability Law, Law on Vocational Education and to achieve the target by 2020. Whereby 550,000 people with disabilities will be supported vocational training. The scheme has been launched to promote the more pronounced effect (As the project 1019 by the government). Under the project, the programs and action plans have been developed, implemented until the local government level. For Indonesia, the implementation of policies for people with disabilities is being done step by step according to the laws and decrees.

We can say that the countries have a lot of rules and policies for vocational training and employment for people with disabilities. However, monitoring, performance evaluation is still limited implementation resulted has not been as expected. Government, social organizations need to continue to develop and improve supervisory role and set out the specific plan and required policy decisions in vocational training for people with disabilities.
B. The current status of vocational training for the disabled in Vietnam and Indonesia

1. Research methodology

1.1. Survey organization

1.1.1. Purpose of the Study

The purpose of this study is to assess the status of (1) The difficulties that PWDs encounter in the process of vocational training, (2) The difficulties that training institutions face with when training for PWDs, and (3) Teaching staff for the disabled.

1.1.2. Survey sample

Participants of the interviews, answer questionnaires are including: (1) Managers/Administrators at authority levels and directly related to PWDs, (2) Managers/Administrator at schools, teachers and (3) Students who are learning as well as students who are graduated and have a job, (4) Staff at enterprises where employers are disabled.

The scope of sample survey is carried throughout the country. The selected surveyed units characterize each region. The total units of the survey for Vietnam are 35. The number of samples is defined as much as possible for each object under investigation. A total of 04 samples have questionnaires delivered and collected in different ways as follow: (1) Number of questionnaires for PWDs currently studying at vocational centers/schools is 68/70, (2) Number of questionnaires for PWDs currently working at manufacturing bases/factories is 46/70, (3) Number of questionnaires for technicians and managers at manufacturing base/factory 34/70, and (4) Number of questionnaires for teaching and managing staff at vocational centers/schools is 52/70.

1.1.3. Survey questionnaire content

1) Questionnaires for teaching and managing staffs at vocational centers/schools for PWDs

The issues surveyed include: (1) Forms of training, (2) Evaluation of the state’s policies implementation, (3) Evaluation of forms for recruiting the disabled, (4) Evaluation of the disabled participating in vocational training, (5) Evaluation of teachers on professional competence, pedagogical skills, attitudes, (6) Evaluation of teaching
methods and aids/facilities, (7) The capacity of PWDs, (8) The difficulties that PWDs encounter in vocational training, (9) School and Business Relationship, (10) Opinion on fostering teachers, (11) Opinion on policies for teachers, (12) How is employment for PWDs concerned?, (13) Linguistic capacity required for training PWDs, (14) The need for more fostering on practice, pedagogy, other skills, (15) Suggestions about difficulties and solutions to improve the quality of teaching for PWDs (for the workshop).

2) Questionnaire for the disabled who are learners or fresh graduates

The issues surveyed include: (1) Personal information such as the degree of disability, age, gender, (2) Way to receive information of vocational training, (3) Demand for vocational training (which profession, whether that is the favorite one or not, where to learn), (4) The ability of PWDs in vocational training, (5) Assessment of teachers’ capacity on professional competences and other issues, (6) Evaluation of teaching methods and facilities, (7) Evaluation of social organizations’ concern, (8) Difficulties encountered during vocational training process.

3) Survey for PWDs is working in production bases

The issues surveyed include: (1) The relevance of the curriculum with reality, (2) Evaluation of training duration, (3) Assessment of their professional competence, (4) Evaluation of the teachers (qualification, pedagogic competence, enthusiasm), (5) Supporting facilities (enough as policy or not), (6) The need for job and reasons for choosing an occupation to study, (7) Work after graduation, (8) Contents need retraining to meet the requirements of real work, (9) Opinions about difficulties in the process of applying for a job and working

4) Survey for businesses disabled use

The issues examined include: (1) The number of disabled people currently involved in the production compared to the total number of employees in the company, (2) Qualifications of the disabled compared to production requirements in reality, (3) The relevance of training curriculum gained through collaboration with training institutions or through knowledge and skill PWDs have achieved after training, (4) PWDs’ attitude in production, (5) Efficiency in production by the disabled compared to normal people, (6) How has the relationship between schools and businesses developed?, (7) What do graduates need to foster?, (8) Policies to support businesses when employing PWDs.
1.1.4. Design questionnaires

1) Draft Questionnaires

This research is conducted in accordance with a research process based on the concepts of hypothetic-deductive method which has eight steps (Sekaran 2003). The study is first conducted underwent:

a) Observation
b) Collecting preliminary information (data) through semi-structured interviews in order to gather information on what is happening and why, so the researchers could get an idea for what is the current situation. Information from this step helps design the questionnaire.
c) Obtaining more information through literature survey. A literature survey is conducted in order to obtain more information so that the researchers could identify how such issues have been solved in other situations.
d) Theory building as a development platform incorporates all relevant factors contributing to the study for vocational training for people with disabilities. It is an attempt to integrate all the information in a logical manner, and is a collection of theories and models from literature to help conceptualize and test the reasons for the problems. In other words, it explains the research questions or hypotheses, and makes variables clearly identified and labeled.
e) Research hypothesis formulation. This step is used to generate various hypotheses for testing whether the theory formulated is valid or not. Accordingly, assumptions are considered as the basis for the establishment of the questionnaires. The questionnaires are adjustable via experts’ opinions.
f) Data collection. The questionnaires are collected after 2 weeks.
g) Data analysis. Further work use SPSS software to aggregate and analyze data.
h) Deduction. Through the data analyzed, the evaluation of data proves that the hypothesis posed is the most important. Through data analysis, table helps us get the best understanding about vocational training for the disabled.

2) Pilot analysis and complete the questionnaires

The purpose of the pilot test is to ensure that those surveyed not only answer the questionnaire, but also understand the content in the same way. This helps collected data
avoid being misunderstood or left unmarked as it is difficult to answer or respondents do not understand the questions. Through pilot tests, basis for editing questions that have problem in the questionnaire could be formed and then an official investigation could be conducted.

Participants giving answers to the pilot test is part of the ones who will be participants of the research survey. Before the pilot test implementation, the pilot questionnaires are also analyzed and reviewed by experienced pedagogical and linguistic experts. In this pilot test, 30 samples are used (8-10 samples for a questionnaire). These sample tests are carried out in the presence of the investigator to observe and record the comments/ problems that the respondents have due to misunderstanding of the questions’ contents/intentions. Pilot test is conducted in a week in April 2016 and it was done by NUTE. Location for implementing pilot survey is vocational training institutions or workplace of persons with disabilities in Nam Dinh and Thai Binh provinces (the farthest is 50 kilometers) in the north of Vietnam. The pilot test data are not imported on the software but only to adjust the questions for the respondents to easily provide information.

3) Data gathering methods

Interview is used to gather preliminary information during the exploratory stage of the research because Sekaran (2003) suggests that it is a useful data collection method to be included in this stage. Interviewing is a method of collecting primary data in qualitative research. It is a very effective method of assessing cognitive meaning, defining situations, structural studies of a person or a group of people’s phenomena. This is one of the most powerful methods to get the best understanding of others (Punch, 2005). The interviews are conducted by face to face interviewing with open-ended questions to collect preliminary information from academics or in companies. This method has advantages in that the interviewer can adapt the questions when necessary, clarify doubts, and ensure that the answer are properly understood by repeating the question, and could establish friendly relationships and motivate respondents. The procedure of selecting academics to be face-to-face interviewed bases on simple random sampling as follows: 15 academics are selected from some universities located in Nam Dinh province in Vietnam and 2 companies (located in Thai Binh province). The time estimated for the interview is rather lengthy (at least 30 to 60 minutes). However, a
laborious process as one hour of interview may take as much as six hours to transcribe and analyze (Ticehurst & Veal 2000). This technique has some disadvantages such as the geographical limitations that the researcher may deal with on the surveys, the vast resources needed if such surveys need to be done nationally or internationally, respondents may be concerned about confidentiality of information given, they can introduce interviewer biases, and respondents can terminate the interview at any time (Sekaran, 2000). The purpose of the interview was to find out the factors affecting vocational training for PWDs.

Questionnaires are sent to 35 companies and schools for PWDs. Time for the respondents are 02 weeks. The total of 250 questionnaires are delivered, the ones collected are 202, the reason for not getting enough responses are due to the problem that most of respondents are too busy to answer the questionnaires. To test the hypotheses of this study, software SPSS package is used for analyzing instrument. The first consideration is the ability to model latent constructs as formative or reflective. Basing on the suggestion of Patnayakuni et al., 2007, constructs are modeled as being formative if the direction of causality is from indicators to constructs; indicators need not to be interchangeable, indicators need not co-vary, and the homological net of indicators can differ. In contrast, if the opposite conditions are applicable, they are modeled as being reflective. As a result, items within a formative scale are not expected to correlate. In the research model, the second-order construct of customer experiences is modeled as being formative.

1.2. Organizing expert workshop

In order to complete data, a parallel workshop was conducted in NUTE and UPI on 20th of August 2015. The theme of the workshop is “Vocational training for people with disabilities -The current status and challenges”. Number of workshop participants is 32 peoples in NUTE Vietnam and 20 peoples in UPI Bandung.

Through workshops and discussions will find key element of (1) The challenges facing people with disabilities in vocational training and employment; (2) The challenges of vocational training for persons with disabilities; (3) The challenge for vocational teachers to teach persons with disabilities; (4) The challenges in training vocational teachers to teach training for PWDs.
The workshop participants were representatives of the following units: Scientific research institutes of vocational training, Management staff, teachers, instructors at vocational training institutions, the staff at enterprises with employees using disability, Lecturers at University.

Workshops include discussion with the following contents: (1) Theoretical basis for vocational training for people with disabilities, (2) Current status and challenges of vocational training and vocational schools for people with disabilities, (3) The current status and the challenges of training vocational teachers to teach people with disabilities, (4) The current situation and the challenges of training and employment for people with disabilities in the company.

2. Current state, survey analysis results

2.1. The disabled as learners in vocational training

2.1.1. General information about PWDs in vocational training

1) General information about PWDs in vocational training in Vietnam

According to statistics of the Ministry of Labor- Invalids and Social Affairs, about 93% of persons with disabilities (PWDs) in Vietnam have not trained, of which 1.22% has the technical level sufficient to meet job demands, 0.53% just graduated from vocational school and only 0.61% have graduated from colleges and universities. This situation does not lead to rate disabilities find jobs relatively high: 41.86% in the Red River Delta and 35.77% in the Mekong Delta.

Who have decent jobs and stable for only 15% this is too small a figure. 87% of people with disabilities live in rural areas, the majority of them live with their families. The number of unemployed is manual labor such as toothpicks, brushes dot, weaving, farming and livestock ... They work together in teams and groups in the same village, village, hamlet, but also can work at home alone. Most are low-income, small contribution to the family income. Also, people with disabilities are working in the production facilities, sales and service of people with disabilities. Currently there are more than 400 establishments, with approximately 20 thousand employees are people with disabilities are working with large-scale and small.
Gender

Gender in vocational training for PWDs has been the object in many studies. According to a survey in 2014 on policies supporting PWDs [12] organized by Spanish sponsors, among 475 PWDs registering surveys and interviews, and 289 PWDs selected to participate in work orientation, 126 are from Hung Yen and 163 are from Lam Dong; the percentage of female PWDs is 63%. Table 2.1 shows that the percentage of female PWDs participating in vocational training is 39 compared to the total of 68 accounting for 57.4%. While the percentage of male PWDs is only 29/68, i.e. it is 42.6%.

Table 2.1. Survey result on the gender of PWDs taking part in vocational training

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>39</td>
<td>57.4</td>
<td>57.4</td>
<td>57.4</td>
</tr>
<tr>
<td>1</td>
<td>29</td>
<td>42.6</td>
<td>42.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

These figures show that the number of women is more than that of men. This can be explained that for men, instead of going to vocational training institutions, many go to work immediately. The reason for this maybe is that males are stronger also it is easier for them to get a job. But for women, less start work early but they are people who have strong willpower. They cannot go to work at first, they try to go to school and eventually, they wish to get a job.
**Type of disability**

According to first 6 months of 2016 report by Vietnam National Committee on Persons with Disabilities, Vietnam currently has about 7.2 million PWDs aged 5 years old and above, accounting for 7.8% of the population; of which the number of special and severe PWDs is approximately 28.9%; about 58% million PWDs are women; 28.3% million PWDs are children; 10.2% of PWDs are the elderly; 15% of PWDs are from poor households.

Specific percentage is as follows: 29.41% are mobility disability, 16.83% are neurologic/mental disability, 13.84% are vision disability, 9.32% hearing and 7.08 talking disability, 6.52% are intellectual and 17% are forms of other disabilities.

![Figure 2.1. The ratio of type of disabilities (MOLISA source)](image)

The consequences of war, labor accidents, traffic accidents, injuries make the percentage of male PWDs higher than female PWDs. The cause of defects is 35.8% due to congenital reason, 32.34% due to illness and diseases, 25.56% due to war consequences, 3.49% due to occupational accidents and 2.81% due to other causes.
It is forecasted that in the coming years, the number of PWDs in Vietnam will still not reduce yet because of the environmental pollution impact, the effects of toxic chemicals used by the US during Vietnam War, traffic accidents and working accidents, mine or disaster ...

According to the survey results of the project "Promoting rights and opportunities for PWDs - Employment through law" within the framework of development cooperation between the International Labor Organization (ILO) and the Agency for Development Ireland in Vietnam in the period 2014-2015 and the Vietnam General Directorate of Vocational Training, 120 PWDs have been surveyed about vocational training and job creation for 3 years in 4 provinces, namely Phu Tho, Hai Phong, Da Nang, Ba Ria- Vung Tau. Up to 52.5% of those who surveyed are mobility disability. This is also the group participating in vocational school the most. Next is the group of persons with hearing and talking disability making up 24%.

However, the number of PWDs motivated to participate in vocational training is mainly slight disabilities, most can take part in inclusive education. The number of PWDs with visual disability, intellectual disability and neurologic/mental disability participating in vocational training is very small, mainly in specialized vocational training institutions for the disabled ".
Figure 2.3. Survey result on the disability type of PWDs taking part in vocational training

As can be seen from above, the investigation on 68 PWDs (Figure 2.3) shows that the number of PWDs with neurological disability accounts the highest percentage of 25% and the lowest one is of intellectual disability. PWDs with hearing and talking constitute 12%. From the beginning, when proposing about the PWDs’ disability type, that the majority of PWDs getting vocational training are those who with mobility disability is mainly identified. However, the result shows that PWDs with mobility disability account for 23.5% only. This can also show that PWDs with mobility disability, basically, are working somewhere instead of participating in training.

2) General information about PWDs in vocational training in Indonesia

The data of people with disabilities in Indonesia obtained from Centre Statistics Bureau (BPS) and others Ministry/NGOs such as Ministry of Social, Ministry of Education and Culture, and Ministry of Health. The Centre Statistic Bureau has been collecting of people with disabilities data since 1980 using national census and survey, as follow:

- The National Survey of Rural Potential (specific on people with disabilities and welfare).
- The Intercensal Population Survey (SUPAS) in 2015.

Since 2007, the data collection of people with disability was conducted by Ministry of Health through Research of Basic Health (RISKERDA) program. RISKERDA was
carried out in 2007, 2010, and 2013 by using data that were collected by Centre Statistic Bureau and Ministry of Health as shown in figure 5 to figure 10.

Figure 2.4. Distribution of PWDs >10 years old based on disabilities type

Figure 2.5. Percentage of PWDs >10 years old based on disabilities type
Figure 2.6. Percentage of PWDs based on area

Figure 2.7. Percentage of school attended of PWDs ≥15 years old
(Source: Research of Basic Health, 2013)

Figure 2.8. Distribution of main activities of PWDs ≥10 years old
(Source: Research of Basic Health, 2013)
2.1.2. Information on vocational training of PWDs

1) Receiving information about vocational training

Due to the different types of vocational training for disabled people, PWDs get access to information about vocational training in different ways. For vocational training institutions, admission and training usually follow target allocation from state to local, hence, vocational information so (enrollment) is disseminated through the mass media such as radio, television. Or information on vocational training for PWDs is brought to the families of PWDs. Sometimes, because of many reasons, officials from vocational training institutions even have to participate in distributing propaganda on enrollment to the disabled. For the production base having vocational training and employment for PWDs, the recruitment of disabled people is mainly their responsibility to the community and PWDs, because in these manufacturing bases, the majority of the leaders/owners are
also disabled. Information on vocational training and employment to PWDs is mainly through acquaintances’ recommendation or PWDs themselves come to the factories due to the demand for jobs, and not every working place accepts PWDs into their factories.

According to data of PWDs who are studying at vocational training institutions, the number of people receiving information about vocational training (Table 2.3) through acquaintances/relatives and families (1) is 30/68, accounting 44.1%, through (2) mass media/public information accounting for 42.6%, accounting 29/68, from (3) vocational centers/schools’ recommendation is 13.2%.

Table 2.2. Survey results on the way to get information about vocational training of those PWDs currently are learners

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>44.1</td>
<td>44.1</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>42.6</td>
<td>42.6</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>13.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

While in the survey for PWDs at production bases, the number of people getting information about training (Table 2.3) through families/relatives only are 29/46, accounting for 63% , through mass media are 12 /46, making up 26.1%, from vocational centers/schools’ recommendation is 10.9%.

