



ITC

Broadening Access to good quality skills – Persons with disabilities

Session 3: ILO G20 Knowledge Sharing Workshop (4th – 6th May)

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Human Capital Challenge or Opportunity?

- Around 10% of the world's population, or 650 million people, live with disabilities.
(World Health Organization – 2010 International Day of Persons with Disabilities Statement extract)
- ***How can TVET contribute to harnessing the individual and collective Human Capital potential inherent in 650 million disabled persons for the benefit of the mutual benefit of the global economy and society?***

Session 3: Key Questions

1. What are the success factors in extending access to good quality technical & vocational education and training to groups in society that are at a disadvantage in the labour market?
2. Across the disability groups, what special actions work to improve gender equality?
3. Are the targeted programmes cost effective?
4. How are their results monitored and assessed in terms of leading to better work?

Success factors in extending access to good quality TVET to groups in society that are at a disadvantage in the labour market?

1. Societal attitudes and appreciation that a good proportion of disabled persons have willingness and potential to contribute significantly to human development if given opportunities to access TVET and/or participate in social-economic activities;
2. Government and stakeholder commitment to clear, synergistic and sustained development targets and interventions;
3. Effective Information, Education and Communication (IEC) strategies and programmes;

Across the disability groups, what special actions work to improve gender equality?

1. Career Information, Guidance & Counseling services;
(NB. Inclusive of families, communities & use of role models)
2. Quota based Student enrolment policies and practices;
3. Innovative Government incentives targeting both sponsors and providers of TVET;

Are the targeted programmes cost effective?

1. Rather difficult to determine due the scarcity of reliable statistical information on the training (*ie. Supply side*) and deployment (*ie. Demand side*) of disabled TVET graduates into the Labour market; - (*that is at national, regional and global levels*);
2. At training operational level the difficulty usually lies in the absence of policy and/or internationally defined reference standards;
3. Cost effectiveness only feasible within the context of an annual budget or a specific project;

How are the results of targeted stakeholders monitored and assessed in terms of leading to better work?

- Project centred Monitoring and Evaluation systems;
- There is potential to use TVET graduate Tracer study systems; - *some TVET institutions already using this approach;*