

# **NGO REPORT**

**RNN and RI Joint Research on the  
Implementation of the “72 Targets” of  
Asian and Pacific Decade of Disabled Persons**

**March 2000**

**RNN: Regional NGO Network for the Promotion of  
Asian and Pacific Decade of Disabled Persons**

We are deeply grateful to Social Welfare and Medical Service Corporation in Japan for their financial support to this joint research.

# FOREWORD

After “United Nations Decade of Disabled Persons (1983-1992)”, Asian and Pacific area has started “Asian and Pacific Decade of Disabled Persons; APDDP (1993-2002)”. APDDP provides an opportunity for the 56 countries and areas of the ESCAP region to consolidate the effort initiated during the preceding UN Decade through a new emphasis on regional cooperation in support of progress at the national level. The Governments of the region expressed their collective commitment to the full participation and equality of people with disabilities.

To achieve the objectives of APDDP, an agenda for action was needed. The “Agenda for Action ” provides a framework and it consists of the major policy categories. These basic policy categories include 12 areas as below. This “Agenda for Action” was adopted by ESCAP general meeting in 1992, and NGOs expected member countries and ESCAP to put into practice.

1.National Coordination

2.Legislation

3.Information

- 4.Public Awareness
- 5.Accessibility and Communication
- 6.Education
- 7.Training and Employment
- 8.Prevention of Causes of Disability
- 9.Rehabilitation Services (Community-based Rehabilitation &  
Health and Social Development)
- 10.Assistive Devices
- 11.Self-help Organizations
- 12.Regional Cooperation

In 1995, first review meeting was held in Bangkok and the so-called “72 Targets” was developed in which 12 areas of the Agenda were further broken down into 72 concrete measures with specific targets year.

Although the 72 Targets by its very structure provides an appropriate framework within which to assess accomplishment of designated goals, it seems that neither the member countries nor ESCAP itself has fully used it for evaluation purposes. Even though ESCAP and governmental agencies have primary responsibility for monitoring implementation of the Agenda, NGOs are in a position to

ensure that attention remains focused on the actions to be taken.

As we are rapidly approaching the end of APDDP, the decision was made to initiate assessment of implementation levels according to the 72 Targets. During the fall of 1999, joint research was undertaken by the Asian and Pacific Subcommittee of RI (Rehabilitation International) Social Commission (RI-APSC) and RNN. This research will help us to know what the problems are, and will give us an opportunity to discuss our goal.

The 72 Targets were revised at the Bangkok review meeting in November 1999 and the new 107 Targets with only one target year 2002 were developed. Based on the experiences of present research, we need to identify the fruits we have attained and problems to be solved using the instrument of the 107 Targets.

We thank the respondents for cooperating the research. We also thank to Hisao SATO (Chairperson of RI-APSC) and Naoko IWATA (Member of RI-APSC), who mainly prepared questionnaire, conducted research, and analyzed the results.

March 31, 2000

Ichiro Maruyama, Secretary General, RNN

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## ABSTRACT

This report presents the results of joint research by the Regional NGO Network (RNN) and members of Rehabilitation International (RI) investigating by questionnaire survey the currently achieved levels of 55 of the 72 targets for the implementation of the “Agenda for Action” for APDDP (Asian and Pacific Decade of Disabled Persons 1993-2002) as reported by knowledgeable representatives of 14 countries surveyed.

This report shows “most” and “least” implemented country, area, and item of the Targets, and analyzes the results.

Overall level of implementation of 55 targets assessed by NGO leaders was 1.36 using 4 points scale: from No Implementation (0) to Full Implementation (3), indicating less than 50% attainment. Results also point to the significant impact of appropriate legislation, yet also reveal the need to strengthen strategies to enhance “Public awareness” and “Accessibility and Communication”.

This report concludes with some proposals for further research with the revised “107 Targets”, including consensus conference to evaluate the implementation level of the targets and incorporation of gender dimension.

## METHOD

In September 1999, a questionnaire survey, with a requested end-of-November return date and name/position of respondent, was posted or emailed to fifteen national-organization members of RNN and to eight representative NGOs in countries without RNN members. In total, 23 countries were to be surveyed: Australia, Bangladesh, Cambodia, China, Fiji, Hong Kong SAR, India, Indonesia, Iran, Japan, Korea, Laos, Malaysia, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Philippines, Singapore, Sri Lanka, Thailand, and Vietnam. Fourteen responses have been received, including post-deadline submissions (Australia, Bangladesh, China, Hong Kong SAR, Indonesia, Japan, Korea, Malaysia, Mongolia, Nepal, Singapore, Sri Lanka, Thailand, Vietnam). Respondents to the questionnaire were board members of their respective organizations.

Respondents were asked for their personal assessment of the level of implementation of the 55 targets, which had in the Agenda a specified achievement date of 1998 or earlier. They were to assess implementation from a nation-wide, rather than local, perspective.



Evaluation was to be made according to one of four levels of implementation (Parenthetical percentages given merely as guidelines):

0. No implementation: no or few measures taken (0-4%)
1. Low implementation: slightly or somewhat implemented  
(5-49%)
2. Fair implementation: fairly well implemented (50-95%)
3. Full implementation: nearly or fully implemented (96-100%)

Respondents were asked to make a judgment for every listed target, and to consult others if necessary to reach a decision. Returned questionnaires were tabulated by country for average level of implementation for each of the twelve areas specified in the Agenda. Additionally, for each target, the average level of implementation for all fourteen countries was computed, as well as the fourteen-country average level of implementation for each of the twelve specified areas.