Table 2.3. Survey results on the forms to receive information about vocational training of those PWDs currently are employees

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Family</td>
<td>29</td>
<td>63.0</td>
<td>63.0</td>
</tr>
<tr>
<td>2- Social Inf</td>
<td>12</td>
<td>26.1</td>
<td>26.1</td>
</tr>
<tr>
<td>3- Teachers</td>
<td>5</td>
<td>10.9</td>
<td>10.9</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It can be seen clearly from this data that families having PWDs members themselves take big care as well as worries about their loved ones or through various relationships, PWDs can receive vocational training information. Figures of mass media have a very important role. It is not the disabled can hear or notice the information but that is PWDs’ relatives/acquaintances that have received information and transmitted this
information to PWDs’ families and together with PWDs, make decision of going to vocational schools. Vocational centers/schools’ recommendation only accounts for a small number, the possible reasons for this is perhaps in vocational training for PWDs, the centers’ staff are not assigned with admissions consulting tasks.

2) Reasons for learning about the chosen occupation

PWDs can have a lot of different job choices. Especially, PWDs still having working ability have the choice of learning and working like ordinary people. With PWDs currently studying at vocational training institutions, for the majority, their career choices are limited because of many different reasons.

As surveyed, the reason for PWDs’ choice of profession (Table 2.4) mainly relies on vocational centers/schools’ recommendation, accounting for 83.8%. Those who choose the answer of no choice for other occupations account for only 1.5%. Explanation for these figures is that maybe in the process of vocational analyzing/counseling, vocational training institutions orientate PWDs towards chosen careers by that counseling centers, therefore, these may include the answers by those who initially have no other choice.

Table 2.4. survey result on the reasons for learning about the chosen occupation of PWDs currently studying at vocational institutions

<table>
<thead>
<tr>
<th>Q2 – Reasons for learning about the chosen occupation (Data from training units)</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- Hobby</td>
<td>10</td>
<td>14.7</td>
<td>14.7</td>
<td>14.7</td>
</tr>
<tr>
<td>2- Consult (TC)</td>
<td>57</td>
<td>83.8</td>
<td>83.8</td>
<td>98.5</td>
</tr>
<tr>
<td>3- No others</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

For PWDs who are employees, the number of students learning about the chosen occupation (Table 2.5) because of interest for job is 12/46, corresponding to 26.1% compared with 14.7% of those who are learning. This number shows that employees themselves go to factories to get the jobs they like. Nevertheless, the vast majority is still for work and life. PWDs work at occupations which are currently existing in production bases.
Table 2.5. Survey result on the reasons for learning about the chosen occupation of PWDs at manufacturing bases

Q2 - Reasons for learning about the chosen occupation  (Data from production units)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Hobby</td>
<td>12</td>
<td>26.1</td>
<td>27.3</td>
<td>27.3</td>
</tr>
<tr>
<td>2- Consult (TC)</td>
<td>25</td>
<td>54.3</td>
<td>56.8</td>
<td>84.1</td>
</tr>
<tr>
<td>3- No choice</td>
<td>7</td>
<td>15.2</td>
<td>15.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>95.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>2</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) The need for vocational training

The survey results of the project "Promoting rights and opportunities for PWDs - Employment through law" within the framework of development cooperation between the International Labor Organization (ILO) and the Agency for Development Ireland in Vietnam in the period 2014-2015 and the Vietnam General Directorate of Vocational Training, 120 PWDs have been surveyed about vocational training and job creation for 3 years in 4 provinces, namely Phu Tho, Hai Phong, Da Nang, Ba Ria - Vung Tau, has come to the following conclusion [15]: "Every PWDs is in need for vocational training and employment support." That is the same for total surveyed 120 PWDs. These are legitimate aspirations and needs of PWDs.

PWDs' greatest desire is to be inclusive, to have jobs and stable incomes, not to be dependent on the family and society. More specifically, the number of PWDs who desire to have a job with incomes at businesses account for 45%; self-production and trading are 24%; only 1.6% study to have knowledge, 66.6% are in need of counseling, employment support after studying; 50% have a demand for loans to develop production, or set up manufacturing/trading bases and services.

4) The demand for training places

Since most PWDs live with families linked to communities, vocational training and job creation for PWDs orientated in the community is the most appropriate and convenient. Competence improvement, knowledge, skills, workmanship equipment, and talented promotion of employees with disabilities are invested.

PWDs in remote and rural areas should be taken more consideration and this should be upgraded to the national strategy level. Implementing "Local job creation
program”, enabling PWDs and their families to create working/manufacturing themselves.

Table 2.6. Survey result on needs for vocational training place of PWDs who are studying

<table>
<thead>
<tr>
<th>Q3- The place where the PWDs learners want to study</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- At local</td>
<td>12</td>
<td>17.6</td>
<td>17.6</td>
<td>17.6</td>
</tr>
<tr>
<td>2- at Training unit</td>
<td>47</td>
<td>69.1</td>
<td>69.1</td>
<td>86.8</td>
</tr>
<tr>
<td>3- Production unit</td>
<td>9</td>
<td>13.2</td>
<td>13.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As the survey data on the demand for vocational training place/position (table 2.6), the number of PWDs wants to be trained at vocational training institutions are 47/68, accounting for 69.1%, meanwhile, the number of PWDs wants to study in the production base are 9 which is 13.2%. The number of people wants to study at local are 12 that make up 13.2%. This figure shows that the majority of PWDs want to attend training at vocational training institutions.

This is especially more precise for PWDs of young age. For example, at the age 18 and under, male and female PWDs choose to study at vocational training institutions is respectively 85% and 71.4%.(show table 2.7) However, the older the PWDs’ age becomes, the lower demand for vocational training in institutions is, and the demand for training place is mainly at the production units (those who from 18 to 25 account for 22.2%; over 26 account for 33.3%).
Table 2.7. Survey result on needs for vocational training place of PWDs who are studying by gender and age

<table>
<thead>
<tr>
<th>GEND * Q3 * newage Crosstabulation</th>
<th>Q3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>Count</td>
</tr>
<tr>
<td>1 GEND 0 Female</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
<tr>
<td>1 GEND 1 Female</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
<tr>
<td>1 GEND total</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
<tr>
<td>2 GEND 0 Female</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
<tr>
<td>2 GEND 1 Female</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
<tr>
<td>2 GEND total</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
<tr>
<td>3 GEND 0 Female</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
<tr>
<td>3 GEND 1 Female</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
<tr>
<td>3 GEND total</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>% within GEND</td>
<td></td>
</tr>
</tbody>
</table>

This is maybe explained by that the disabled at home have little chance to communicate with other people except for family members/relatives. When going to schools or vocational training institutions, they feel happy because there are many people sharing the same situation and sympathy to one another, so PWDs tick this choice instead of manufacturing units or at local. In the production bases, there is less opportunities of life exchanges for PWDs.

There is an increase in choices of vocational training at manufacturing units by PWDs who are working in these places, (show table 2.8) which accounts for 34.8% and is equal to the number of those who choose to study at vocational training centers. However, people choose to study at local also constitutes 28.9%.
Table 2.8. Survey result on demand for vocational training places of PWDs in production bases

Q3- The place where the PWDs employees want to study

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- At local</td>
<td>13</td>
<td>28.3</td>
<td>28.9</td>
<td>28.9</td>
</tr>
<tr>
<td>2- at Training unit</td>
<td>16</td>
<td>34.8</td>
<td>35.6</td>
<td>64.4</td>
</tr>
<tr>
<td>3- Production unit</td>
<td>16</td>
<td>34.8</td>
<td>35.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>97.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>2.2</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This can be explained that the majority of PWDs want to study near their home. Because currently production bases are always closed to the PWDs families. Some wish to study at vocational training schools because perhaps they think there they will communicate with many people of the same situation more or at least they would get more concerns from the society.

5) Occupation suitability

Occupation suitability for PWDs is a very important issue because there is occupation which cannot be done by whatever disability types. Mrs. Loan, Nguyen Thi Chau, Deputy Chairman of Thanh Tri District Disability Association (Hanoi) [123] says: "We classify defect types from the base level so that they could get appropriate vocational training counseling and job seeking. In recent times, careers that PWDs choose are garments, information technology, beverage dispensing, craft."

According to survey result of the project to support PWDs in the phase of 2012-2014 by Spain, among the total of 247 PWDs in vocational training in 53 enterprises, businesses with 25 different professions, 95% satisfy with the training content thanks to vocational orientation activities.
Table 2.9. Survey result on interest for the occupation of PWDS who are studying

Q4- Interest for the occupation studying

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- Like</td>
<td>10</td>
<td>14.7</td>
<td>14.7</td>
<td>14.7</td>
</tr>
<tr>
<td>2- Neutral</td>
<td>52</td>
<td>76.5</td>
<td>76.5</td>
<td>91.2</td>
</tr>
<tr>
<td>3- Dislike</td>
<td>6</td>
<td>8.8</td>
<td>8.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

It can be seen from the table that when asking about interest for the occupation of PWDS who are studying (Table 2.9), 52/68 PWDs have the answer of neutral/normal which account for 76.5%. And 14.7% people answer they like the chosen occupation and 8.5% have no interest for it. For the disabled who have gone to work, the number of people clearly expresses favor in their professions (Table 2.10) account much higher for 26.1% and only 2.2% do not like their work.

Table 2.10. Survey result on interest for the occupation of PWDS who are working

Q4- Interest for the occupation studied

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- Like</td>
<td>12</td>
<td>26.1</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>2- Neutral</td>
<td>32</td>
<td>69.6</td>
<td>71.1</td>
<td>97.8</td>
</tr>
<tr>
<td>3- Dislike</td>
<td>1</td>
<td>2.2</td>
<td>2.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>97.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The answer choices above can be explained by PWDs when choosing apprentices in vocational training institutions because they feel a better life, they are happier, although they could not really have passion or favorite on studying professions.

As for those who go to work, can they define work as life rather than be liked or disliked more. Of the respondents are interested mostly those with a deeper sense of life. Right from looking for work they have chosen the production facilities and vocational learning.
6) The demand for vocational training duration

In vocational training centers, PWDs' participation is less effective. That is due to the training duration is specified from 3-9 months/ a course. PWDs need longer time to get access because of health and cognitive limit. Even it has not been mentioned the difficulties in travelling caused by the disability types’ effects.

Being a disabled, Mr. Mai Cong Duong, personnel manager of Mai Hoa Humanitarian Garment Company says that "Vocational training duration for PWDs may be 3-4 times as much as for normal people. The acquisition of occupational knowledge and skills depends much on the level and type of disability. However, on the side of PWDs, they themselves also must overcome the sense of inferiority to reach higher results ".

Most PWDs who are studying at vocational training institutions (Table 2.11) find the course length medium/adequate (86.8%). And the disabled working at production bases (Table 2.12) also give reply of the same percentage (86.7%). There is almost no one think the training duration last long. Approximately 10-14% of the respondents think that time is short. This means that training duration in vocational training institutions and in production bases has been considered carefully and seems to be relatively consistent. It is depending on the field, the ability to acquire knowledge of PWDs that determines the duration of the course.

**Table 2.11. Survey result on needs for vocational training duration answer by PWDs at schools**

<table>
<thead>
<tr>
<th>Q6 – Time of Vocational training (opinions by PWDs who are studying)</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1 – Long time</td>
<td>2</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>2- Medium</td>
<td>59</td>
<td>86.8</td>
<td>86.8</td>
</tr>
<tr>
<td></td>
<td>3- Short time</td>
<td>7</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2.12. Survey result on needs for vocational training duration answer by PWDs at manufacturing**

<table>
<thead>
<tr>
<th>Q6 – Time of Vocational training (comments by PWDs who are working)</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>2- Medium</td>
<td>39</td>
<td>84.8</td>
<td>86.7</td>
</tr>
<tr>
<td></td>
<td>3- Short time</td>
<td>6</td>
<td>13.0</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>97.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
These figures can be an explanation for the fact that the selection and calculation of time by authorities partly satisfy learners’ needs. But in fact, for the production bases, PWDs are instructed like “on-job training/learning by doing”. They do what they have learnt so it does not take them much time to learn that work. As for the disabled who are studying at vocational training institutions, due to longer training time and an attitude of relaxing while learning, they do not think that training period is long.

7) The capacity of PWDs on learning and working

The capacity of learners is evaluated basing on their ability to acquire knowledge through their replies or comments and evaluation by managers or specialists in the production units. For PWDs who are learning, only 13/68 (19.0%) agree that it is easy to obtain knowledge. The number with reply “able to understand lessons” (find the achieving lessons medium) are 48/68, accounting for 71.0%. 10.0% say that it is hard to acquire lessons. (Figure 2.11a). The percentage for PWDs who have gone to work is the same as for PWDs who are going to schools with the percentage corresponding to easy, medium and hard are 9%, 69% and 22% as depicted in Figure 2.11b.

![Fig 2.11a. Ability to understand the lesson of PWDs at production units](image1)

![Fig 2.11b. Ability to understand the lesson of PWDs at vocational schools](image2)

PWDs’ vocational competences are also surveyed and assessed by managers at manufacturing bases as evaluated in Figure 2.12. Through the assessment of responsibility in the working process, "Q8" shows that 15% classify that is good; 67% is like other people; the answers that PWDs’ responsibility is limited account for 18%.
Assessment of work capacity also shows that all most PWDs work as normal people (58.8%); answer have good ability on working up to 29% (Figure 2.13) These figures prove that most PWDs take high responsibility and have good working ability.

Working capacity of PWDs is also assessed through question 11 in the questionnaire for managers in companies. For the content Q12.1 "Difficult to understand work’s requirements" (Table 2.13) 32.3% show agreement that is exactly the same with the percentage of disagreement. And the answer that PWDs grasp work normally accounts for 35.3%.

**Table 2.13. Survey result on Difficult to understand work’s requirements of the disabled**

<table>
<thead>
<tr>
<th>Q12.1 - Difficult to understand work’s requirements</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td>23.5</td>
<td>32.4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>12</td>
<td>35.3</td>
<td>67.6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>17.6</td>
<td>85.3</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>14.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The ability to grasp job’s requirements is also the working capacity of PWDs. Through the above figures, it can be said that PWDs are fully capable of working as healthy people. They also have a very high responsibility for work.

8) The need for funding

According to data reported by the Department of Social Support (Ministry of Labor - Invalids and Social Affairs), by the end of 2014, 15 provinces and cities directly under the central government can balance the budget and actively raise the monthly allowance for subjects of social support higher than level prescribed by the Government, for example at 350,000 / month VND in Hanoi, 340,000 VND / month in Binh Duong, VND300,000/ month in Quang Ninh. Currently, the state support for food during vocational process of 10,000 VND / day / person, only enough to buy rice, but not enough to buy food. According to average cost estimation in Vietnam, the cost per disability just for food, school fees and materials must be 1.5 million or more in a month for PWDs to afford their lives.

Besides, preferential loans should be arranged to borrow in provinces so that PWDs may be self-employed in informal sector, in-home services to integrate with the community. List of occupations and funding norms stipulated in this decision is the basis for implementing training assistance to elementary level and under 3 months-training for employees with disabilities. In late 2015 and early 2016, specific funding norms for handicapped people in vocational training were issued by provinces. Persons with disabilities get training support only once from programs/projects by the State. For those who particularly have been provided with training support but lose their jobs due to objective reasons, the Communal People’s Committee take consideration and decide to continue providing training support (to switch jobs) but not exceeding 3 times. The level of funding for PWDs is calculated on the training expenditure norms and real training period but not exceeding 6,000,000 VND / person / course. In case of vocational training costs greater than the maximum support norms, local/ vocational training institutions actively build plans for raising additional funds contributed by learners as well as support from the local budget and other legal sources to ensure the training costs for the objects. Food support level is 30,000 VND / person / actually learning day. The level of financial support for travel is 300,000 VND / course if it is 5 km and above from the remote training locations to the residence.
Regulations are applicable to PWDs having their permanent residence in the province from 14 to under 60 years (for men) and 55 (for women), these people have needs of training and their health is good enough to meet the requirements of the occupations. With such support, the lives of PWDs in vocational training have been significantly improved.

According to the survey data (Figure 2.14), 86% of those who are managing and teaching officials confirm that handicapped persons still have many difficulties in living expenses. This amount makes up 92.6% and 100% PWDs confirm that their life still has many difficulties.

Figure 2.14. Survey result on the need for funding support

10) Employment of persons with disabilities

The statistics of HCM city General Science Library also shows the proportion of PWDs in need of labor, but the number of people who are jobless in the country accounts for about 30%. Due to poor health, lack of education (only about 6% of them graduated from high school level, over 20% have secondary school level), so the opportunity for their work is nearly impossible neck. On the other hand, businesses are also not keen on hiring PWDs, and the discrimination between normal PWDs.

In HCM city there are about 15,000 PWDs are of working age (1% of the population), but the number of PWDs has a job for less than 40%. In particular, PWDs find jobs only about 25% maintained a steady job. There are many causes, due to the working conditions of the enterprise was not consistent with the health of PWDs. Many businesses located in buildings or suburban areas, making travel difficult for PWDS. That's not to mention the average income of workers with disabilities is only around 2.5 to 3 million, far below the required cover current life. Want to earn more income, they have to try to do more, overtime, but health is not guaranteed. Therefore, many PWDs have to leave it although they are very desirable steady work.
In the period 2012 - 2015 and towards 2020, the average annual Hanoi city attracted over 260,000 jobs, including the sectors such as information technology, electricity - electronics, accounting, apparel, footwear, handicrafts ... could use more PWDs. However, in order to integrate PWDs can meet the recruitment needs of the business, not the other way TP should have specific policies for enterprises, support and vocational training free to more efficient PWDS.