# List of Respondents

## AUSTRALIA

Helen McAuley (Policy Officer)

ACROD

## BANGLADESH

Shahidul Haque (Executive Director)

Social Assistance and Rehabilitation for the Physically Vulnerable  
(SARPV)

## P.R.CHINA

Zhao Tizun (Director CBR project)

China Rehabilitation Research Center

## HONGKONG SAR.

Philip Yuen (Rehabilitation Division Officer)

Joint Council for the Physically and Mentally Disabled

## INDONESIA

Ms. M. S. Soegeng Soepari (4<sup>th</sup> Chairperson of NNN of Indonesia)

Indonesian National Council on Social Welfare

## JAPAN

Ichiro Maruyama (Board Member)

Promotion Council for the New Decade

## **KOREA**

ILMook Cho (President)

Korean Society for Rehabilitation of Persons with Disabilities

## **MALAYSIA**

Zainal Abidiin/Cheah (Secretary General)

Malaysian Council for Rehabilitation

## **MONGOLIA**

Sh. Enhbat (Director, Department of Policy and Coordination)

Ministry of Health and Social Welfare

## **NEPAL**

Munishwor Pande (President)

National Federation of the Disabled – Nepal (NFD)

## **SINGAPORE**

Lim Puat Tiak (Senior Executive, Disability Services Department)

National Council of Social Service

## **SRILANKA**

Prgmadasa Dissanayake (President)

Sri Lanka Foundation for the Rehabilitation of the Disabled

## **THAILAND**

Narong Patibatsarakich (Chair of Law Sub Committee)

DPI Thailand

## **VIETNAM**

Ms. Hoang Lan (Vice Chairperson, General Security)

The Society for Support of Vietnamese Handicapped and Orphans

# RESULTS

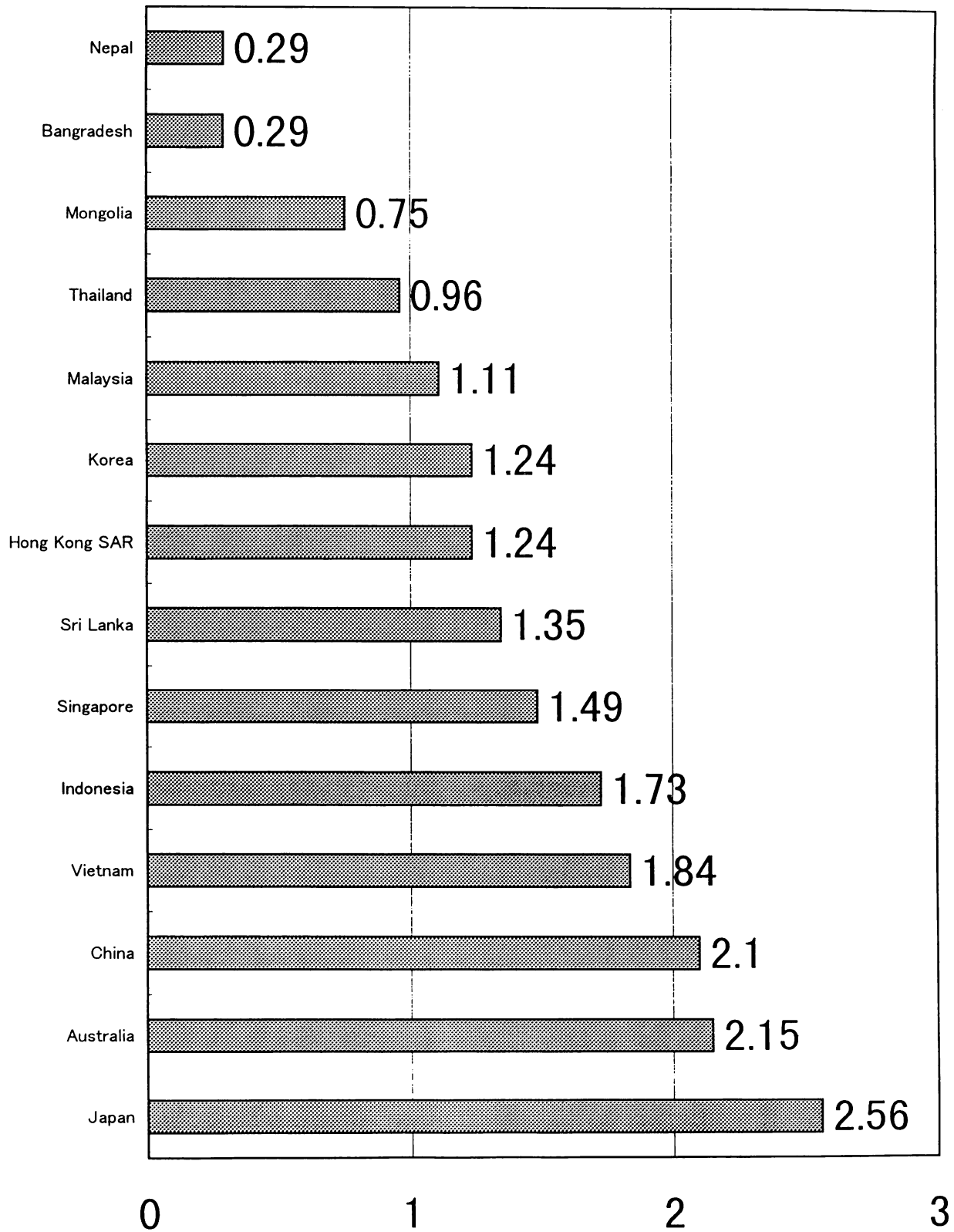
## 1) Most and least implemented country

The most implemented country, based on respondents' assessments, was Japan (average 2.56 for all areas). The respondent of Japan assessed all targets at "level 2" or "level 3" with two exceptions: "T4.4 Issue first day covers & commemorative stamps" = level 0; "T5.4 Include barrier-free design in the curricula for architect training" = level 1. And, all targets in three areas ("Prevention of Causes of Disability", "Rehabilitation", "Assistive Devices") were assessed at level 3.

Second most implemented country was Australia and China (average 2.15 and 2.10 respectively). Similar to Japan, the respondents of both countries assessed most of the targets at level 2 or level 3. However, China has some differences from Japan or Australia in "Accessibility & Communication", and "Assistive Devices".

Bangladesh and Nepal together shared the position of being least implemented (average 0.29). Because all targets of 3 areas (2.Legislation, 5.Accessibility & Communication, and 6.Education)

**Figure 1**  
**Average Implementation Rate by Country**



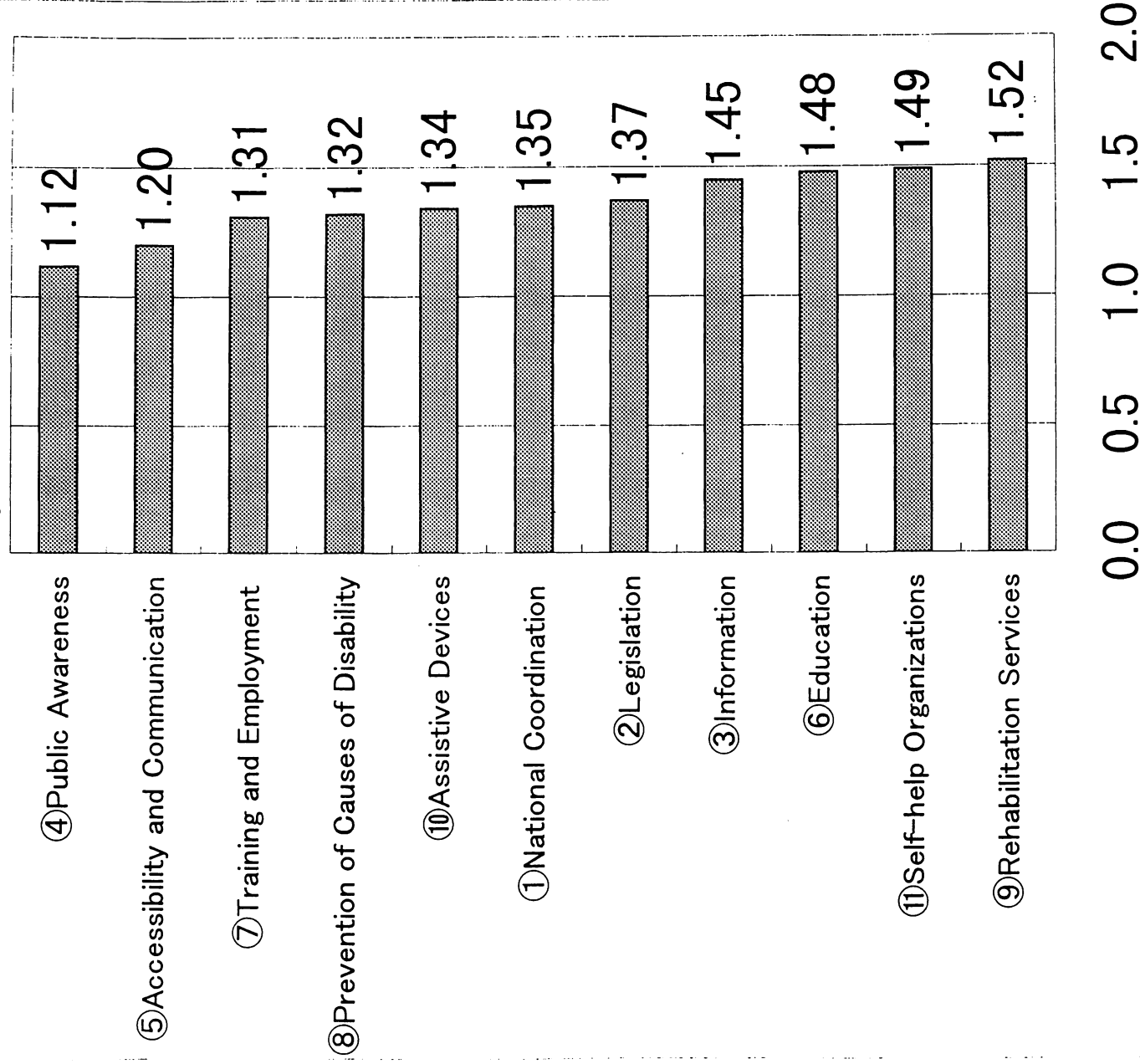
were assessed at level 0, Bangladesh needs to take steps to deal with these 3 areas immediately. As for Nepal, all targets of 4 areas (1.National Coordination, 4.Public Awareness, 5.Accessibility & Communication, and 7.Training & Employment) were assessed at level 0. Nepal also needs to take an immediate action.