At the seminar "Women with disabilities with employment opportunities," issued by the Development Action for Inclusion (IDEA) in collaboration with the International Labor Organization (ILO) held on 30th Oct, 2015. It showed that less than 1/3 of women with disabilities are unemployed. Share the results of "Project baseline survey on the status and direction to support women with disabilities in vocational training, employment and health care," Dr. Nguyen Thi Thu Hoai - Institute for Women, said the survey results in 3 provinces: Thai Nguyen, Thua Thien Hue and Tay Ninh with 463 women with disabilities shows that less than 1/3 of women with disabilities are unemployed. Among women with disabilities are out of work, there are people who have to go to work but gave up because a lot of reasons. However, there are those who never go to work. Women with disabilities are not going to work because of the reasons that mostly they do not find job suitable to their health. For example difficulty in walking to public works.

Figure 2.15. PWDs on job vacancies day
These jobs make women with disabilities are often the spontaneous work because there is not much choice. Mainly unskilled labor, the rate is not high and vocational training and also not everyone can do it and have income. The work of women with disabilities: 64.1% do housework; 13.2% work at Disabled People Association; 5.9% in the private production bases; 1.2% in state establishments. More than 37% of women with disabilities are really pleased with their work; nearly 40% satisfied in part; 22% of women with disabilities are not satisfied with their current job. One in 4 women with disabilities who are working, a woman had to work in poor conditions.

With the situation and the difficulties of PWDs in finding employment, the years, the Association for the Support of Disabled People and Orphans Vietnam has developed programs to create jobs for PWDs is one of five key activities of the Association. In this, first of all focus on developing vocational training models, handing in line with job creation in the community. This model has been successfully implemented in the local traditional villages such as mosaic craft in Lower Horse (Phu Xuyen district, Ha Noi), silver carving, some enterprises, production base, household family with the pulpit rattan, embroidery machines only, handicrafts, garments, mechanical and electronic repair. There are many forms of vocational training, vocational transmission associated with such jobs: tap medium in layers, alternating between healthy people and PWDs transplant, held at the factory, in groups, families, mentoring learning by doing, hands-on in terms of scale, where 30 - 50 who if any large venue. There are only included where taught from 3-5 people at home. Apprenticeship and flexibility, according to the requirements of each job and the type of disability (especially for the deaf, the blind), usually from 2 - 6 months, especially now in the process of learning job was able to create products with little income. This is advantageous for PWDs, is a source of great encouragement and the immediate income to cover living.

Over 5 years, the Association has organized vocational training for 12. 773 PWDs, including 3,480 people were train from the nation vocational training program and the 9.293 people from the source of the association, of which about 80% of apprentices in the community facility. The result is 85% of PWDs have stable jobs. In terms of income, although it is not high, the PWDS was able to boast is not totally dependent on their families. Furthermore, work, income help PWDs self-confidence, better integration.

According to survey data (Table 2.14) with 43 respondents out of 46 questionnaires (03 Blank) shows the current PWDs employed by vocational training institutions introduced by the number of people employed by manufacturing establishments recruit Its 15.2%. Number of PWDs have the most current employment is due to the introduction of accounting for 39.1% acquaintances. Number of self-employed
people find-jobs by 23.5%. Through the above data, it shows that the introduction of employment for PWDs is limited. It is maybe due to survey areas and the limited sample. However, the majority of PWDs are employed by the self-seeking or acquaintance introduced. This proved the manufacturing base was small or limited number of recruitment may be due to low production needs so they do not need to go recruit that PWDs have enough to find out the working position in basis. However, it can be said that they only recruit less; only one came early or have a certain relationship, the new work at the production bases.

Table 2.14. Survey result on the reasons for getting jobs

<table>
<thead>
<tr>
<th>Q12 – Your present job was given by</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-Vocational centers’ introduction</td>
<td>7</td>
<td>15.2</td>
<td>16.3</td>
</tr>
<tr>
<td>2-Manufacturing bases’ recruitment</td>
<td>7</td>
<td>15.2</td>
<td>16.3</td>
</tr>
<tr>
<td>3 – Acquaintances’ introduction</td>
<td>18</td>
<td>39.1</td>
<td>41.9</td>
</tr>
<tr>
<td>4 – Self searching</td>
<td>11</td>
<td>23.9</td>
<td>25.6</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>93.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
<td>3</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In fact for some reasons or another production facility such as PWDs of all jobs that no longer work, they will get a job like. According to the survey (Table 2.15), up to 76.1% of them think that they will continue to work at other production bases. Only 19.6% of them answered they did not know what to do if the current job loss. This suggests that PWDs go to work when they were very confident in their ability to work or the majority identified for life they will look and work in a different production bases. This will also be easier for local jobs or production bases and will be difficult for those with disabilities live where there is little work.

Table 2.15. Survey result on finding new job if getting rid of current jobs

<table>
<thead>
<tr>
<th>Q18- If you lose jobs. What will you do?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>76.1</td>
<td>76.1</td>
<td>80.4</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>19.6</td>
<td>19.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

63
Employment has important implications for PWDs. Disability workforce has made a considerable contribution to job's stage, the country's economy. Employment helps empower PWDs and improve their quality of life. Employers and relevant agencies, communities need to recognize the right of the working capacity of PWDs and show a sense of responsibility for employment issues for PWDs. Policies, laws and regulations on the issue of employment for PWDs must be sanctions, enforcement and monitor to check the implementation.

2.2. Vocational training/school for the disabled

2.2.1. Objectives, contents and forms of vocational training for the disabled

Both in Vietnam and Indonesia there are other forms of vocational training for PWDs associated with the management as well as financial support. Accordingly, can be classified as follows:
- Vocational training for PWDs by Vocational training school only for PWDs
- Vocational training for PWDs by production base undertake
- Vocational training for PWDs by normal vocational training institutions undertake
- Vocational training for PWDs under special programs or schemes by other social organizations undertake (USAID, ILO, NGOs)

Some vocational schools which normally undertake vocational training for people with disabilities often rely on the scheme or receive funding support from social organizations as on. In terms of vocational training, they may look like specialized vocational training institutions for PWDs. However, the limitation of this program is the facility to meet the training for people with disabilities are limited. For the form of a combination of mechanical manufacturing using the training facilities is considered the same as training in production facility.

1) Vocational training for PWDs is done by vocational training institutions

a) Features

Specialized teaching is a form of teaching for the same object at the same level of PWDs awareness and can stay the same or not the same age in the same class or even the school for each subject NKT. Chang as vocational training for the deaf, the blind, people with intellectual disabilities. Each specialized class has only about 12 to a maximum of 15 PWDs and should form highly specialized teaching techniques specific features for each subject with disabilities in the classroom, does not matter the time of issue for a unit of knowledge or skills that rely on the acquisition of PWDs themselves.

So PWDs instructors are often a very meticulous way through the teaching plan is also designed elaborately detailed. These PWDs can study this form of significant
progress in the intellectual action, in applying the job situation problematic, in self-service skills, as well as some progress in employment and life. The vocational training institutions for PWDs are tasked with the training for people with disabilities. The organization of vocational training institutions and training enrollment targeted allocations from the central to local levels. Thus vocational information (enrollment) is disseminated through the mass media such as radio and television. Classes are held mainly in vocational training institutions with a certain number of professions. In some cases, classes are held locally where the majority of students live or where closely tied to a particular profession locally.

In vocational training establishments, the conditions of teaching staff are training to teach PWDs individual. Facilities and equipment are designed from the outset implemented in order to meet their daily needs and learning disabilities. Contents of the training program built in each sector are key, little reference to objects of different disabilities. During the training, course can have many different objects with disabilities, so vocational training is difficult for teaching staff and management.

b) Objectives

Overall objective: Meet the implementation of vocational training for PWDs under plans put in place to ensure complete content of vocational training programs, job search assistance and community integration for people with disabilities. Detail goal:
- Ensure that the number of people learning
- Ensure funding
- Ensure the professional skills necessary for people with disabilities
- Meet the demand for partial employment for people with disabilities
- Helps PWDs have a better chance to integrate into the community.

Besides some of the classes are held under the project, the goal of the project is in place to meet the objectives of this project. Under the proposal, the objective of job is mentioned above so the vocational training institutions must also be coordinated with the business or production base to coordinate job training and job searching, ensure life after training for people with disabilities.

c) Contents and forms of vocational training for the disabled

*) Evaluation of training venue

According to the survey it shows that most of the vocational training institutions organize classes at vocational training institutions accounted 94.2%. Meanwhile the answer is local vocational training accounts for only 5.8%.
Figure 2.16. The survey of the place to teach PWDs

These figures show that the vocational training institutions are facing many difficulties when organizing the classroom placement requirements of PWDs. The majority of PWDs goes to school when they have to go to training facilities for vocational training. This may also be due in a locality the number of people with disabilities is not enough to open a class. That measure training institutions required to organize teaching at vocational training institutions.

Currently, vocational training facilities for people with disabilities are designed to build and organize separate training for people with disabilities should be educated in the selection of this facility is considered to be the best. When training locally is entirely difficult, especially in infrastructure, it is difficult to meet the vocational goal.

*) The enrollment forms

The enrollment forms of vocational training institutions shall comply with the following forms:
- According to the annual target allocation of management bodies;
- According to the establishment’s own plans can be based on the project;
- According to the needs of the disabled trainees.

The level of implementation of the above forms under investigation is assessed as table 2.16.

Table 2.16. Survey results on enrollment targets

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>41</td>
<td>78.8</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Accordingly showed, mostly enrollment quotas allocated under the annual targets accounted for 78.8%; Next to the needs of learners accounted for 15.4%. However according to the needs of learners focused only on small vocational training institutions. Where PWDs apprentices will then employed. Number of apprentices under the individual plan accounts for 5.8% with very little. The reason this can be plans or projects may own no more, or who answered the enrollment confused with the needs of the learner.

*) **Receiving information from school enrollment**

Vocational counseling capacity of training institutions is evaluated by people with disabilities currently enrolled and those who were apprentices. PWDs are studying at vocational training institutions assessed through questions Q1 of information sources on vocational training they receive.

Results showed that 44.1% of the information received through an acquaintance introduced (1); 42.6% receive information via mass media (2) and 13.2% were receiving direct advice from the staff working in vocational training institutions (3) (Table 2.17).

### Table 2.17. The survey results of information sources that PWDs receive

<table>
<thead>
<tr>
<th>Q1 – Where to get enrollment information</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>30</td>
<td>44.1</td>
<td>44.1</td>
<td>44.1</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>42.6</td>
<td>42.6</td>
<td>86.8</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>13.2</td>
<td>13.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The data above shows that the current vocational training institutions implementing social media channels are relatively efficient. The number receiving information through acquaintances can also partly because they hear or see information from the mass media. The number directly receives information from staff at vocational training institutions may also be those who are know someone in the family of PWDs. Therefore the number of replies received information from the staff of vocational training institutions is not many.

*) **Policy implementation**

The period 2011 - 2015 is considered a concentrated phase institutionalized laws and policies on disability. After the Disability Law was enacted, so far, the system policy legislation on disability relatively complete, unified and comprehensive with 01 specialized Law (Disability Law), many content Law mainstreaming, 05 decrees, 16 circulars and 10 Decision of the Prime Minister.
Also during the period 2011 - 2015, the National Committee on Disability Vietnam had many achievements in the implementation of legislation and policies on disabled people, such as the degree of disability certification, implementation support regimes monthly, medical care, educational assistance, vocational assistance and employment, cultural activities, fitness - sports, entertainment, tourism is enhanced, ensuring access of people with disabilities for apartment houses, public buildings, transportation, information and communications technology, legal aid, development organizations of persons with disabilities, development models and help people with disabilities and perform international cooperation on disability.

For vocational training institutions for people with disabilities the implementation of the policy is fully implemented and the absolute observance is ensured. The entire operation of vocational training institutions is made under the direction or the regulations and policies on PWDs in Vietnam.

* Funds to support learners

Currently, learner support funds according to information from the facility and then shows the level of financial support for people living with disabilities is low. This funding is allocated from the local and Central Government budget. Funding support includes free full tuition, supported accommodation fees and living.

However the level of support is still very low. Because the majority of people with disabilities of all poor households should be combined with a low level of support greatly influence the course of vocational training of people with disabilities.

<table>
<thead>
<tr>
<th>Q13 - Funds to support learners</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – Enough</td>
<td>4</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>2 – Normal</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>7.4</td>
</tr>
<tr>
<td>3 – Lack</td>
<td>63</td>
<td>92.6</td>
<td>92.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

According to survey data, the number of people with disabilities answered funding lacks many. This means that their daily life is too hard (making up 92.6%). The rest answered quite enough. This shows the need to further strengthen the support for the daily life of people with disabilities to vocational school.

*) Coordinate with production facilities for editing training programs
The built training programs through collaboration among vocational training institutions and production base is considered an important factor is the basis of ensuring post-training employment of PWDs.

According to the survey data show that 18% of respondents share the vocational training institutions have regular relationships with businesses; 26% of the vote answer is sometimes (Figure 2.17). Meanwhile answered votes this relationship is rarely accounted for 56%.

Figure 2.17. The survey results and the school's relationship production facilities in the editing training programs

Through data showed, school collaboration and production facilities are very limited; almost all the vocational training institutions are not coordinated with production facilities in the building program. The vocational training institutions are largely self-compiled content curriculum.

*) Training programs
- Training programs for people with disabilities, like vocational training programs are normal. However, due to the ability of persons with disabilities to acquire certain restrictions so that the program has some features as follow:
- There are provisions for disability beneficiaries. Types of disability and the ability to everyday activities by having multiple lines, without any disability a studied.
- Training time is often much longer. For example, the office information for people who are normal is only about 30 to 60 hours and is done in about 1 to 2 months. Such content also, people with disabilities will learn from 3 to 6 months.
- The program content is designed to be simpler than the average person (Except some content required by NKT)
- Normally, if taught at projects with funding and time fixed, the contents will be brief and receptive to people with disabilities
- Method and form of teaching should also be mentioned explicitly. In addition to specialized courses in vocational, learning disabilities are also courses on community integration, the study of other life skills.
- Vocational training programs for people with disabilities is primarily for handicrafts, electronics, information technology ... The training courses for people with disabilities mainly Basic vocational training, vocational secondary. No training programs at the college level, university for people with disabilities.

In general, vocational training programs for people with disabilities in vocational training institutions by the vocational training institutions in order to build. There is no to national standards vocational training programs for people with disabilities. However, if the construction of the national standards program to teach people with disabilities, the vocational training institutions are units engaged mainly.

*) The rank of Vocational teachers

Teaching staff at vocational institutions specialized for people with disabilities are considered formal and more complete than the other vocational training units for people with disabilities. Teachers have mandatory standards for vocational teachers to teach ordinary people and professional certification to teach people with disabilities. Therefore vocational teachers are trained mostly formal vocational training to teach ordinary people then go further in professional retraining to teach people with disabilities.

Time for a refresher course about 3 months concentrated. Training where professional training is often special education department of pedagogical universities. (In Vietnam mainly there are 2 bases: The north is Hanoi Pedagogical University and south of the University of Pedagogy in Ho Chi Minh City). In fact vocational training for disabled people outside the vocational teachers still needs to have the involvement of teachers in language (as mentioned above).

In the opinion of some teachers currently teach people with disabilities in vocational training institutions for the disabled, said: "Current classes with disabilities have many different subjects, different ages, the ability to acquire knowledge limited should the general uneven teachers teach very hard, be very persistent, always encouraging people with disabilities, and even did not dare to leave the classroom during break times.
*) **Appropriate level of the training programs**

An assessment of the suitability of the training programs through the survey at production facilities.

**Table 2.19. Result of Retraining for disabled at companies**

Q12.5: Retraining for disabled at companies take a lot of time

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1- Tatal agree</td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>2- Agree</td>
<td>14</td>
<td>41.2</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>3- Neutral</td>
<td>14</td>
<td>41.2</td>
<td>91.2</td>
</tr>
<tr>
<td></td>
<td>4- Dis agree</td>
<td>2</td>
<td>5.9</td>
<td>97.1</td>
</tr>
<tr>
<td></td>
<td>5- Tatal disagree</td>
<td>1</td>
<td>2.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Analysis results showed that 50% of survey responses of agree is the need to retraining people with disabilities. And re-training takes a lot of time. While the number of votes determined in the normal range accounted for 41.2%. Votes do not agree is very low, accounting for 8.8%. This data shows that training programs compared to actual production in different establishments. This is true because the survey data on the relationship between educational institutions and production facilities (Q5 in the category) is still limited.

*) **Job introduction for trainees**

Ordinary people find hard to find work, the PWD find it more difficult. Therefore, a prerequisite is to raise the professional level of people with disabilities. PWD should be trained accordingly, must be invested in both teaching and learning to expert level skills to meet the requirements of employers.

According to the survey at the production facilities in total there are 34 votes to 19 votes questions asked (accounting for 55.9%) answered that the relationship between the school and the manufacturing base is still limited (rarely). And sometimes there is also a certain relationship is 9 people (26.5%). Some support this relationship occurs frequently only 6 people (17.6%).
Data shows that the current relationship between the school and the manufacturing base is still limited. However it can mainly be explained by the fact production base is small; the demand for labor force doesn’t need a lot of people with disabilities. Therefore, people with disabilities locally occupied all the seats work here. The vocational training is also difficult to have the opportunity to introduce others to work in the production facilities.