Total Average of 14 countries was 1.36, which attains less than half of the goal (1.50).

## **2) Most and least implemented area**

The most implemented area was reported to be “9.Rehabilitation Services” (avg. 1.52). This area focuses on Community-based Rehabilitation (CBR). It is a desirable tendency that CBR spreads among Asian and Pacific countries. However, there are various kinds of CBR strategy, and the idea, purpose, process, or goal of CBR is not in common. Among the five targets in this area the least implemented one is “T9.4 Include both men & women with disabilities in CBR”, indicating some people with disabilities can’t take an active part in CBR. We need to continue to discuss and keep watch on the idea, process, or goal of CBR.

Figure2 Average Implementation Rate  
by Policy Area





Second most implemented area was “Self Help Organizations” (avg. 1.49), and “Education” (avg. 1.48). On the other hand, the least implemented area was “Public Awareness” (avg. 2.0) followed closely by “Accessibility & Communication” (avg. 2.1). It is impressive that “Public Awareness” is the lowest rank, though it is always regarded very important and not so expensive action. As for “Accessibility & Communication”, it is a pity that only few countries promoted Accessibility and Communication though they are one of the basic actions for disabled persons to achieve full participation and equality.

### **3) Most and least implemented targets**

The four most highly implemented targets were “T2.6 Review Laws related to customs duties and amend” (average 2.0), “T5.5 Incorporate access provisions for PWD into existing building by-laws” (avg. 1.93), “T8.1 Identify the major factors causing disability” (avg. 2.7), and “T10.2 Exempt assistive devices from imposition of customs and other import duties” (avg.1.7).

At the other end of the scale, the least implemented target was reported to be “T4.4 Issue first-day covers and commemorative

stamps” (avg. 0.5), followed by “T5.4 Include barrier-free design in the curricula for architect training” (avg. 0.79).

#### **4) Noteworthy area 1: Public Awareness**

It is impressive that “Public Awareness” was the least implemented area. Surely the need for public awareness was an impetus for establishment of the “United Nations Decade of Disabled Persons” and the “Asian and Pacific Decade of disabled Persons.” Public awareness and participation is vital for every activity related to PWD, but lack of understanding and indifference are difficult to overcome. We all must continue to exchange ideas on this important area.

#### **5) Noteworthy area 2: Legislation**

The response received from Singapore points to the critical importance of legislation and assesses the most targets in the area of Accessibility at level 3. Singapore amended its Building Control Regulations in 1989 to require that all new buildings to which people

with disabilities (may) have access be designed to conform to the Code on Barrier-Free Accessibility in Buildings. The Accessibility Code itself was first published in 1990 and was revised in 1995 with the assistance of the Handicaps Welfare Association, a self-help organization for people with disabilities.

## **6) Difficulties in assessing levels of implementation**

Respondents were required to select from four levels of implementation, but such assessment was surely not easy inasmuch as the targets themselves often consisted of a number of sub targets, in addition to containing a variety of vague terms such as “effective,” “appropriate,” “adequate,” and “suitable.” Although we believe that the results reported here reflect the reality of the situation in the various countries from which we received reports, we recognize the need for a reliable scale that can make comparative assessment possible. This research project has highlighted the need for further research, for which reason we introduce some specific proposals.

Table 1 Evaluation of the Targets

Target Summary	BA	CH	HK	JA	KO	MA	MO	NE	SI	VI	AU	IN	SR	TH	Average
<b>1.National Coordination</b>															
1.1 Establish National Ccoordination Committee (NCC)	2	3	2	2	2	2	1	0	0	2	2	3	1	0	1.6
1.2 Establish NCC executive committee	1	3	0	2	2	2	1	0	0	2		3	2	0	1.4
1.3 Formulate a national plan of action	1	2	3	3	2	1	1	0	0	2	2	2	0	1	1.4
1.4 Prioritize poor PWD in all poverty alleviation pogrammes	0	3	0	2	2	1	1	0	0	3	2	1	0	0	1.1
1.5 Specify the participation of PWD for approving funding	0	3	0	2	2	1	0	0	0	3	2	1	2	2	1.3
sub total	0.8	2.8	1	2.2	2	1.4	0.8	0	0	2.4	2	2	1	0.6	1.3
<b>2. Legislation</b>															
2.1 Establish a suitable mechanism to examine all substantive laws	0	2	0	2	2	1	1	0	0	1		1	2	0	0.9
2.2 Complete the process to examine and identify laws	0	2	0	2	3	0	1	0	0	1		1	2	0	0.9
2.5 Introduce a national scheme of social security measures	0	3	3	2	2	0	1	0	0	3	3	2	1	2	1.6
2.6 Review laws related to customs duties and amend	0	2	3	3	3	2	1	1	2	2	3	2	2	2	2.0
2.7 Review and amend other taxation laws	0	2	1	3	2	1	2	0	2	3	1	1	0	2	1.4
sub total	0	2.2	1.4	2.4	2.4	0.8	1.2	0.2	0.8	2	2.33	1.4	1.4	1.2	1.4
<b>3. Information</b>															
3.1 Establish a national resource centre	0	2	1	2	2	0	0	0	1	2	3	2	1	1	1.2
3.2 Initiate a national sample survey	0	3	0	3	2	0	0	2	0	3	3	2	2	2	1.6
3.3 Translate the Agenda for Action into national & local languages	1	3	0	3	1	2	2	0	0	1	1	2	3	3	1.6
sub total	0.33	2.67	0.33	2.67	1.67	0.67	0.67	0.67	0.33	2	2.33	2	2	2	1.5

Target Summary	BA	CH	HK	JA	KO	MA	MO	NE	SI	VI	AU	IN	SR	TH	Average
<b>4.Public Awareness</b>															
4.1 Ensure that mass media feature Decade-related issues	1	3	1	2	1	1	1	0	1	3	2	2	2	2	1.6
4.2 Initiate review of educational&functional literacy material in use	0	2	0	3	1	2	1	0	1	2		1	1	1	1.2
4.4 Issue first day covers & commemorative stamps	0	?	0	0	1	1	0	0	0	1		1	2	0	0.5
4.5 Include disability issues and policies relating to media	0	3	1	3	1	0	1	0	1	1	3	3	1	0	1.3
4.6 Establish an effective monitoring mechanism	0	2	1	2	1	1	1	0	0	2	2	1	2	0	1.1
sub total	0.2	2.5	0.6	2	1	1	0.8	0	0.6	1.8	2.33	1.6	1.6	0.6	1.1

## 5. Accessibility & Communication

5.1 Incorporate barrier-free features as a standard requirement	0	2	2	3	1	1	0	0	3	1	2	2	0	2	1.4
5.2 Include barrier-free features in mass transport facilities&system	0	1	2	2	0	1	0	0	3	0	2	1	0	2	1.0
5.3 Make external built environments accessible	0	1	1	2	1	1	0	0	3	0	2	1	0	2	1.0
5.4 Include barrier-free design in the curricula for architect training	0	2	0	1	0	1	0	0	3	1	1	0	1	1	0.8
5.5 Incorporate access provisions for PWD into existing building by	0	3	3	2	1	2	2	0	3	2	3	2	2	2	1.9
5.8 Make available reading material	0	1	1	2	0	2	0	0	2	2	2	3	1	0	1.1
sub total	0	1.67	1.5	2	0.5	1.33	0.33	0	2.83	1	2	1.5	0.67	1.5	1.2

## 6. Education

6.2 Ensure "Education for All"	0	2	1	2	2	2	0	1	2	1	2	1	2	2	1.4
6.3 Introduce early intervention programmes for children WD	0	1	3	3	2	2	0	0	3	2	2	3	2	0	1.6
6.5 Include special education in curricula for regular teacher training	0	2	1	2	1	2	1	0	3	2	2	2	1	0	1.4
6.6 Promote the teaching of science at the secondary school level	0	2	2	3	2	1	0	0	3	2	2	2	2	0	1.5
sub total	0	1.75	1.75	2.5	1.75	1.75	0.25	0.25	2.75	1.75	2	2	1.75	0.5	1.5

Target Summary	BA	CH	HK	JA	KO	MA	MO	NE	SI	VI	AU	IN	SR	TH	Average
<b>7. Training &amp; Employment</b>															
7.1 Promote PWD into mainstream vocational training schemes	0	2	1	3	0	1	0	0	3	2	2	1	2	0	1.2
7.2 Develop and strengthen curricula and support services	0	2	2	2	0	1	0	0	3	2	2	2	2	0	1.3
7.3 Formulate a Government policy to promote employment	1	3	1	3	2	0	1	0	0	2	2	3	2	2	1.6
7.4 Set up a mechanism for new employment opportunities	0	2	3	2	0	0	1	0	1	2	2	2	1	1	1.2
7.5 Establish annual training and job placement targets	0	3	1	3	1	0	1	0	1	2	2	1	2	1	1.3
7.6 Establish production centres for people with extensive disabilities	0	1	3	3	1	1	1	0	2	1	3	2	2	1	1.5
7.9 Introduce a national scheme (soft loans, support services for marketing)	0	2	0	3	0	1	1	0	0	2	1	2	1	2	1.1
sub total	0.14	2.14	1.57	2.71	0.57	0.57	0.71	0	1.43	1.86	2	1.86	1.71	1	1.3

<b>8. Prevention of the Cause of Disability</b>															
8.1 Identify the major factors	1	2	3	3	1	1	0	1	3	2	3	2	1	0	1.6
8.2 Initiate public education campaigns	0	2	1	3	1	2	0	1	2	2	2	2	1	0	1.4
8.5 Formally join int'l campaign to ban anti-personnel land mines	0	?	0	3	0	0	1	3	2	3	2	1	1	0	1.2
8.6 Mount campaign to prohibit laser weapons (cause total blindness)	0	?	0	3	1	0	0	2	0	3	2	0	1	0	0.9
8.7 Recognize good & safe design to reduce injury	0	1	1	3	1	2	1	0	3	3	2	2	1	0	1.4
sub total	0.2	1.67	1	3	0.8	1	0.4	1.4	2	2.6	2.2	1.4	1	0	1.3