Table 2.20. The survey results on the school coordination and production

<table>
<thead>
<tr>
<th>Q5 – Relationship with enterprises</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- Always</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>17.6</td>
</tr>
<tr>
<td>2 – Sometime</td>
<td>9</td>
<td>26.5</td>
<td>26.5</td>
<td>44.1</td>
</tr>
<tr>
<td>3 – Rarely</td>
<td>19</td>
<td>55.9</td>
<td>55.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Share the problems, said Nguyen Thi Nhung, Deputy Director of the Center sponsors - vocational training and employment for disabled HCM City said: "Disability is the object which has always been interested by the Party, State and society. However, these shortcomings have prevented or limited PWDs participation favorable in the labor market, to have a stable job. Social and community should pay more attention to the support of the activities for the disabled, support equipment upgrading vocational training for vocational training institutions for the disabled to fit the labor market. Also need to have programs that support people with disabilities in the local area to people with disabilities easily integrate into the community, access to employment opportunities."

The statistics of Library Science City synthesis also shows the proportion of people with disabilities in need of labor, but the number of jobless in the country accounts for about 30%. Due to poor health, lack of education to full (only about 6% of them graduated from high school level, over 20% have secondary school level), so the opportunity for their work is nearly impossible. On the other hand, businesses are also not keen on recruitment people with disabilities, and the discrimination between normal people with disabilities.

Assessment of vocational training and job creation for people with disabilities in Vietnam (period 2012 -2015), Dao Trong Do - Deputy Director of Regularly Vocational
Training - (GDVT ministry of LD- Invalids and Social Affairs) said that in 5 years from 2010 to 2015, there were about 120,000 disability supported vocational training and job creation through support programs of vocational training, loans national fund for employment and job placement. Of these, nearly 100,000 people with disabilities are supported vocational training, over 2,500 people get loans national fund for employment and nearly 19,300 people are consulting vocational training and job placement. Vocational training project for rural workers support job training for 20,000 people with disabilities.

According to Đỗ, despite achieving the above results, but the number of people with disabilities to support vocational training, job creation is low, does not reach the goal set out in Decision 1019 / QD-TTg. The propaganda of the vocational training policies and employment for people with disabilities are limited, leading to people with disabilities do not have much information about training, training facilities and suitable employment, no body access policies. People with disabilities to access preferential loans is limited, partly because people with disabilities do not belong poor, near poor are not loans from the National Fund for job creation. At the same time, funds are limited, so the number of people with disabilities achieve very low loan.

Thao Van - director of The Will to Live is a Social Business, the center of activity in the field of inclusive comprehensive support for people with disabilities, she said, "It is difficult, almost as you do not look because everything is the need to have a strategy. As a training center, there is little the central finding partners (output) first, then find out their needs and then training. Very little, almost no people do so, but just training, training ... after finishing the new look for work. Therefore, when looking for work but the school itself, the center is not connected to the PWD, the PWD is difficult to find work."

People with disabilities are not small labor force in society, and they require to be protected by law in order to ensure equal rights to participate in social activities, including the right to equality in employment lasting. The Prime Minister has approved a scheme to assist persons with disabilities in the period 2012-2020 with the objective of "Supporting people with disabilities to promote their ability to meet their own needs, create conditions for people with disabilities reach to equal participation in economic activities - social, contribute to building community and society."
Mr. Nguyen Ngoc Toan, deputy director of the Department of Social Protection, Ministry of Labour, Invalids and Social Affairs said that "ensure to persons with disabilities exercise their right to equality and participation in society, one solution is geared towards people with disabilities, help improve access to jobs, solve the problem of poverty, that needs direct assistance to individuals and households to ensure people with disabilities participate in labor market or create local jobs.

Employment helps for people with disabilities feel confident and equality in family and society. People with disabilities should be given the same right to self-determination for the trust they have enough motivation and confidence for a society without barriers. In the near future should actively deploy, implement the Law on Persons with Disabilities and the International Convention on Persons with Disabilities was approved Vietnam.

Creating conditions and opportunities for vocational training linked to employment for disabled people is the impulse to action "Realising the rights of persons with disabilities", including the right to decent work. Along with the participation of agencies, socio-political organizations, disabled people themselves need to exercise, try learning to enhance their knowledge, skills and confidence to contribute to the country's economic development.

Mr. Ho Xuan Lai, Deputy Director of the Office for the Coordination of Activities to support disabled Vietnam, Department of Social Protection, Ministry of Labour, Invalids and Social Affairs said: "We are coordinating the activities to support PWDs primarily from mechanisms and policies. We have been involved in the
formulation of laws, build decrees, circulars guidance, policies and settlement regime for people with disabilities. In addition, the movement of foreign organizations, non-governmental organizations, institutions, units and enterprises in the country help people with disabilities. Coordination on the basis of PWDs as much help as possible, to create jobs for people with disabilities so they can live stable, long-term. That is the problem, which is not only Coordination Office operations support disabled Vietnam, but also other state policies need to continue to improve.

Helping PWDs improve their lives, vocational training and job creation is one of the measures to reduce poverty, implement Millennium Development Goals of the United Nations and the International Convention on Persons with Disabilities. Hopefully, Vietnam Disability Law in effect (from 1/1/2011) would promote the role and responsibilities of the community, the family and society in creating the conditions for PWDs in all aspects of self-private community integration, especially to find work suitable to their health in order to stabilize their lives.

2) Vocational training for people with disabilities in production base

a) Features

The production base with vocational training employs people with disabilities mainly as a part of the responsibility to the community and people with disabilities. In this production facility the majority of the people in charge are also the disabled.

Information on vocational training and employment to people with disabilities is mainly through acquaintances or people with disabilities to introduce them looking to the production facility due to the demand for jobs which did not have any production facilities also accept them into work.

Most of the handicapped and worked in production base live locally place close to the production facility. The production base always applies training methods "hands-on". PWDs practice not only to learn theory. Everything they learn is what they will do.

Short training time and tied to a specific job, depending on the degree of disability-this form of training is considered suitable for the disabled.

One another form of training at production base is training under the project of the local government. Number of PWDs attends more often. However, responsibility for school and work are not as high as spontaneous forms small recruitment.

b) Objectives
The goal of training for people with disabilities at the production base are not too big, it is simple like a shared responsibility derived from human compassion: (1) - Share responsibility with social communities, (2) Create opportunities for employment for people with disabilities, to help them be able to work to earn money to support themselves and not being dependent on society, (3) Enhance the role of production base, (4) A limited number of production base is also based on training and employment for people with disabilities to get the support of tax policies or incentives.

c) Contents and forms of vocational training for the disabled

*) The choice of vocational training venue

According to survey data on disability (Table 2.21) it shows that form of training at production base accounted for 69.1% and was rated as good and PWDs accordingly. PWDs often left school early or not going to school so education is very low. They do not pay much attention to learning at the school. Maybe they like the practice rather than theory or PWDs in production base are lucky to have the opportunity to work early so they take care of their lives and they do not like to depend on people such as when you study in vocational training institutions.

Table 2.21. Survey result of vocational training venue

<table>
<thead>
<tr>
<th>Q1- Venue at</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- Production unit</td>
<td>49</td>
<td>94.2</td>
<td>94.2</td>
<td>94.2</td>
</tr>
<tr>
<td>2- Others</td>
<td>3</td>
<td>5.8</td>
<td>5.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Through the data also show that people PWDs in vocational training at production base has prior employment oriented vocational school. This is also the choice of the experts rated as suitable for disabled people.

*) Enrollment form

At the production facility, the vocational training for the handicapped has 2 basic types is clearly distinguishable:

The first type of vocational training for people with disabilities is spontaneous. The reason for apprentices is due to the need of production base, and vocational training needs of PWDs employed. Most of the vocational training institutions for people with disabilities related to people with disabilities.
For example, the manager of the production base as well as people with disabilities. And they receive vocational training for people with disabilities are because of love and responsibility to those who like their circumstances with this type of concept formation enrollment. People with disabilities go to the production base mainly due to near or through acquaintances introduced to some production base and large-scale vocational training than they have introduced and announced information through mass media channels.

The second type of vocational training for people with disabilities is under the projects, programs and funding from the central government or local. With this type, the number of PWDs is often outnumbered, short training period under the existing budget. With this type of production base perform the task to ensure admission attendance number of PWDs as required, or indicators allocated.

The production base are often away or seeking enrollment PWDs through labor facility Invalids and Social Affairs, or at the unit in charge of social issues at the local Typical of this project is an indicator of vocational training for people with disabilities are allocated from manufacturing associations and vocational training of wounded and disabled Vietnam.

*) Receiving information on job training at production base

People with disabilities currently working in conventional production base are undergoing vocational training right there. Vocational learning process associated with the production process. PWDs soon learn what they will do, so many people took the time to learn negligible because the work they do is by hand while they are walking disability. Information on apprenticeship here are rated as table 2.22

**Table 2.22. The survey received information about apprenticeship**

<table>
<thead>
<tr>
<th>Q1- Get vocational trainign information</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- Relationship</td>
<td>29</td>
<td>63.0</td>
<td>63.0</td>
</tr>
<tr>
<td>2- Public communication</td>
<td>12</td>
<td>26.1</td>
<td>89.1</td>
</tr>
<tr>
<td>3- Consultance from others</td>
<td>5</td>
<td>10.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The survey data shows that in production base, PWDs are working in the production base receives information on apprenticeship and work through relatives
introduced accounted 63%. Number of channels received through mass pure accounted 26.1%. This data can also be a deviation because at the time of collecting the questionnaire, most vocational training courses under the projects are not undergoing vocational training in production base. At the production base, the PWDs are an apprentice or work no more spontaneous style.

*) **Satisfaction of vocational training needs**

According to the survey it shows that the production base organizes training for disabled people based primarily on the needs of persons with disabilities accounted for 91.2%. Meanwhile training follow the plan accounted for only 8.8%.

**Table 2. 23. The survey of the training needs of PWDs in production base**

<table>
<thead>
<tr>
<th>Q6- Vocational training demand</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>31</td>
<td>91.2</td>
<td>91.2</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This result also shows that for enterprises with training for people with disabilities has also received attention from social organizations. Or in other words, there has the cooperation of vocational training for PWDs between production bases with all levels of management, the social organizations.

*) **Funds to support learners**

According to the analysis in the enrollment form, the production facility has two typical types of training. For the first category (training spontaneous), the majority of the production base are supported not charge fees. Costs, accommodation and living are by PWDs self. However, many production facilities are not only tuition fees, but also facilitate support for any accommodation expenses of living for people with disabilities. However, time for vocational training is not long and PWDs will join the production as soon as possible.

For this kind of vocational training for PWDs under the scheme: People with disabilities are rural workers, people with disabilities are urban workers from poor households is to support food and living expenses during the vocational training (in the specified in Decision No. 1956 / QD-TTg dated 27/11/2009 of the Prime Minister
approving the scheme vocational training for rural workers and the documents guiding the implementation of Decision No 1956 / QD-TTg ). Depending on the specific conditions and the possibility of budget, ministers, heads of agencies, unions at the center; Chairman of the provincial People's Committee consider and decide the level of support for meals and travel expenses accordingly. Methods and conditions to support vocational training costs, meals and travel costs for people with disabilities during vocational training depend on the locality.

Based on the demand and the number of people with disabilities vocational training, vocational training catalog, training plans, training costs and estimates for each job assigned from the budget of the project Vocational training for workers countryside. (Under the National Target Program on Employment and Vocational been approved by competent authorities);

The agencies and units tasked vocational training for disabled people contracted training order to vocational training institutions are qualified vocational training or production base, business organization scheme vocational training linked to employment for people with disabilities (as defined in the Circular No. 105/2008 / TT-BTC dated 13/11/2008 of the Ministry of Finance

The vocational training order at production base, business (vocational training in the form of handing down, learning while working) to ensure people with disabilities are admitted to work at the base stable production, the minimum 24-month sales (for people with disabilities to meet the recruitment requirements of the facility).

Vocational training centers or production base, the business is responsible to pay for their food and travel costs for people with disabilities according to regulations. Settlement of funds for vocational training support according to the number of participants and the actual time engaged apprentices. Disability cases voluntarily leave school, leave school, or forced to quit school, do not get paid to eat during school holidays, leave school, out of school and travel costs

General expenditures for a vocational training PWDs depend on various occupations. The entire cost for a course of study, depending on the job ranged from 3.5 million VND ($ 150) to 6,500,000 VND ($ 300) per / session. This funding includes living expenses, travel and material costs of training. With such funding under the production base is still very difficult.

*) Training time
Vocational training time for PWDs depends on the form and training fields. There are careers that people with disabilities need to learn just a few days as rattan, embroidery, weaving. But there are professions people with disabilities have to learn for a long time as electricity industry, motorcycles.

For spontaneous types of training, the training time is short. It can only take a few days as PWDs to able to do that. However PWDs only do a simple task. Soon after learning to do, PWDs will be arranged to work right on with the job that they have just learned. However to achieve good skills of the profession are in the process they will both work to learn more. PWDs can say like to go to work immediately, unlike vocational school.

For this type of training under the scheme, the training time is usually 3 to 6 months. However, the project also has the training period which lasts up to 1.5 years. As of the time of course, it's time PWDs complete learning content. However, some PWDs have yet to gain professional skills. They still need to have more time to practice the skills. In the opinion of the production base are funded under the scheme are limited and signed, they follow. According to them, basically, people with disabilities musculoskeletal system can work immediately. As for other disabled people to work if they still need more time to practice.

*) Vocational training fields

Occupations training for people with disabilities in production base are always tied to careers that are producing base. Occupations in the production base are generally quite a lot and depend on regions. In rural areas, mountainous areas, it trades mainly handicrafts, bamboo and rattan, garments. For urban areas, the richer sectors such as electronics, information technology and motorcycle repair.
*) Training programs

The training program at the production base is divided in the form of training. For training programs, the basic scheme is common syllabus prescribed. As for the spontaneous training forms does not follow a specific curriculum.

Vocational training program under the scheme:

Training under the scheme is to be paid from the plan to organize vocational training for people with disabilities. Therefore in principle the production base must follow the training program has been approved. Contents of the training program can be provided or the facilities have to build. Basically the program is completely identical to vocational training programs for people with disabilities in vocational training institutions. However for vocational training in production base, they must demonstrate the ability to vocational training, including teaching staff, facilities for learning and living for people with disabilities usual.

Spontaneous Curriculum

In fact at the production base does not use the training program. No vocational teachers that only those who are working experienced guides for apprentices. Simple rule
is "instructions how to follow so that" (hands-on). When apprentices completed, they will work with the right job they have learned. Every time has new content is apprentice to be instructed to do next.

*) **Teaching staff**

According to the survey and the results from the workshop showed that, for the production base of vocational training for people with disabilities by the workers, workers with good qualifications undertake. Majority of them are not trained on vocational training, no pedagogical certificate even if they do not have the vocational certificate. Many of them also are disabled. They participate in vocational training is gratitude and for social responsibility. They are the bright example for people with disabilities in vocational training and profession.

In the villages, vocational training is mainly based on the artists. They begin training based on the experience without any curriculum or pedagogy possible, the number of vocational training are limited. As for vocational school teachers have pedagogical but lacks the traditional craft skills, practice techniques. It is not a matter for the remuneration of teachers is low, so hiring teachers is difficult.

It can be said that teachers teaching at the production base is almost not there, they are just a guide, hand down for people with disabilities.

*) **Introduce jobs for trainees**

At the production base for people with disabilities vocational training in the form of spontaneous, the majority of people with disabilities in vocational training has been identified is in there to work. They only have a short time apprenticeship and work and receive salaries as soon as they can do the job. The advantage is that people with disabilities can work at home. The production base supply raw material and product consumption.

For the classes under the scheme, the number of people with disabilities is often more. The production base comply with the vocational training scheme is also a larger scale they also have many opportunities to create jobs for the disabled. However, if the layer projects with multiple disabilities so they arranged employment are limited. This is also a big problem that is receiving the attention of the authorities in Vietnam. Solutions have launched the application that is labor law. Minimum each production base
dedicated to the lowest 2% employment for people with disabilities. But in fact this law is not fully applicable so unresolved employment issues for people with disabilities.

3) Vocational training for PWDs by regular vocational training institutions undertake

a) Review

Currently in Vietnam there are no qualification training colleges and universities for those are disabled. In fact, all conventional vocational schools still receive people with disabilities in learning at school. However, people with disabilities must be autonomous in all activities of daily life and learning as ordinary people. Disability learning in vocational training institutions normally is not much. For example, at NAMDINH University of Technical Education has 03 students are disabled musculoskeletal system. When they go to school should always have the support from the family for commuter.

Generally at schools in Vietnam no distinction between people with disabilities and ordinary people. Some special cases can also open the training facilities for the disabled classes. But the usual training program is supported by the scheme or relies on funding of a non-profit organization. For example, the program "Training in information technology for people with disabilities" of Văn Lang University has trained nearly 600 trainees free for 6 years. Van Lang private universities are still free training class information technology for people with disabilities. Some special cases of disability longer supported living expenses. Special classes mentioned above under the program "Training in information technology for people with disabilities" in the project "Integration of people with disabilities in Vietnam", a training program is a non-profit private universities Van Lang deployed since 2009
The training program organized by CRS (Catholic Relief services) coordinate the implementation, including 3 sections: Software Engineering, Graphic Design, Architect Engineering Design and Training Guides computing for the blind community. The course participants are multi-handicapped people, aged 18-35, are completely free of tuition. Some difficult cases reduction or exemption the monthly living expenses. After three stages of implementation, the project has trained nearly 600 trainees and 80% of trainees find jobs.