Target Summary	BA	CH	HK	JA	KO	MA	MO	NE	SI	VI	AU	IN	SR	TH	Average
<b>9. Rehabilitation Services</b>															
9.1 Include PWD & families as participants in the formulation of CBR	1	2	1	3	2	2	1	0	2	2	2	2	2	1	1.6
9.2 Convene conference to discuss a national CBR strategy	1	2	0	3	2	2	1	1	1	1		2	2	1	1.5
9.3 Develop a national CBR strategy	0	3	0	3	2	2	1	0	1	2	2	2	3	1	1.6
9.4 Include both men & women with disabilities in CBR	0	3	1	3	2	1	1	0	1	2	2	2	1	0	1.4
9.6 Identify & coordinate all government & NGO reha-service	1	2	1	3	2	2	1	0	2	2	2	2	2	0	1.6
sub total	0.6	2.4	0.6	3	2	1.8	1	0.2	1.4	1.8	2	2	2	0.6	1.5

<b>10. Assistive Devices</b>															
10.1 Establish national criteria & subsidy scheme of assistive device	1	2	2	3	0	1	0	0	2	2	2	2	1	2	1.4
10.2 Exempt customs & other duties on import of assistive devices	1	1	3	3	0	2	3	1	2	1	3	2	0	2	1.7
10.3 Simplify the import & export assistive devices	0	1	2	3	0	1	1	0	2	1	2	0	0	1	1.0
10.4 Increase availability of devices, repair & maintenance services	0	2	2	3	1	1	1	0	2	2	2	2	1	2	1.5
10.5 Introduce tax incentives and subsidies	0	1	1	3	0	1	2	0	2	2		1	1	0	1.1
sub total	0.4	1.4	2	3	0.2	1.2	1.4	0.2	2	1.6	2.25	1.4	0.6	1.4	1.3

<b>11. Self-Help Organization</b>															
11.1 Establish national forum of self-help organization of PWD	1	2	3	3	1	1	0	2	2	1	3	2	2	2	1.8
11.2 Develop self-help organization of diverse disability groups	1	2	2	3	1	1	0	1	2	2	2	2	1	2	1.6
11.3 Put in place mechanisms under direction of the NCC	0	2	2	3	2	1	1	0	1	1	2	2	2	0	1.4
11.4 Establish national policy to support self-help organizations	0	2	0	2	2	1	1	0	2	2	3	2	1	2	1.4
11.5 Develop programmes for training PWD as trainers	1	2	0	3	1	0	1	0	2	2	2	2	1	1	1.3
sub total	0.6	2	1.4	2.8	1.4	0.8	0.6	0.6	1.8	1.6	2.4	2	1.4	1.4	1.5

Table 2 Average Evaluation of the Targets (in value order)

Target summary	Average
4.4 Issue first day covers & commemorative stamps	0.50
5.4 Include barrier-free design in the curricula for architect training	0.79
2.1 Establish a suitable mechanism to examine all substantive laws	0.92
2.2 Complete the process to examine and identify laws	0.92
8.6 Mount campaign to prohibit laser weapons(cause total blindness)	0.92
5.2 Include barrier-free features in mass transport facilities&systems	1.00
5.3 Make external built environments accessible	1.00
10.3 Simplify the import & export assistive devices	1.00
1.4 Prioritize poor PWD in all poverty alleviation programmes	1.07
4.6 Establish an effective monitoring mechanism	1.07
7.9 Introduce a national scheme(soft loans, support services for marketing)	1.07
10.5 Introduce tax incentives and subsidies	1.08
5.8 Make available reading material	1.14
4.2 Initiate review of educational&functional literacy material in use	1.15
3.1 Establish a national resource centre	1.21
7.1 Promote PWD into mainstream vocational training schemes	1.21
7.4 Set up a mechanism for new employment opportunities	1.21
8.5 Formally join int'l campaign to ban anti-personnel land mines	1.23
1.5 Specify the participation of PWD for approving funding	1.29
4.5 Include disability issues and policies relating to media	1.29
7.2 Develop and strengthen curricula and support services	1.29
7.5 Establish annual training and job placement targets	1.29
11.5 Develop programmes for training PWD as trainers	1.29
5.1 Incorporate barrier-free features as a standard requirement	1.36
6.5 Include special education in curricula for regular teacher training	1.36
8.2 Initiate public education campaigns	1.36
9.4 Include both men & women with disabilities in CBR	1.36
11.3 Put in place mechanisms under direction of the NCC	1.36



1.2 Establish NCC executive committee	1.38
1.3 Formulate a national plan of action	1.43
2.7 Review and amend other taxation laws	1.43
6.2 Ensure "Education for All"	1.43
8.7 Recognize good & safe design reduce the injury-caused disabilities	1.43
10.1 Establish national criteria & subsidy scheme of assistive devices	1.43
11.4 Establish national policy to support self-help organizations	1.43
9.2 Convene conference to discuss a national CBR strategy	1.46
6.6 Promote the teaching of science at the secondary school level	1.50
7.6 Establish production centres for people with extensive disabilities	1.50
10.4 Increase availability of devices, repair & maintenance services	1.50
1.1 Establish National Cooordination Committee (NCC)	1.57
2.5 Introduce a national scheme of social security measures	1.57
3.2 Initiate a national sample survey	1.57
3.3 Translate the Agenda for Action into national & local languages	1.57
4.1 Ensure that mass media feature Decade-related issues	1.57
7.3 Formulate a Government policy to promote employment	1.57
9.3 Develop a national CBR strategy	1.57
9.6 Identify & coordinate all government & NGO reha-services	1.57
11.2 Develop self-help organization of diverse disability groups	1.57
6.3 Introduce early intervention programmes for children WD	1.64
8.1 Identify the major factors	1.64
9.1 Include PWD & families as participants in the formulation of CBR	1.64
10.2 Exempt customs & other duties on import of assistive devices	1.71
11.1 Establish national forum of self-help organization of PWD	1.79
5.5 Incorporate access provisions for PWD into existing building by law	1.93
2.6 Review laws related to customs duties and amend	2.00

## PROPOSALS

RNN national-member organizations should prepare a country report on the 107 Targets to the next Campaign Meeting in Bangkok , December 2000 or the following Campaign Meeting in Vietnam. The report should include narrative comments and explanation of the reasons for indicated evaluations. Such comments and insight will enable usable guidelines to be developed.

Also, the NGOs of each country should endeavor to organize a series of consensus conference to evaluate the targets. Although this research involved soliciting the views of one of the board members, a broader base of assessment will surely provide more objective results. Furthermore, we can say that a truly objective analysis requires confronting the differences between urban areas and rural areas, particularly with regard to implementation of the targets. Cross-country comparison is not possible without clarification of this dimension.

Gender dimensions are incorporated into the 72 targets, but without specific target years it is difficult to assess the degree of gender-free implementation. It may be necessary to check not only governmental agencies but also UNESCO, UNICEF, self-help groups,

women's associations, and so on. In this particular research, we did not specifically address this issue, but recognize that an adequate assessment of levels of implementation cannot be made without investigation of the gender dimension.

## CONCLUSION

This research project, though tentative at best, brings to the fore the importance and necessity of broad-based and in-depth research. As the Decade enters its last stage, it is vital that we make the best use of the “107 targets” both as an instrument of research and assessment, and also thereby an object of further investigation. The “107 targets” is a revised and developed target from “72 targets” and ESCAP adopted at review meeting in Bangkok (1999). Let’s make the best use of the “107 targets”!

## **Letter to RNN national member organizations**

Dear Colleagues,

Thank you for your initiative for the Asian and Pacific Decade of Disabled Persons 1993- 2002 (APDDP).

Social Commission for Asia and Pacific of Rehabilitation International and RNN for APDDP have jointly started a research work on the implementation of "the 72 targets" for the APDDP. "The 72 targets" is a very unique and important document to monitor the implementation of the Agenda for Action of the APDDP. The full title of the document is "Targets and Recommendations for Implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons" and it was decided at the first inter- governmental review meeting convened by ESCAP to monitor the progress of the implementation of the Agenda for Action in Bangkok in June 1995 in which many RNN members attended as an observer and took part in the discussion, and officially adopted by the ESCAP General Assembly in April 1996. The Agenda for Action has 12 areas which were further broken down into 72 concrete and detailed targets with a specific dead line year. Thus it is expected to be used to monitor the progress in each country. But it seems that no country nor ESCAP itself has used it for evaluation purpose.

Although the ESCAP and member governments have the primary responsibility to monitor the implementation, we NGOs can do something to encourage the GOs. We would like to collect evaluation made by NGOs of the implementation of the 72 targets, analyze the information and look for the future action needed.

The results would be reported at the Campaign 99 in Kuala Lumpur and also sent to your organization by mail. In the process of analyzing the collected information, we need to be very careful that the questionnaire and the research methods used is not yet affirmed its full reliability. However, first step needs to be taken as we are approaching to the end of the Decade. We deeply appreciate your assistance and participation.

See you soon in Kuala Lumpur.

Sincerely Yours.

20 September, 1999

Ichiro Maruyama, Secretary General, RNN

Hisao Sato, Chair, Social Commission for AP, RI

# **RNN and RI Joint Research on the Implementation of “72 Targets” of APDDP**

Your Country: \_\_\_\_\_  
Your Name: \_\_\_\_\_  
Your Organization: \_\_\_\_\_  
Your Title(Post) in the Organization: \_\_\_\_\_

## **Level of the implementation**

1. No or few measure has been taken (0-4%)
2. Slightly implemented (5-49%)
3. Fairly implemented (50-95%)
4. Fully or nearly fully implemented(96-100%)

## **Attention**

\*Evaluate each target from a nationwide point of view. Don't evaluate these targets only from your community. Select only one (nearest to your idea) among 4 potions for each target.

\*Some targets with planed year later than 1998 were excluded from this survey, leaving \_\_targets in the questionnaire.

\*Evaluate each targets whether it has been implemented BY NOW (the moment you fill the questionnaire ) or not, regardless the planned year of the target. (Even if the planed year of a target is by 1996 and it was implemented only in 1998, the level of implementation is 4: full implementation. Similarly if a target had been fully implemented before APDDP, the level is also 4.)

\*Evaluate all the targets. If you find anything you are not familiar with, ask government or related associations, and don't leave it "no answer" as far as possible.

\*We don't need "official " answer of your organization. It may be difficult to arrive at a complete agreement within the organization and will take much time and energy. Instead, a member of the board should answer this research from his/her point of view. Don't forget to write your name and title. The country, organization, title and name of the person who answered the questionnaire would be shown in the research report.

\*Use the percentages that are added to the level of implementation as standard if necessary or appropriate.

\*Completed questionnaire should be returned to Ms. Naoko Iwata, Okinawa International University, by October 31, by air mail(use this sheet) or by fax(use fax answer sheet)

\*CONTACT and INQUIRY

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**1. National Coordination**

1.1 Establish a national coordination committee (NCC) on disability concerns with an appropriate mechanism to ensure its accountability to the legislature/head of Government to promote a multisectoral approach to the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons, 1993-2002, and with representation at the policy-making level of all State/provincial Governments, and concerned ministries/ departments and government agencies, substantial representation of NGOs, including self-help organizations of disabled persons, women with disabilities, as well as with adequate allocation of resources.