Today with the development of society, the attention of the society towards PWDs has been higher, vocational training institutions have more typically organized vocational classes for people with disabilities. The vocational training institutions have also made great efforts in improving infrastructure facilities to meet the vocational training for people with disabilities.

b) Basic Characteristics

If these classes by regular vocational training institutions undertake training under the scheme, the learners in the classroom are the disabled. With classes like this, the vocational training institutions have tried to meet certain job training for people with disabilities as prescribed.

However with the classes that people with disabilities participate in vocational training with ordinary people, are more difficult than favorable. Advantageous in that helps people with disabilities to achieve self-rising results as normal people. PWDs also encountered difficulties, not less. This type of apprenticeship PWDs mainly
musculoskeletal system defects of their difficult problems is not to acquire knowledge, or improve professional skills that the difficulties they face are the problems of living, difficulty in accessing facilities in educational institutions.

Currently the vocational training institutions in Vietnam have no conventional building for PWDs. PWDs cannot move on the stairs, even difficult to reach the toilet in vocational training base.

As the program designed to teach ordinary people so have more courses or programs such as field trips at the factory, the disabled are difficult to participate. The problem is in the classroom that only 1 or 2 people are disabled, so work separately or arrange them into learning some subjects often difficult. Some PWDs do not get enough confident because a lot of other extra-curricular activities of the class that they are difficult to engage with people. Due to the conditions of the facilities in vocational training place as well as the impact of a disability make PWDs find it difficult to choose profession.

2.2.2. Teaching methods in vocational training/schools for the disabled

1) Teaching methods in vocational training schools and centers

At the vocational training institutions for PWDs, the classes are organized just like the regular classroom. But often have a minimum 2 teachers. In which one person must have experience as well as the ability to communicate well with people with disabilities. According to the survey, the need to have a teacher of language is essential. With 1 is necessary; 2 is unnecessary; 3 is sometimes necessary. The survey results show on table 2.24 with answer sheet is needed up to 82.4%.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>82.4</td>
<td>82.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>13.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This figure shows that a majority of people with disabilities should have the support of language teachers. Maybe in a class, there are different people with disabilities, so that PWDs is thought to be necessary to have a language teacher to support those who are hard of hearing or slow to understand. They think language teachers may not need for their own they see their friends, other people with disabilities
would be required. Answer some unnecessary perhaps they should think not about language teachers for them.

Organizational forms of vocational training for people with disabilities are based on a form of teaching in general. That is how to organize the teaching process in line with the purpose and contents of the lesson, in accordance with the characteristics of physical PWDs as well as mental, psychological, emotional, in accordance with actual conditions school, local to make effective lesson best. The current form of the teaching of the school is very diverse organizations on the basis of the quality of student learning as a measure of the teaching process. The name of each form of teaching accounts the different bases of the teaching process.

In terms of the most common methods when considering learning process of historical development of education and teaching aids for PWDs, there are three forms of teaching for basic accessibility: they are specialized teaching form, integration teaching forms and inclusive teaching forms.

*Integrated Instructions*

Integration of teaching is a form of teaching for some PWDs who are capable of learning in the form of specialized and capable of learning in the form of integration. Teaching integration appeared during the transfer between the two forms of specialized teaching to integrate teaching without understanding fully the integration of teaching.

*Inclusive Instructions*

Inclusive teaching is a form of vocational training for people with disabilities in the general education classroom setting, i.e. with normal people with disabilities in the same classroom, same time, same program, usually the same age (if available the difference is not more than 2 years old). This form of teaching is now popular around the world and in Vietnam.

In organizing vocational training for people with disabilities can apply pedagogy different forms: Vocational training, learning in groups, organizations practicing on. In it, practicing the most important role to strengthen the knowledge and skills impart people with disabilities.

One of the basic characteristics of the cognitive performance of people with disabilities is due to the deficiency of a certain body parts, especially for the deficiencies of the agency to receive and process the information that led to the understanding of the world around us is not complete, comprehensive and detailed.
Thus, the practice is a form of teaching not only with the aim to strengthen the knowledge and skills but also make sense to people with disabilities have full awareness, deeper about the world around them, and this also be considered a major road in cognitive performance of people with disabilities, also known as "learning by doing". This mode requires that teachers should allocate appropriate time, the balance between the creation of knowledge, new skills and practical training on the basis of the level of awareness the PWD. It is important for this form of learning disabilities has been created for cognitive skills, practical skills as well as skills to apply knowledge to solving problems directly related to the learning activity, labor and daily activities of PWDs.

Teachers can prepare this form of teaching by preparing the exercise based on the development of the system of knowledge and skills of people with disabilities. The exercise should be done from easy to difficult, from simple to complex, from low to high, from the knowledge and implementation skills in a familiar environment to newer environments.

Practice in teaching people with disabilities are done very regularly, daily, hourly, anywhere, anytime, using many different forms with the direction of not only teachers but also of other disabilities friends, if so, then train to attain high results and contributing to improving the quality of vocational training.

2) Teaching methods in business (Production unit)

There are many forms of vocational training, vocational transmission associated with employment such as: Focusing into classes, alternating between healthy people and people with disabilities transplant, holding at the factory, in groups, families, monitoring learning by doing, hands-on. Regarding the scale, a class of 30-50 people can be held if the venues are large, somewhere just tutoring from 3-5 people at home.

The time of training also flexibility, according to the requirements of each job and the type of disability (especially for the deaf, the blind ...), usually from 2 -6 months, especially during the apprenticeship PWD was able to create products with little income. This is advantageous for people with disabilities, is a source of great encouragement and the immediate income to cover living.

For the disabled apprentice spontaneous style, production facilities can be easily arranged directly instructor trainee in hands-on principle. PWDs very quickly grasp the
work to be done and can participate in the production immediately. This method is considered to be quite effective for people with disabilities.

For vocational training for people with disabilities under the project, the number of PWDs is greater. Vocational training methods have some differences, such as: Classes mainly in the form of concentrate. The content is communicated more fully including the theory and skills needed in production. They also are guided primarily by hands-on approach.

However, due to large number of PWDs should only practice basic lessons in the curriculum predestined. Thus, some people who slowly absorb missed many learning content. Forms of this type of vocational training similar to the training combination of vocational training institutions with a manufacturing base. In fact, the teaching in this form has the advantages rather than purely vocational training at vocational training institutions.

3) Teaching methodology combines vocational training with production bases

The survey in the production base as well as the results of the workshop showed that production bases which organize vocational training, vocational training establishments or link vocational training and employment for people with disabilities have many advantages, can overcome the barriers of PWDs during vocational training, search job. Because of the nature of the training must come from the needs of enterprises and the market. When businesses associated with vocational training institutions both sides will have a lot of information back and forth. Thus, the training facility will capture the needs of businesses on training fields, the amount of training, the training levels ...In addition businesses can also provide additional information about the suitability of the training programs, the content needs improvements, additions or changes in the vocational training curriculum to suit the request of enterprise. This association contributes to overcoming the training situation is widespread, unfocused, and trained workers without jobs and contributes to limiting condition theoretical training, not tied to Practice.

When enterprises established vocational training establishments or vocational training courses held at the base to directly serve the needs of employers in the production of its business and serve social needs. Thus, enterprises will be more favorable than the other training establishments because they have available mechanical systems and equipment. It is considered as the number one advantage, because
vocational training necessarily full equipment for trainees to practice. Besides, enterprises have a team of professional practice guidelines due to their extensive experience are regularly exposed to new techniques and technologies. When direct training enterprises will facilitate actively in the selection and use of the workforce is in line with requirements. Actual implementation of vocational training activities recently, vocational training courses for people with disabilities in enterprises with employment rate are very high after the apprenticeship. It can reach from 80 to 100%.

Since 2012, the Association for the Support of Disabled People and Orphans Vietnam has successfully piloted training model tied to employment for people with disabilities in production and business base. This model has so far been rolled out to almost all provinces in the country annually organize vocational training for thousands of PWDs. Proportion of PWDs have jobs after vocational training was about 80%.

With the advantage of creating decent work for people with disabilities, businesses organize vocational training for PWDs, linking with vocational training and job creation for people with disabilities by the State concern, expressed by many preferential policies long. Enterprises often have at least 70% of persons with disabilities to work will be financial support for investment in infrastructure, equipment and training, to be allocated free of charge or lease land at a place where is convenient for learning of the disabled craft, loans from the fund jobs for people with disabilities. These rules not only to encourage enterprises to actively carry out development activities but also vocational training harmonious combination between economic policy and social policy, help the workers in general, people with disabilities in particular have a job matching their abilities to their workers self-employment, job search, stable life.
3. TVET Teacher training for teaching the disabled

3.1 Current status of vocational training teachers teach PWDs

Persons with disabilities are deemed to be a specific, vocational training for people with disabilities also requires the appropriate vocational training methods. To achieve the objective of vocational training for people with disabilities, the State has a policy of training expertise, skills and methods for teachers in vocational training for people with disabilities. Teacher vocational training for people with disabilities in addition to the general benefits is also entitled to special allowances for teaching people with disabilities. For teachers specialized in vocational training in institutions, vocational training courses for people with disabilities, full-time vocational training teachers in inclusive classes for people with disabilities are entitled to special allowances, allowances for positions leadership, seniority allowances (if any). The vocational training for people with disabilities so hard and tough so preferential policies will not only offset the effort of teachers in vocational training for people with disabilities but also to encourage other teachers to participate in this.

However, the fact that the number of teachers in vocational training for people with disabilities is much lack of training needs. Besides, the majority of vocational teachers are untrained regulars. This has caused significant difficulties for the vocational training institutions for the disabled and the disadvantaged for the disabled. Tran Duyen Hai Vocational Training Centre Director humanitarian and job creation at no cost to children with disabilities Dong Da said: The work of vocational training for PWDs is not simple, requires more dedication, tolerance, justice by, the enthusiasm of teachers, PWDs have gained lessons or not is very much thanks to the teachers. However, at present, most of the teaching staff vocational training for people with disabilities not through formal training schools by the State open; they contemplated the short-term training courses, so weak both professional and professional.

As of December 2014, the total number of teachers of vocational training institutions is 40,615 people, including teachers in the vocational colleges and vocational secondary schools is 25,840 people and in vocational training centers is 14 775 people including thousands of teachers in vocational training for people with disabilities. In the period 2011- 2015, Vietnam has about 7,300 trained teachers respectively. In it, GDVT collaboration with international organizations (EBG, APPE, City & Guilds, British
Council, ...) and vocational training institutions in the country to organize training, fostering professional skills for 860 teachers in the national key occupations; training and retraining of pedagogical vocational training, pedagogical International for 2,136 teachers. This team of teachers after being trained has participated actively in vocational training for people with disabilities in vocational training institutions.

According to the survey vocational training teachers is composed of the following basic information:

**Table 2:25. The survey on the age of the vocational teachers**

<table>
<thead>
<tr>
<th>The age of vocational teachers</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 2 – Since 26 to 35</td>
<td>21</td>
<td>40.4</td>
<td>40.4</td>
<td>40.4</td>
</tr>
<tr>
<td>3 – Since 36 to 45</td>
<td>22</td>
<td>42.3</td>
<td>42.3</td>
<td>82.7</td>
</tr>
<tr>
<td>4 – Over 45</td>
<td>9</td>
<td>17.3</td>
<td>17.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

According to the survey the number of people working in management and teaching in vocational training institutions in age from 26 to 35 (representing 40.4%) Number of people aged 36 to 45 accounted for 42.3%. And those who are under age 45 accounted for 17.3% larger. Through data showed the staff and lecturers at the vocational training institutions are at young age and most enthusiastic.

**Years of working with PWDs**

Years of work shows experience working of staff, teachers for people with disabilities. The data also underscores the growth or development, scaling and teaching team for PWDs. If the age of the teaching staff is young, then the development of the vocational training system for people with disabilities as possible. The survey results for the 52 teaching staff as table 2.26.

**Table 2:26. The survey on the number of years working with PWDs**

<table>
<thead>
<tr>
<th>Year work with PWDs</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Less than 5 years</td>
<td>8</td>
<td>15.4</td>
<td>15.4</td>
</tr>
<tr>
<td>2 - 5 to 10 years</td>
<td>14</td>
<td>26.9</td>
<td>26.9</td>
</tr>
<tr>
<td>3 - Over 10 years</td>
<td>30</td>
<td>57.7</td>
<td>57.7</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Majority of people working some years in vocational training for people with disabilities is relatively high. Those who have worked more than 10 years accounted for 57.7%. Persons working from 5 to 10 years accounted for 26.9%. This figure shows the development of the teaching staff is limited or vocational training for PWDs is more difficult and as yet there is an increase in number of PWDs vocational training. If the PWDs apprentices have to recruit more teachers and teachers will have more young people.

3.2 Objectives, contents and forms of TVET teacher training to teach the disabled

3.2.1. Objectives, contents of TVET teacher training to teach the disabled

The Ministry of Education and Non-Government Organization (NGOs) provide the TVET teacher training with objectives: (1) To conduct TVET teacher training at national and regional levels to promote self-employment of people with disabilities, and (2) To improve the vocational teacher training skill in teach people with disabilities. The contents of TVET teacher training as follow:

a. Different perspective on special educational needs.

b. Approach to teach people with disabilities in mainstream setting

c. Communication with people with disabilities; such body language, sign communication, Braille.

d. Psychology of people with disabilities.

3.2.2. The form of TVET teachers training to teach people with disabilities

Practical investigations in the vocational training institutions shows teachers teach PWDs normally formed and developed in the following ways:
Figure 2.21. Vocational teacher training model for people with disabilities

Teachers of the school are currently training to be examined under the following forms:

Q14.1 Learning formal vocational training to teach ordinary people and learn more about the profession to teach people with disabilities

Q14.2 Formal learning to teach culture for PWDs and learn more about vocational to teach for people with disabilities

Q14.3 Skilled Worker learn more professional

Q14.4 Some peoples with disabilities have been training more to teach people with disabilities

Table 2.27. The survey on teacher training forms to teach for people with disabilities

<table>
<thead>
<tr>
<th>Value</th>
<th>Q14.1</th>
<th>Q14.2</th>
<th>Q14.3</th>
<th>Q14.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- All most</td>
<td>5.8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2- Many</td>
<td>32.7%</td>
<td>5.8%</td>
<td>0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>3- A half</td>
<td>36.5%</td>
<td>23.1%</td>
<td>7.7%</td>
<td>5.8%</td>
</tr>
<tr>
<td>4- Some</td>
<td>15.4%</td>
<td>32.7%</td>
<td>67.3%</td>
<td>34.6%</td>
</tr>
<tr>
<td>5- No people</td>
<td>9.6%</td>
<td>38.5%</td>
<td>25%</td>
<td>55.5%</td>
</tr>
</tbody>
</table>

According to the survey results, the number of teachers in vocational training for people with disabilities is primarily trained as usual vocational teachers and then they are more professional training to teach people with disabilities. This type accounts for the
largest number of votes with answers to 75%. Teachers are formal training on culture accounts for a small amount (28.9%). This type is mainly to teach about the culture and have a few, can be combined to teach some of the content of traditional crafts such as embroidery, handicrafts, rattan. Skilled workers to become teachers account for the small number is confirmed with 74.3% of the vote. This type of focus in the production facility, where there is vocational training for people with disabilities. People with disabilities to become teachers also accounted for some of the smallest confirmed by a vote of 40%. This type is also concentrated in the production facilities, especially the manufacturing base of persons with disabilities.

The research result in Indonesia provides that the number of teachers, who get only formal training on culture to teach PWDs is the biggest. The Vocational teachers have Study specialized vocational teaching for normal people and training more about languages (to teach PWDs) is biggest number. Others type of teacher is contributed an equivalent number.

Table 2.28. The survey on teacher training forms to teach for people with disabilities

<table>
<thead>
<tr>
<th>Value</th>
<th>Q. 1</th>
<th>Q.2</th>
<th>Q.3</th>
<th>Q.4</th>
<th>Q.5</th>
<th>Q. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- So many</td>
<td>33.3%</td>
<td>6.7%</td>
<td>40%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>26.7%</td>
</tr>
<tr>
<td>2- Many</td>
<td>20%</td>
<td>86.7%</td>
<td>40%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>53.3%</td>
</tr>
<tr>
<td>3- Nobody</td>
<td>6.7%</td>
<td>0%</td>
<td>13.3%</td>
<td>40%</td>
<td>40%</td>
<td>6.7%</td>
</tr>
<tr>
<td>4- Being planned</td>
<td>13.3%</td>
<td>0%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>20%</td>
<td>13.3%</td>
</tr>
<tr>
<td>5- According to the target distribution</td>
<td>26.7%</td>
<td>6.7%</td>
<td>0%</td>
<td>13.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note:

Q.1 Get formal training of vocational training for PWDs
Q.2 Get only formal training on culture to teach PWDs
Q.3 Study specialized vocational teaching for normal people and training more about languages (to teach PWDs)
Q.4 Some people with disabilities get vocational training and have needs to stay and work at the company/institutions
Q.5 Signing contracts with teachers at normal vocational schools following professional requirements
Q.6 Having the support of teachers under the national program
In fact, there are currently no specialized training institutions to train teachers of vocational training for people with disabilities. The vocational teacher training for people with disabilities are different forms depending on the source form as described in section 1 (table 2.28). One of the two sources for the disabled vocational teacher is from a team of special education teachers for the disabled are also very few. Currently teachers are formally trained university degrees, college education of people with disabilities, in the network of the Faculty of special education in pedagogical universities.

Up to the present time, the training institutions, research in Vietnam has only been around for over 3,000 trained special education teachers have a bachelor's degree (possibly working in specialized educational institutions and inclusive education establishments) and retraining are tens of thousands of teachers (teachers currently working directly in the field) on inclusive education. However, teachers are trained mainly only to meet educational needs of children with disabilities to integrate three levels of education in the early childhood, primary and secondary schools. At the same time alone needs special education teacher for three school levels, by 2015, Vietnam needs to have more than 1 million people.

2-nd source from vocational teacher training and improving the capacity, to counter business, help people with disabilities is also very limited. Although vocational teachers were plentiful, but training establishments improve capacity, to counter business, very few help PWDs.

Currently, only a very small number of teachers, managers (few hundred) at vocational training institutions supporting projects of major foreign or self-complementary business expenses to training and retraining enhance capacity, to counter business, help people with disabilities. However, the method of access, advanced help people with disabilities to be transferred to the project implementation unit, now has different characteristics in terms of resources and approaches. It is difficult to apply to the entire personnel deployed wide. State budget allocated almost no funding for this activity. Network of training institutions nationwide vocational pedagogy have not done this training.

The source form of vocational training teachers for other people with disabilities rely on the voluntary personal. Therefore they work primarily nature and social support in the production facilities and private vocational training of persons with disabilities. So this type of teacher is unstable and often a few small in some establishments and
organizations. According to an interview at the base of raising children with disabilities in KONTUM province, Vietnam Ms. Trinh Thi Quyen, currently 1E class teacher said: "I have been working here for almost 10 years. Most of those teaching at this facility are not specialized, recruited to take care and taught for children and become a teacher. The lectures also do not comply with any curriculum yet, everyone has themselves the way to teach the children. Students have learned for long time depend them, sometimes have 2-3 school year students completing the program of a class.

Facilities here are in need. Classes only are a few old wooden tables. The specific instruments for the children especially like blind, deaf and dumb, blind was missing. Therefore, teaching the children encounter numerous difficulties ". Quyen said, the first day of training here, wages are low, then. Large daily expenses, sometimes I want to quit, find another job with a high income, less strenuous. But just think of the plight of every student here, love for the children so it can continue to work.

Do Thi Thanh Long shared: "My family in Hai Duong province, Vietnam said “I get to work on this basis only been 7 months. Initially homesick so I was sad. Imparting knowledge to the children especially like the blind, dumb, deaf, mental retardation is very difficult. Working in such an environment requires me to try exercise, exposure, instruct children. Initially feel unfamiliar, long days and then also become a habit. Currently, if a day without in class, not having my students that I feel empty ".

Currently there is no training program of vocational training teachers to teach specific disabilities. At the special education department of pedagogical colleges and universities, teacher training programs teach people with disabilities particularly weak focus on subjects: Education deaf children, blind children education, education of children with an intellectual disability and autistic children.

3.2.3. The policy for vocational teachers for the disabled

PWDs is considered particular object. They may be defective in different functions. Therefore, vocational training for people with disabilities cannot apply conventional training methods that require vocational training methods to suit each people with disabilities. Therefore, teachers in vocational training for people with disabilities should also have the expertise, skills methodology consistent with disabilities. To accomplish this, the State should invest in training and retraining of expertise, skills and methods for vocational teachers for the disabled.
Teacher training for people with disabilities in addition to the general benefits for vocational teachers are also entitled to special allowances for teaching PWDs. Depending on the job training in the classes for PWDs or PWDs in inclusive classes that teachers are entitled to various incentives. The Government has issued Decree No. 113/2015 / ND-CP of the special allowance provisions, allowances, responsibility allowances and allowances for work in heavy, hazardous or dangerous for teachers in educational establishment public career.

Accordingly, the date 1-1-2016, depending on the level of specialized and not specialized in school, teachers will be entitled to the various allowances. Specifically: Teacher in charge of teaching people with disabilities in institutions of public vocational education for people with disabilities or classes for people with disabilities in vocational educational institutions are entitled to public level job responsibilities versus 0.3 base salary and allowances of teaching people with disabilities to 70% of eligible salary plus allowances leadership positions, seniority allowances (if any).

No specialized teachers to teach people with disabilities in classes for people with disabilities in vocational educational institutions are entitled to allowances of public job responsibilities versus 0.3 base salary and accessories preferential level teaching disabled people 40% of their current salary plus allowances leadership positions, seniority allowances (if any).

Teachers specialized in teaching people with disabilities integrate into classes for people with disabilities in vocational educational institutions are entitled to allowances of public job responsibilities versus 0.2 base salary and benefits allowances teaching people with disabilities deals with 35% -65% from the level of eligible salary plus allowances leadership positions, seniority allowances (if any) depending on the ratio of students with disabilities in grades Republic import.

No specialized teachers teaching persons with disabilities in inclusive classes for people with disabilities in vocational educational institutions are entitled to allowances of public job responsibilities versus 0.2 base salary and allowances preferential teaching people with disabilities with 5% -35% from the level of eligible salary plus allowances leadership positions, seniority allowances (if any) depending on the ratio of students with disabilities in the classroom get on well.

Teachers responsible for teaching people with disabilities responsible allowances work and teaching allowances are not entitled to disability allowances as provided for in
Decision No 244/2005 / QD-TTg, dated 6-10-2005 Prime Minister on preferential allowances for teachers is to teach in the public educational establishments.

None specialized teachers teaching persons with disabilities allowances job responsibilities and allowances of teaching people with disabilities, are entitled to allowances and incentives as stipulated in Decision No. 244/2005 / QD TTg, dated 6-10-2005 of the Prime Minister on preferential allowances for teachers is to teach in the public educational establishments.

3.3. Pedagogical requirements to TVET teachers training the disabled

3.3.1. Overview

Currently, there is knowing no specific teaching strategies for people with disabilities, the teachers have use and adapt a learner-centered pedagogy to meet the needs of all children (Sunardi, 2010). In Indonesia, generally, special education of vocational training, there is a subject-dominated learning to skill, values and attitudes. When the teachers implementing a more child-centered approach in special education, the teachers believe, they should have some possible pedagogical skills for each situation and condition differently. The teacher does not have a fixed role anymore, but adapts to the situation. However, every teacher should have soft skill as:

- Facilitator: providing appropriate learning opportunities and encouraging learner.
- Observer: observing the learner for help to understand them better.
- Learner: reflecting on lessons to make them more meaningful in the future.

Promoting segregation reinforces misconception and stereotypes of disabled people’s abilities, Indonesia Government implement inclusive education. Inclusive education is a dynamic process that requires continuous support and professional development of teachers (Grimes, 2014). In Indonesia, the pedagogy is out of sync with the demands brought by inclusive education. Teachers meet the learners in their classes with variety needs, abilities, and interests. There are many gaps in appropriate materials, ways of approaching learner with disabilities, teaching style, etc. Mostly, teachers in inclusive school are regular teachers. They assume that there are special techniques appropriate for special pupils. To accommodate all problems, Ministry of National Education preparing teacher professional development that regular teacher can develop pedagogy for inclusive of all learner.
On this research we would like to do survey on some aspect as follows: (1) Pedagogical skills, (2) Professional skills, (3) The attitude of the teacher training for people with disabilities and (4) Language to communicate with PWDs.

### 3.3.2. Setvey result on career capacity and pedagogical skills of teachers

#### 1) Pedagogical skills

Professional capacity, pedagogical skills of teachers are evaluated by PWDs who are studying at vocational training institutions. Content rated according to the following questions:

- Q10.1 Teachers give you adequate learning materials
- Q10.2 Teachers often use the appropriate teaching media
- Q10.3 Instructors you complete the exercises
- Q10.4 Most of the theoretical content of the lessons you have acquired easily
- Q10.5 Practice Instructors help you easy to follow

Which 1 is total agree, 2 – agree, 3- Normal, 4 Disagree, 5 Total dis agree.

<table>
<thead>
<tr>
<th>Value</th>
<th>Q10.1</th>
<th>Q10.2</th>
<th>Q10.3</th>
<th>Q10.4</th>
<th>Q10.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20.6%</td>
<td>7.4%</td>
<td>17.6%</td>
<td>17.6%</td>
<td>22.1%</td>
</tr>
<tr>
<td>2</td>
<td>19.1%</td>
<td>32.4%</td>
<td>32.4%</td>
<td>33.8%</td>
<td>33.8%</td>
</tr>
<tr>
<td>3</td>
<td>48.5%</td>
<td>47.1%</td>
<td>33.8%</td>
<td>29.4%</td>
<td>29.4%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
<td>1.5%</td>
<td>4.4%</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>5</td>
<td>11.8%</td>
<td>11.8%</td>
<td>11.8%</td>
<td>11.8%</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

The table shows that 39.7% of them answered they were teachers provide sufficient documentation. While 48.5% respondents said normal supply levels. This data shows that the document was the teachers provide a relatively level. With 39.8% rubric is agreed and 47.1% normal assessment also shows the means, the tool is also teaching teachers to use relatively consistent.

The evaluation criteria of practice guidelines, providing theoretical knowledge will be assessed at the level agreed with the relatively high number of votes from 50%
upwards. Some answers are rarely normal or may be due to special in some sports or occupations have hands-on nature, documents sometimes cannot fit some form of disability.

Teaching skills of teachers are evaluated by PWDs are learning their craft on all receptive or not (Q8). Survey data in the table 2.29.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Easy to acquire</td>
<td>13</td>
<td>19.1</td>
<td>19.1</td>
</tr>
<tr>
<td>2- normal</td>
<td>48</td>
<td>70.6</td>
<td>70.6</td>
</tr>
<tr>
<td>3- difficult to acquire</td>
<td>7</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the survey results showed that 19.1% answered they receptive. Number of replies accounted for 70.6% is normal. Number answer it is difficult to acquire is 10.3%.

*) Professional skill

Professional capacity, pedagogical skills of vocational teachers are evaluated by the officials and teachers working at vocational training institutions (Q12). With the content rating:

Q12.1 There are good career professional  
Q12.2 Apply more advanced teaching methods  
Q12.3 Use good teaching facilities  
Q12.4 Proficiency in the language to communicate with PWDs  
Q12.5 Enthusiastic learners  
Q12.6 Always interested in helping PWDs  
Q12.7 Always fostering professional qualifications

Which 1 is total agree, 2 – agree, 3- Normal, 4 Disagree, 5 Total dis agree.
Table 2.31. The survey of pedagogical skills of teachers of vocational training for people with disabilities

<table>
<thead>
<tr>
<th>Value</th>
<th>Q12.1</th>
<th>Q12.2</th>
<th>Q12.3</th>
<th>Q12.4</th>
<th>Q12.5</th>
<th>Q12.6</th>
<th>Q12.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28.8%</td>
<td>25%</td>
<td>23.1%</td>
<td>34.6%</td>
<td>44.2%</td>
<td>48.1%</td>
<td>44.2%</td>
</tr>
<tr>
<td>2</td>
<td>38.5%</td>
<td>46.2%</td>
<td>46.2%</td>
<td>34.6%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
<td>17.3%</td>
<td>23.1%</td>
<td>17.3%</td>
<td>23.1%</td>
<td>17.3%</td>
<td>26.9%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
<td>1.9%</td>
<td>3.8%</td>
<td>9.6%</td>
<td>0%</td>
<td>9.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>5</td>
<td>7.7%</td>
<td>9.6%</td>
<td>3.8%</td>
<td>3.8%</td>
<td>9.6%</td>
<td>1.9%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The table shows that the profession of vocational teachers was rated as relatively well with the number of votes accounted for 67.3% agree. Teaching methods and means used are also vocational training institutions, applies well to the 71.2% votes and confirmation is 69.3%. Proficiency in the language to communicate with PWDs accounted for 69.2%. Self-professional training is highly appreciated also by a vote of 69.2% confirmed. The degree of enthusiasm and concern for people with disabilities is confirmed with the votes respectively 67.3%, 71.2%. The number of Votes highest disapproval is 9.6%. Evaluation of the content applies advanced teaching methods, maybe some disagreement as belonging to the production facilities because here mainly taught in the form of hands-on.

Through the above data shows the vocational training institutions have focused more on improving the quality of teaching staff and dedicated to the job training for people with disabilities.

*)The attitude of the teacher training for people with disabilities

Working spirit of teachers with PWDs in the teaching process is evaluated through the teachers who are interested in sharing with PWDs (Q10.6). Which 1 is total agree, 2 – agree, 3- Normal, 4 Disagree, 5 Total dis agree.
Table 2.32. The survey on attitudes to work with PWDs of teachers

Q10.6- Shared interest of teachers for PWDs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>20</td>
<td>29.4</td>
<td>29.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>17</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>18</td>
<td>26.5</td>
<td>26.5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>11</td>
<td>16.2</td>
<td>16.2</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 2.33. The survey of language to communicate with PWDs

Q9- The need to have a language teacher for PWDs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>56</td>
<td>82.4</td>
<td>82.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
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<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9</td>
<td>13.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Results up to 54.4% of PWDs answer always interested teacher share with students about life and learning process. Number evaluation form with normal level like everyone is 26.5%. And the number of votes accounted for 16.2% disagree. This result may be due to a number of people with disabilities are or were self-love while studying. For that, only a random word of someone else can affect people with disabilities.

*) Language to communicate with PWDs

This content was assessed by content needed or not a language teacher in the training process. With 1 is necessary; 2 is unnecessary; 3 is sometimes necessary. Survey results (table 2.32) shows that 82.4% have replied that the necessary votes and the votes are not necessary answer 13.2%

This figure shows that a majority of people with disabilities should have the support of language teachers. Maybe in a class, there are different people with disabilities PWDs should have thought about language teachers to support those who are hard of hearing or slow to understand. They have to think not just for only them that their friends, other PWDs need.
Though the awareness of society on education, vocational training and employment for PWDs has positively changed, PWDs have gradually participated in all activities of socio-economic life, the inclusive vocational training for PWDs has been implemented in many localities and vocational training institutions. However, vocational training for PWDs in recent years has also posed many problems. Surveys in localities shows that most of the provinces/cities only know how many PWDs eligible for subsidies but have not grasped the basic information as well as their vocational training needs. Funding for the implementation of vocational training and job creation for PWDs is now integrated with other programs and projects but no funding is separately allocated for it. Most disabled people are supported with training at primary level and under 3 months, the number of people trained at intermediate and college level is very few.

The issues raised through the survey also show that localities, especially where socio-economic conditions remains difficult, most of the PWDs have troubles in travelling to study, many PWDs that participating in vocational training must have someone shuttle, food and travel allowances norms in policies/provisions is low and not suitable for disabled people. But almost still have not received any loans for production and business...

Through it, research team have the insight and comprehensive of vocational training system for people with disabilities in Vietnam. Based on the contents of the study will make a good basis for the analysis and assessment of the challenges for people with disabilities in vocational training as well as training the contingent of vocational teachers to teach for people with disabilities.

C. The challenges of vocational training for people with disabilities

1. The challenges for people with disabilities

1.1. Challenges on training process

1.1.1. Basic challenge

One of the fundamental challenges of vocational training institutions are understanding the characteristics and professional capacity and the needs of PWDs and vocational training qualifications, knowledge, skills and vocational training for people with disabilities. There is no statistics evaluation and classification according to the
degree of PWDs, type of disability, according to the working capacity to allow for appropriate vocational training for vocational ability, working ability, required of career PWDs's future. The training fields are not appropriate to the needs of the professional labor market for people with disabilities. According to the investigation report aggregate results and conference on "Vocational training for people with disabilities - Reality and Challenges" vocational training and employment for people with disabilities, the level of assessment showed the greatest difficulties people with disabilities encounter in vocational training must include the following elements:

Education background of PWDs is quite low. They do not attend school for various reasons. According to statistics, 41% of them aged 6 and older are illiterate, while the rest is mostly stop primary or secondary school/. Meanwhile, want to have a job, get a job there must be a certain level of culture.

The majority of people with disabilities are often guilt and self-deprecating about his disability. They are afraid to go to school away from home. Inferiority and psychological obstacles about geographical distance makes them afraid, do not want to take vocational training as well as they are not confident that they can do a self-feed themselves. PWDs are not contact or boldly proposed initiative to introduce and help from others.

Besides, most of the families of PWDs are poor families in rural areas, low education. Families of PWDs do not encourage their children or grandchildren to professional training, but wanted to keep them in the house and do all the work for everyone else. This has given rise to a high unemployment rate of PWDs. This is the vicious cycle that PWDs are facing.

In the process of accessing training opportunities, employment, PWDs face many difficulties. Lack of information about job training and employment information is one of the barriers, particularly the deaf. To remedy this, there should be the concern of families, associations, social organizations, local authorities. It is necessary to introduce, to provide information for people with disabilities, but this has not been as expected.

The awareness of some people with disabilities on the role and effects of vocational training are limited. The majority of people with disabilities has psychological inferiority, low self-esteem and relies on the support of the family. Therefore, when it
comes to the company to take a long time to work with passionate PWDs can be assured without thinking, guilt.

Education of persons with disabilities remains low mostly just learned a few classes and then drop out of school. Because they think school is not to do anything because there are too many healthy have got educated expensive without finding a job. Therefore, the choice of school career matching qualifications and health of people with disabilities is also very difficult.

For people with mobility disability, they are very difficult to go back, vocational training and production. In some locations, the persons with disabilities to work cannot be done, and always have normal healthy people support such as transport, lifting and carrying the product material. Some people with disabilities work in one place. They only have a fixed duty. If there are other demands that they need the help. Most businesses or production facilities for people with disabilities with small production scale, using less labor. Meanwhile, the production stage is not what people with disabilities can afford.

People with disabilities face many difficulties in traffic. For people with disabilities, the travel is a huge obstacle. They can stay in one place to work, but going back to work is a problem. If production facilities are not sufficient basis for arranging accommodation that people with disabilities have to go back every day, only a few can go to work.

Due to the impact of disabilities should be more limited in production. Some disabled people have poor health. They are ill or under the weather changes. Sometimes the job layout is consistent with disabilities and then they are left or off sick. Hence their positions daily work must arrange for others to do so much as disturbing work and many healthy people have to bear the help.

Some people with disabilities do not really love the current occupation but because there was nothing else to do so they had to do. In the future, the industry should strive to make the PWDs loves their job.

In addition, temperament of PWDs is very excitable. One action, speech that is also easy to unintentionally cause a reaction or inferiority of PWDs. Some people work in any type of day like, doing very well, but not like then did not do, or someone
enticement is that they leave work immediately. If the manager does not cleverly reminded then PWDs can leave working.

In their life, PWDs are lack the spirit to strive. One more thing to consider is a disability are vulnerable to accidents at work because they do not know, do not understand, or because of disability.

Besides the difficulties mentioned above, during the vocational training disabilities encountered numerous other difficulties associated with the vocational training. Each different vocational training place still faces various difficulties as follows:

1.1.2. The difficulty for learning PWDs when surveyed in manufacturing bases

According to the survey data to officials at the production facilities (with vocational training and employment for people with disabilities), the level of assessment showed the greatest difficulties facing people with disabilities in vocational training including factors affecting the level of detail as below with: 1- Much influential; 2- Influential; 3- Normal; 4- No influential; 5- Completely no influential.

Factor Q12.1 "Difficult understand job requirements" (Table 3.1) shows that in 34 of the respondents, there are 9 people accounted for 23.5% disagree. People totally agree with 3 people accounted for 8.8%. People completely disagree accounted 14.7%. However, there are 12 people evaluated this as normal (representing 35.3%). From the figure above shows the capture job for people with disabilities are involved in manufacturing also more difficult. Number of reviews to capture normal job is mainly people with disabilities musculoskeletal system.

Table 3.1. The survey about difficulties in catching job

<table>
<thead>
<tr>
<th>Q12.1 – Difficulties capture work requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>-------</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
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<td>Total</td>
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</tbody>
</table>
Factor Q12.2 "**Difficult choices suitable working position**" shows the number of people agree that 11 accounted for 32.3%. 15 people considered normal accounting for 41.2%. Meanwhile, the evaluated was 26.4% disagree. This shows us that the basic production facilities were interested layout suitable work placements for people with disabilities. And PWDs feel the layout position is suitable for them should their ability to work will also be good.

**Table 3.2. The survey about difficulties in working position**

<table>
<thead>
<tr>
<th>Q12.2- Difficult of appropriate work placements</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>29.4</td>
<td>29.4</td>
<td>32.4</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>41.2</td>
<td>41.2</td>
<td>73.5</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>91.2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Factor "working environment less supporting PWDs," there were 38.2% of people agree. While some people disagree are accounted 20.6%. This suggests that in order to create suitable working environment for PWDs are a major problem for manufacturing bases. This means that current production facilities are still many difficulties in infrastructure, living conditions. The reality in Vietnam to create suitable working environment for PWDs are a major problem for manufacturing bases.

The remaining elements are "hard to do some operation, action"; "Communicate and coordinate the work"; "Activities Daily difficult" to agree the level of the highest percentages are respectively 38.2%, 41.2% and 41.2%. From the above data shows the majority of PWDs can participate in production is due to the very positive support from manufacturing bases. However problems of daily living including issues such as transportation, accommodation, personal, living relationship in the environment is the biggest problem for people with disabilities to participate in vocational training and production.
1.2.3. The difficulty on learning of PWDs when surveyed in vocational training institutions

According to the investigation directly to the people who are studying at vocational training institutions results show the difficulties that PWDs encounter in the course of vocational training consists of 6 elements corresponding to the percentage (Table 3.3).

Q11.1. Difficulties caused by defects 78% of people agree
Q11.2. Difficult to acquire knowledge with 74% of people agree
Q11.3. Difficulties in working environment with 73.5% of people agree
Q11.4. Fearing seeking employment with 79.5% of people agree
Q11.5. The cost of living is still difficult to have 77.9% of people agree
Q11.6. The bigger inferiority with 73.6% of people agree

Table 3.3. The survey about difficulties in vocational training at school

<table>
<thead>
<tr>
<th>Value</th>
<th>Q11.1</th>
<th>Q11.2</th>
<th>Q11.3</th>
<th>Q11.4</th>
<th>Q11.5</th>
<th>Q11.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Much influential</td>
<td>47.1%</td>
<td>41.2%</td>
<td>30.9%</td>
<td>32.4%</td>
<td>33.8%</td>
<td>41.2%</td>
</tr>
<tr>
<td>2- Influential</td>
<td>30.9%</td>
<td>33.8%</td>
<td>42.6%</td>
<td>47.1%</td>
<td>44.1%</td>
<td>32.4%</td>
</tr>
<tr>
<td>3- Normal</td>
<td>22.1%</td>
<td>20.6%</td>
<td>17.6%</td>
<td>16.2%</td>
<td>17.6%</td>
<td>16.2%</td>
</tr>
<tr>
<td>4- No influential</td>
<td>0%</td>
<td>4.4%</td>
<td>8.8%</td>
<td>0%</td>
<td>4.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>5- Completely no</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4.4%</td>
<td>0%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The result of the survey in Indonesia is shown in table 3.4 as follow:

Table 3.4. The degree of impact on difficulties when studying

<table>
<thead>
<tr>
<th>Value</th>
<th>Q.1</th>
<th>Q.2</th>
<th>Q.3</th>
<th>Q.4</th>
<th>Q.5</th>
<th>Q.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Much influential</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33.3%</td>
<td>0%</td>
</tr>
<tr>
<td>2- Influential</td>
<td>66.7%</td>
<td>50%</td>
<td>50%</td>
<td>66.7%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>3- Normal</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>4- No influential</td>
<td>0%</td>
<td>16.7%</td>
<td>16.7%</td>
<td>0%</td>
<td>0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>5- Completely no</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q.1 Difficulties caused by disabilities when learning and working
Q.2 Difficulties in acquiring knowledge of lessons
Q.3 Inconvenient living environment
Q.4 Fearful as it is hard to find a job
Q.5 Limited living cost
Q.6 Fearful of being looked down by society

Through the survey data shows levels similar assessment and are at very high agrees. And the difficulties in actually affecting people with disabilities in the process of vocational training. Based on this, vocational training institutions, social organizations concerned should have positive solutions to solve every difficulty. There is such a vocational training for people with disabilities to reach effectively, contributing to decent work for people with disabilities.

1.2 Challenges of employment
1.2.1. Overview

Another important reason affecting vocational training for people with disabilities is the difficulty in creating jobs for people with disabilities after the vocational training.

According to a census of population and housing in 2009 by the General Statistics Office conducted showed pronounced differences in participating in the workplace and employment of persons with disabilities compared with non-disabled people. The heavier the degree of disability specific labor participation rate is lower and unemployment higher. Some data are shown in the diagram below:
As reported annual figures by the Ministry of Education and Training, a total of nearly 600 thousand people with disabilities are currently attending school in kindergarten and high school, only a very small number are enrolled in secondary education and higher education. Number of people with disabilities to higher grades is mainly focus on the blind, mobility impaired. Therefore, the number of people with disabilities has the ability to meet and attend vocational training programs based on training standards are very limited.

According to a final evaluation of the Project Education for deaf children by the Ministry of Education and Training implemented and financed by the World Bank in May 6/2016 showed: Most deaf people in the country had grown cultural level below grade 5. A few have educated all primary and only one case of Thai Nguyen province with an intermediate level of art.

When education and training want to recruit a deaf teacher to teach deaf students, this cannot be done. Because they do not meet the requirements of working positions, though the Deaf has been providing knowledge and proficient use of language, symbols when guiding deaf students to learn and participate in activities.
According to a census of population and housing in 2009 by the General Statistics Office conducted, the majority of people with disabilities in Vietnam living in rural areas (representing 87.3%) with the conditions of the infrastructure, which live events, specialized living facilities also many difficulties and shortages, so they face many obstacles to travel and communicate with the community and society.

Due to limited levels of education and difficult living conditions, the number of people with disabilities such as intellectual disabilities, neurological join vocational training is very limited. They are mainly engaged in the vocational education at specialized vocational training institutions. Some people with disabilities are not actively participating in vocational training.

Along with the challenges mentioned above, a big challenge for vocational training for people with disabilities that is jobs after vocational training. The market mechanism aims to profit, social barriers discriminating attitude, worried about the quality of labor has become "obstacles" to the vocational training and employment for people with disabilities.

The survey results of the project "Promoting the rights and opportunities for people with disabilities - employment through legal "in the framework of development cooperation between the International Labor Organization (ILO) and the Ireland Development Agency in Vietnam for the period 2014-2015 shows that: The results support vocational training for people with disabilities of the surveyed provinces is very low. Whole countries, in 4 years (2011-2014) supports vocational training and employment for over 100,000 persons with disabilities, which, supported by the "Project for vocational training for rural workers until 2020" is above 11,000 person. Thus, compared with the objectives set out in the Decision 1019 / QD-TTg, the period 2012-2015, the average annual need vocational training and employment for around 60,000 persons with disabilities, the results are still very low.

Although there have been many policies to encourage persons with disabilities, vocational training institution for people with disabilities and the production base and business in support training, receiving persons with disabilities to work.. However, it can be seen, the relationship between these three elements lacking cohesion and commitment to mutual responsibility in vocational training and employment support for people with disabilities.
The attention of the ministries, departments and units to provide services related to employment and labor rehabilitation possibilities for people with disabilities such as vocational training, job placement centers, rehabilitation units, businesses... not create the connection, close cooperation

Another important reason affecting vocational training for people with disabilities is the difficulty in creating jobs for people with disabilities after the vocational training. Fundamental difficulty of employment very clear easy to recognize and analyze may consider:

- Understanding the needs of persons with disabilities and analyzing the actual situation of the profession to match the reality. Consider carefully before training. Choosing what career to teach people with disabilities and how to create jobs for people with disabilities are not easy.

- Due to a health condition so persons with disabilities hard to find jobs. Normally, the working hours of employees are 8 hours/ day, but according to the Labor Law, the persons with disabilities only work 7 hours / day. If the employer is the manufacturing enterprise, the persons with disabilities will not be hired because short-time working will bring lower profits. In addition, when receiving persons with disabilities, these enterprises must build a track for people in wheelchairs, accessible toilets, this makes business profits are reduced. If employers are the agencies of the State, employing persons with disabilities into formal work is the "very rare".

- The spirit in the workplace is also a huge barrier to persons with disabilities find jobs. First, let's talk about the attitude of the persons with disabilities. Besides a number of persons with disabilities go to work because really want to fend for themselves, some persons with disabilities go to work because working at home is too sad, they want to find in a crowd, to have fun, not to make money, because they were provided by the family.

- The social prejudices significant impact on the unemployment rate of persons with disabilities. A person with disabilities said: "When people want to apply for jobs, people have to think the job is right for them or not, whether it can undertake the job or not. Between two people applying for jobs, persons with disabilities and a normal one, of course people will choose the normal not persons with disabilities"

- Especially for women with disabilities, they are stigmatized since recruitment until being recruited. Many employers give them the mentality that "the ability of their
health does not guarantee jobs." Nguyen Thi Bich Thao, a person with a disability in Thanh Xuan district (Hanoi) said: "I graduated accounting for almost 3 years, but applying for jobs difficult. Many businesses refuse to accept people with disabilities for many reasons. There are businesses accepting people with disabilities, but the conditions and the working environment is not suitable for disabled people. I went to do some places but to mingle with people around are whole problems since work, travel, work environment"

- Traffic barrier is no small challenge. For example, 3-wheel cargo vehicles is prohibited in Vietnam, but at the same time no satisfactory solutions to solve. This caused a part of persons with disabilities living by a tricycle cargo lost his job, no income and no other suitable job change. Travelling by public transport, the bus inaccessible, service attitude just indifferent. Difficulty in walking synonymous with difficulty in job search (except for those working in the field of information technology, to process at home)

- Limits on the built environment, such as office work, vocational training base no path for people with disabilities. Barriers of social awareness, as most business owners believe that hiring persons with disabilities will be more responsible and costly. Also in the localities subsist aware that "Creating jobs for healthy people is still not finished, how worried people with disabilities are". This perception are wrong, because unemployment are a social existence, is not fully resolved. If you have to settle for the ordinary person and then settle to the persons with disabilities, the persons with disabilities never had job opportunities.

- Family problems for women with disabilities. Most families do not agree with disabilities for women to work by reason: If you have to take them to work and picked up while wages are not high, it will take a long time. So that they better stay at home. Pham Thi Lan (40 years old), people with disabilities in North Tu Liem district (Hanoi) go to trading jobs for people with disabilities was organized by the Center for Hanoi Employment Service with the desire to find work sewing at home, but most of the units are required to do at the factory. She said, "Now I have small children, it is difficult to go to work at the factory, I am expect to get job to do at home for some income. I have searched many places employment information but do not have a place that meets expectations ".

113
1.2.2. Difficulties in finding job

According to a survey for people with disabilities are working in production facilities (Q13) about the difficulty in finding jobs, including 05 factors as follows (see Table 3.4) with:

Q13. 1 Access to information about jobs
Q13.2 Difficult to meet the requirements of employers
Q13.3 Working environment is not convenient for people with disabilities
Q13.4 Low labor wages
Q13.5 Fearing that people are pitying

Table 3.5. The survey of difficulty in finding jobs

<table>
<thead>
<tr>
<th>Value</th>
<th>Q13.1</th>
<th>Q13.2</th>
<th>Q13.3</th>
<th>Q13.4</th>
<th>Q13.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50.0%</td>
<td>23.9%</td>
<td>21.7%</td>
<td>4.3%</td>
<td>4.3%</td>
</tr>
<tr>
<td>2</td>
<td>43.5%</td>
<td>56.5%</td>
<td>39.1%</td>
<td>13.0%</td>
<td>15.2%</td>
</tr>
<tr>
<td>3</td>
<td>4.3%</td>
<td>15.2%</td>
<td>30.4%</td>
<td>65.2%</td>
<td>69.6%</td>
</tr>
<tr>
<td>4</td>
<td>2.2%</td>
<td>2.2%</td>
<td>8.7%</td>
<td>15.2%</td>
<td>8.7%</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>2.2%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

The data show that 2 factors "access to information on employment" and "think hard to meet the needs of recruitment" has the highest level of assessment accounts for 93.5% and 80.4%. Followed by environmental factors are accounted for 60.8% working. Disabled people also think that with their disabilities, the production base is difficult to meet the facilities so that they can work.

Factor "working income" people with disabilities are assessed no higher. Maybe they have an understanding of labor is due to the work they do. They understand do much as they will enjoy a lot, but no one paid them low. Factors feared by everyone pity not appreciate that only normal accounted 78.3%. Thus, for people with disabilities are working in the production facilities of getting a job they have overcome the prejudices of society. This can also be said that those who have a job are those who have overcome social prejudices.’

1.2.3. Difficulties in the work process

In the process of working people with disabilities encounter many difficulties (Q14). Content assessed reflected the following factors:

Q14. 1 Hard to capture job requirements
Q14.2 Difficult choice of working position
Q14.3 Working environment is not convenient for people with disabilities
Q14.4 Difficult to implement a number of actions
Q14.5 Difficulties in coordinating the work communication
Q14.6 Daily Activities at production facilities remains difficult

<table>
<thead>
<tr>
<th>Value</th>
<th>Q14.1</th>
<th>Q14.2</th>
<th>Q14.3</th>
<th>Q14.4</th>
<th>Q14.5</th>
<th>Q14.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.7%</td>
<td>17.4%</td>
<td>0</td>
<td>30.4%</td>
<td>21.7%</td>
<td>52.2%</td>
</tr>
<tr>
<td>2</td>
<td>60.9%</td>
<td>65.2%</td>
<td>10.9%</td>
<td>47.8%</td>
<td>54.3%</td>
<td>28.3%</td>
</tr>
<tr>
<td>3</td>
<td>17.4%</td>
<td>17.4%</td>
<td>45.7%</td>
<td>19.6%</td>
<td>15.2%</td>
<td>19.6%</td>
</tr>
<tr>
<td>4</td>
<td>13.0%</td>
<td>0%</td>
<td>39.1%</td>
<td>2.2%</td>
<td>8.7%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
<td>0%</td>
<td>4.3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The biggest difficulty is the evaluation of their disabilities difficult choice working position (Q14.2) (representing 82.6%). This obviously is correct because people with disabilities are not easy to select the location of production. There are production positions only healthy people can do. Difficulties "daily living difficult" (Q14.6) was PWDs assessed agrees with the answer to 80.5%). This is obviously true, because basically in today's society, the healthy workers also feel life is too much difficulties and hardship. The third difficulty is appreciated. That is "difficulties in implementing some operations" (Q14.4) accounted for 78.2%. It can be said that the production has many things that healthy people also find it harder, not to mention people with disabilities. The forth difficulties, they encounter as "communication to coordinate the work" (Q14.5) accounted for 76%. A possible explanation for this is mainly PWDs often do jobs they are familiar and normal healthy people or managers must be exchanged and assigned jobs. The firth difficulty is considered as "elusive job requirements" accounted 69.6%. Finally The difficulty working environment, the PWDs realize that this is normal. We can say that the manufacturing base has invested a lot to ensure a good working environment and consistent with PWDs.

2. The challenge for the vocational training institutions for people with disabilities

Vocational training institutions for people with disabilities must also ensure the conditions of vocational training institutions under the provisions of the Law on
Vocational Training. The vocational training institutions for people with disabilities can be the vocational training centers or production facilities. Qualifications and vocational skills are a prerequisite to the workers in general in particular PWDs get jobs and stable employment. There are qualifications, PWDs can create jobs for themselves or participate in labor relations, was even able to establish enterprises to create jobs for other people with disabilities. Therefore, vocational training for people with disabilities is essential problems. Vocational training not only helps PWDs get a job but also helps improve vocational qualifications, enabling them to get stable jobs, sustainable, and to help them have the opportunity to choose a job, easy searches jobs, change jobs. In addition, improved levels also help PWDs get high and stable income, status restrictions discriminate against PWDs in the area of wages and help them reintegrate into the community.

Disability is often linked to physical and mentally limitation and poverty. The change to gain valuable skills empowers individuals to lead meaningful lives while at the same time enhancing the education training center for people with disabilities. Training center programs especially strongly advocates developing opportunities and appropriate learning mechanism for people with disabilities to acquire skill for life and employment. Collaboration between institution of vocational training and special education is an important point for:

- Adapting curriculum, facilities, and pedagogical material
- Providing a safe learning environment.
- The institution that has full concern on people with disabilities needs through collaboration inter- and intra-sectors, both national and international.
- Training the teachers both special pedagogic skill and vocational skill.
- Developing and enhancing training center to accommodate the needs from people with disabilities, both quantity and quality.
- Developing vocational training center programs inclusive, by making physical plants more accessible and training learner on adaptive techniques.
- Promoting the idea that people with disabilities can be productive.
- Conduct pilot test of employment programs to enhance self-confidence, communication, and better attitude of people with disabilities in workplace.
To ensure qualified vocational training for people with disabilities, the current vocational training institutions face many difficulties and challenges. With each different forms of vocational training, there are various difficulties. However, the difficulties that all the establishments they face are:

- Must invest in infrastructure to ensure the travel, living and learning activities of PWDs. Many of the vocational training institutions meet only for ordinary people, PWDs are very difficult to access. For example, stairs, toilets, classrooms.
- Must invest properly equipped to ensure the learning and use of the PWDs.
- Develop program content, occupations and other forms of training also must be reasonable for the capabilities, needs, types and degrees of disability of PWDs is a very difficulties problem.
- Structural programs are usually based on the standard of vocational training for persons without disabilities, too heavy on theory, lack of practice. But now, there is no program content, curriculum dedicated to vocational training for people with disabilities.
- They must allocate enough teachers both professional teachers and teachers of language. Actually to teach PWDs, the main method is mentoring and hands-on. So a teacher is teaching only a few students. Therefore the vocational training institutions are always in shortage of teachers.
- The production base for people with disabilities with vocational training, the lack of many of the facilities, no vocational teacher training for people with disabilities. The instructor just workers, skilled workers are not trained, no pedagogical. Almost the guidelines have not been learned through a training course.
- The management of PWDs in the learning process as well as in the process of living accommodation, travel difficulties. Because of poor health PWDs, vulnerable to confidence leads to depression, dropping out of school. Some PWDs have extraordinary temperament can easily cause trouble or accidents. Also for people with disabilities, they must make sure to avoid the abuse of sexuality and health.
- For specialized vocational training institutions for people with disabilities are difficult to connect to the production base, the business to arrange employment for PWDs after training.
- No law or clear sanctions for company’s consensus with vocational training facilities for people with disabilities.
3. Challenges for vocational teacher training for people with disabilities

The fact that the number of teachers in vocational training for people with disabilities is much lack of training needs. The vocational training institutions for the disabled are lack of capital, poor infrastructure equipment and training are not guaranteed. Besides, the majority of vocational teachers are untrained regulars.

The ideal extent of flexibility in a vocational system is conceptualized as a “dual system”, which consider both education and training and maximizes the connection with local market demands and existing jobs (Freedman, 2008). Related with vocational training for people with disabilities, this program should be comprehensive and inclusive that can accommodate all needs. Studies have identified that pedagogical techniques have the big influence to enhance of skill and ability of people with disabilities. The challenges of pedagogical in vocational training concerning to
- In integration and inclusive education, inability to accommodate the learning needs of all learners with different disabilities.
- Pressure on limited resources
- Requires assistance by parents, volunteers, or older children
- Requires teachers with sense awareness of the new technological instruments which can be adapted to meet their learners’ needs.
- Requires teachers with ability to guide learners with disabilities

This has caused significant difficulties for the vocational training institutions for the disabled and the disadvantaged for the disabled. According to the survey results and the results of the seminar on "Vocational training for people with disabilities - Current situation and Challenges" August 20, 2016 shows the challenges that teachers teach vocational training for people with disabilities encounter including the following issues:

**Language to communicate with PWDs**

Characteristics of vocational teachers teach persons with disabilities in Vietnam are still limited due to lack of formal training programs. The majority are people who are trained in normal vocational teachers. If to teach persons with disabilities, they are fostering more about communicating with people with disabilities. Training time for this training program is usually 03 months. Some suggested that such time are not enough to communicate well. Because for the class has many different types of disabilities, such as impaired hearing - said to communicate with them will have to be fostered more. They
can only look so when lecturing if teachers say they will not hear anything. Such cases teachers should have its own way of communicating without compromising too much to others in the learning process. According to the survey for those without disabilities to listen to - say, they must also realize that there should be a language teacher or any other method to assist others in the class. Thus confirming the need for the language to communicate with persons with disabilities is evaluated very necessary.

**Learning attitude of the PWDs**

Persons with disabilities are often prone to psychological change, or self-love if in the lives of persons with disabilities agitated, self-deprecating about something, they are easy to miss school either immediately clear uncooperative attitude with teachers. Especially those with mental disabilities or intellectual, if the teacher a little neglect may have a large impact on persons with disabilities.

**Teaching aid and teaching tool**

Like all normal vocational teachers, the teachers teach persons with disabilities also have to use the facilities and equipment to support teaching. However, if the class of persons with disabilities have many different types of disabilities, the use of media and equipment will be more difficult because teachers have to use various forms, different media for conveying content.

For example, it is impossible for the deaf to hear, so when viewing video clips if to say "if hearing strange sounds, they must stop manufacturing" is certainly the deaf will not understand. So teachers have to find some other signs as observed phenomenon vibration machine ... for the deaf learn to stop the machine.

**Training program for PWDs**

The training program also creates difficulties for teachers because a program but has different vocational training objects. Moreover, the time for the course is limited in comparison with the ability to acquire and practice of persons with disabilities. Currently, vocational training programs for people with disabilities do not have unity. The training program is compiled by the vocational training institutions. Depending on the class, different accessibility teachers must actively adjust the timing and content.
Therefore no unity and make it very hard for teachers as well as the management of vocational training institutions

**Teaching methods to teach PWDs**

Due to the persons with disabilities in each class is different, so in the process of teaching teachers have to apply different methods for teaching the same content. Different persons with disabilities are different methods. Moreover, teachers must take a long time and so need to be patient. Teachers take many years teaching can grasp the experience and teaching methods for different persons with disabilities.

**Conditions for classroom organization**

Due to the characteristics and the number of different persons with disabilities is organization and management of teaching and different. Each class must have a way to manage. To organization classroom, teachers spend more time. For example, Practice subgroups must also allocate each person, each type of disability. There are many cases of persons with disabilities or illness, or psychological abnormalities organization of classes causes many difficulties for teachers.

**The ability to acquire knowledge of PWDs**

The persons with disabilities on musculoskeletal system, the ability to acquire knowledge like a normal person. However they activities such as travel, transportation, sports movements during work are limited. For other types of disabled people, the majority of the ability to acquire knowledge is slower than normal. The ability to acquire knowledge is too slow so teachers must spend more time and be very patient. Not the perseverance to help PWDs obtain the knowledge or work skills but persist also captures the spirit, attitude to work with people with disabilities.

**The disregard of society (teach for PWDs)**

Many people do not like vocational training or working with people with disabilities by thinking long live with disabilities sometimes is slightly more affected by disabilities, especially mental. However, if the vocational trainers to normal, after graduating go to work, everyone has a job placement in different companies. It also expanded relationships, enhance teachers' knowledge. This will be limited to teachers teaching to the disabled.
There are many different types of disabilities in the classroom

Due to the numbers of PWDs go to school are limited, so in a regular classroom have different disability types, ages and different mentality. For each different type of disability, the teacher must have the methods and means even different communication language. These things make it very hard for vocational teachers.

There are many situations must be handled in the classroom

In the class of PWDs always encounter unexpected incidents. Like health problems, psychological disabilities. PWDs are vulnerable to accidents, especially for industries such as mechanical, electrical, wood processing using machinery. So during the process of teaching, teachers should always follow up to the individual. Just a little negligence can cause dangerous accidents.

4. Challenges for vocational teacher training

PWDs is considered specific target. They may be defective in different functions. Therefore, vocational training for people with disabilities cannot apply conventional training methods that require vocational training methods to suit each object. Therefore, teachers in vocational training for PWDs should also have the expertise, skills methodology consistent with PWDs.

Preferential policies for teachers for PWDs will not only offset the effort of teachers in vocational training for PWDs but also to encourage other teachers to participate in vocational training for people with disabilities, although vocational teachers have special allowances for teaching PWDs. However, vocational training for people with disabilities very hard and difficult, very few teachers wants job training for people with disabilities.

The fact that the number of teachers in vocational training for PWDs is much lack of training needs. For example, in the city of Can Tho, in 2004 only 1 of PWD vocational training centre associated with the production and business but only handicrafts training. 2015, Can Tho have few vocational training institutions for PWDs in the field of embroidery, carpet weaving, knitting, plastic, computer science ... The vocational training institutions for PWDs are lack of capital, poor infrastructure, equipment vocational training has not met the requirements to teach people with disabilities. Besides, vocational teachers are still very low and most regular untrained. This has caused significant difficulties for the vocational training institutions for PWDs.
and the disadvantaged for people with disabilities. To implement this, the State should invest in training and retraining of expertise, skills and methods for vocational teachers for PWDs.

According to the research results show that there are so many challenges in training "vocational teachers" to teach people with disabilities. Typical challenges such as:
- Currently in Vietnam as well as in Indonesia do not have a specialized facility to train teachers to teach vocational training for PWDs
- Vietnam and Indonesia do not have “Vocational teacher training standards” for people with disabilities
- Have left no legal documents on training vocational teacher training for people with disabilities
- Currently the vocational teacher training institution do not train “Specific vocational teachers" to teach PWDs. Teacher training institution for PWDs is in the "Faculty of special education" teaching: approaches, caring, integration for children, people with disabilities.
- Demand for formal vocational teacher training for people with disabilities in Vietnam is high Regular Vocational trainers to teach people with disabilities must have a certificate of training in teaching people with disabilities. However, in the universities which provide training certificate is not train vocational teachers to teach for people with disabilities, thus lacking factual basis.
D. Conclusions and Recommendations

1. Conclusions

We have carried out a research to explore the existing condition of the legal framework, implementation, obstacles and challenges in terms of education and training in the field of TVET inclusion in Indonesia and Vietnam. Based on the results and discussion on the findings of the research, the following are some conclusions:

a. In general, Indonesia and Vietnam already has the legal basis of the PWD and inclusive education, including in the field of TVET in the form of laws, government regulations, ministerial regulations and the technical level underneath. However, the rules are still not fully implemented due to constrained by an understanding of the rules and limited resources. Therefore, strengthening the dissemination and implementation of the legal infrastructure are needed.

b. In general PWDs still not getting educational services and adequate training in accordance with the characteristics of disabilities. The location, facilities and human resources to deal with PWDs is still not sufficient compared to the number of PWDs who need to be served. Moreover many variations of disability add to the difficulty to provide comprehensive and satisfied services.

c. Generally, the teachers who teach in the training for PWDs have not received specific pedagogic provision abilities to teach PWDs. Therefore, pedagogical and professional competence of the teachers for PWDs must be done.

2. Recommendations

2.1. Recommendations on vocational training for PWDs

2.2.1. Recommendations to government

a. For the Government, ministries and agencies, research organizations planning the implementation of the International Convention on the rights of PWDs. Balancing resources and prioritize the allocation of budget for implementation of effective policies and legislation and programs and schemes for PWDs. To revise and supplement regimes and policies on vocational training and job creation; regimes and policies for officials working on disability in the social welfare centers; accelerate the application of information technology, building systems ensure statistical data
providing accurate information, updated to meet the performance requirements of the State management of PWDs; strengthening inspection and inspection of the implementation of policies and laws on disability.
b. The local government should strengthen the management of the State on the work of PWDs. Concretize the objectives and solutions on the work of PWDs into programs of socio-economic development of the locality. To promulgate specific policies facilitating agencies, organizations and individuals to participate in activities in support PWDs. Proactively balancing appropriate resources to implement policies PWDs. Within the scope of responsibilities, its competence make free, reduced fares for people with disabilities some services. Accelerate the implementation of the roadmap approach buildings for people with disabilities as defined in the PWDs Law.
c. There should be consistency and coordination between all levels and departments in implementing policies for people with disabilities under the Disability Law, especially the determination of forms and degrees of disability.
d. Medical Examination Council should have concluded full and accurate forms of disability and the degree of disability enabling localities sufficient basis for implementation policies for people with disabilities are promptly and accurately, avoiding misleading questions during masses.
f. The Government should implement simultaneously the object support social protection, including people with disabilities.
h. Funding support for handicapped people there still exist problems; request the Government, the Ministry of relevant departments have policies to remove difficulties for the vocational training for people with disabilities be implemented smoothly.
i. Connect PWDs with sustainable business is a very difficult problem, but to accomplish that PWDs should be equipped with the skills, knowledge: occupations suitable to each type of disability, health, level; vocational training and job creation; self-control skills, elimination of inferiority, willing to participating in the workplace; skills demonstrated ability of itself. PDWs need the support of family.
j. Improving infrastructure, transportation and accommodation to help people with disabilities can access.
k. Promote exchanges and communication on disability issues for the community to understand and assessed people with disabilities as normal citizens.
k. Must extensive propaganda in the social strata of the model support vocational training and employment for people with disabilities.

l. It is necessary to raise the level of culture for people with disabilities so that they are better able to access the technology and vocational training especially for those professions with professional qualifications and high income.

m. For enterprises should tax incentives or tax deductions for business use of employees with disabilities. As such, businesses will not disadvantaged and will actively in the use of people with disabilities.

n. Encourage enterprises assessed, recognize people with disabilities as people who may capacity to work and receiving people with disabilities into work.

2.2.2. Recommendations to TVET system

a. There is a link from the vocational training institutions for PWDs in the country and expand the model the project is feasible to continue support for people with disabilities in community integration.

b. Promote the movement of people with disabilities to local to help people with disabilities integrate into the community.

c. There should be coordination between all levels of industry and the interest of the whole community, especially the local government residence, vocational training institutions and local enterprises to coordinate to find jobs for people disability after vocational training.

d. Completion of policies and flexible provisions for vocational training for people with disabilities (e.g. training on time, although the same training system, vocational training, but different people with disabilities cannot learn in equal times).

e. To issue appropriate vocational training programs for people with disabilities.

f. To diversify forms of training: teaching focus, taught in the community.

g. Increase funding for handicapped students to reduce economic hardship for people with disabilities while studying.

h. Creating conditions the workshop, machinery and equipment for production base, business dedicated to people with disabilities. Create a working environment dedicated to people with disabilities in production base.

i. Organize vocational classes, vocational testing, career certificates, and certificates for skilled laborers who are disabled.
j. Expand the development of traditional handicrafts. In the present context, when the traditional handicrafts such as weaving, rattan exports ... is gradually eroded, because healthy people looking for another job with higher incomes. But for PWDs which is the relatively appropriate sectors. Therefore, it is thought to promote the implementation of vocational training for people with disabilities in these occupations.

2.2.3. Recommendation for training vocational teachers to teach PWDs

a. Need to improve preferential allowances for teachers in vocational training for people with disabilities. As mentioned above, the current law has incentives for teachers in vocational training for PWDs (the salary supplement equal to 70% of their current salary). However, it is thought this allowance is not enough to encourage vocational teachers for PWDs.

b. Teacher training for people with disabilities requires patience and takes more effort than teachers for ordinary people. For some types of disabilities, teachers also have to learn the language and grasp the characteristics of PWDs. Therefore, it is thought to encourage teachers to improve vocational training for PWDs is higher than the special allowances for them. In this way can encourage the younger generation to participate in vocational training for people with disabilities.

c. A research is needed to build the capacity framework criteria to meet professional standards in teacher training programs to teach vocational training PWDs. In which professional standards for: (i) Professional Knowledge; (ii) Professional Practice; (iii) Professional Values; (iii) Professional Relationships must ensure that people are trained with the insight and sure of PWDs join vocational training. Focus on specific elements of each type of disability to develop their skills in line with the characteristics of PWDs.

d. The level of government, functional agencies must review the criteria of vocational training for disabled people in all its forms, to determine the demand for vocational teacher training for people with disabilities. Through it can build implementation plan to organize training and retraining of teachers.

e. To fulfill the pedagogical skill, teaching methods for instructors for PWDs at production base. The team is great and untrained.

f. Research on model building and teacher training programs to teach vocational training for people with disabilities. In which need special attention to training requirements,
mount the integration factors, disability and vocational education. Since then students have the ability to design, adjust and implement training activities to ensure the requirements and meet the implementation of vocational training programs and support for PWDs learn to integrate effectively.

g. For special education institutions is to train teachers for PWDs and school vocational teacher training have to research to develop pilot vocational teachers training programs.

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