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1.2 Establish a NCC executive committee with appropriate representation from State/provincial Governments, ministries/departments and government agencies, NGOs, including self-help organizations of people with disabilities and women with disabilities, to ensure timely follow-up and monitoring of the implementation of NCC decisions and as to facilitate NCC functioning.

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1.3 Formulate a national plan of action and incorporate it in national development plans with a time-frame and in-built mechanism for monitoring and evaluation, as well as adequate multisectoral resource allocation for the implementation of the Agenda for Action, and specifically, the targets for national action contained in this document.

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1.4 Prioritize within the national plan of action, the identification of means of promoting the participation of poor persons with disabilities in all poverty alleviation programmes and projects implemented within the country.

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1.5 Specify the participation of persons with disabilities as a criterion for the approval of funding for poverty alleviation programmes and projects.

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**2. Legislation**

2.1 Establish a suitable mechanism to examine and identify all substantive and procedural laws, such as those covering inheritance, marriage and properties, as well as criminal and civil procedure codes and policy provisions on various subjects.

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1.2 Complete the process of examination and identification of the above-mentioned laws and policy provisions.

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2.5 Introduce a national scheme of social security measures covering financial assistance and subsidies for persons with extensive disabilities and their families living in poverty, as well as primary breadwinners who become disabled and have no other means of income support for their dependants.

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2.6 Review laws relating to customs duties and amend them, to exempt from customs duties the import of vehicles, assistive devices, equipment and materials, including medical supplies, required to facilitate the daily living of people with disabilities, including women with disabilities.

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2.7 Review and amend other taxation laws to provide for incentives in the form of tax benefits to persons with disabilities, manufacturers of indigenous assistive devices and employers of disabled persons.

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**3. Information**

3.1 Establish a national resource centre with an accessible information and database on the disability situation, including demographic data on persons with disabilities, as well as social and economic dimensions, including employment status, educational level, housing and membership in registered organizations of people with disabilities.

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1.2 Initiate a national sample survey.

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3.3 Translate the Agenda for Action into national and local languages for dissemination through the mass media, folk media, government agencies and voluntary organizations.

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**4.Public Awareness**

4.1 Ensure that the national and provincial mass media, including private sector and folk media, feature Decade-related issues through regular and accurate coverage that improves public awareness and attitudes towards people with disabilities.

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4.3 Initiate a review of all educational and functional literacy materials in use in the country,

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4.4 Issue first-day covers and commemorative stamps promoting full participation and equality of persons with disabilities in the Asian and Pacific region.

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4.5 Include disability issues in policies relating to information and the media, provide in particular for appropriate time and space for disability concerns, prohibit the depiction of negative inaccurate images of persons with disabilities through performances, especially comedies, films, and cartoons.

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4.6 Establish an effective monitoring mechanism to assess the impact of campaigns and strategies to generate public awareness and improve attitudes towards persons with disabilities.

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**5. Accessibility and Communication**

5.1 Incorporate barrier-free features as a standard requirement in designs and plans for all new construction, renovation and expansion of buildings and facilities used by members of the public, including transport, educational facilities and housing schemes and theme parks.

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5.2 Include barrier-free features in all mass transport facilities and systems, particularly rail systems which are to be built.

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5.3 Make external built environments accessible, including installing pavements with kerb and provision of adequate space for wheelchair users.

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5.4 Include barrier-free design in the curricula for the training of architects, urban planners and engineers.

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5.5 Incorporate access provisions for people with disabilities into existing building by-laws.

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5.8 Make available reading material in Braille, large print, computer disk, audio cassette and other suitable formats for people who have difficulty in reading regular print; human readers and sign interpreters for people who need them; as well as access to captioning and audio description, radio, telephone and fax machines for information and entertainment for people with sensory disabilities.

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**6. Education**

6.2 Include girls and boys and women and men with disabilities in all policies, plans and programmes to ensure Education for All, with adequate financial allocations as well as appropriate technical and human resources (including Braille textbooks, education material in audio, visual and other [e.g., large print] formats, indigenous sign language, appropriate assistive devices, physical access and support staff).

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6.3 Introduce early intervention programmes for children with disabilities, with provision for the active involvement of their families, in both rural and urban areas.

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6.5 Include a component on special education and children with special needs in the curricula for regular teacher training, including opportunity for relating directly with such children.

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6.6 Promote the teaching of science and technical skills at the secondary school level to students with disabilities, including blind students.

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6.7 Review and modify the national/State education curricula to facilitate access to education for children and adults with disabilities, including appropriate provisions for the teaching of language, especially to deaf persons and hard-of-hearing persons, and to redress immediately any deficiency in this regard.

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**7. Training and employment**

7.1 Strengthen the modalities identified by the Asia-Pacific Skills Development Programme to promote the integration of persons with disabilities, with due attention to gender equity, into mainstream vocational training schemes.

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7.2 Develop and strengthen curricula and support services (physically accessible training sites and equipment, Braille texts for blind persons, and sign language interpreters for deaf persons) to enable persons with disabilities to participate fully in regular pre-vocational and vocational training programmes leading to gainful employment.

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7.3 Formulate a Government policy to promote achievement of the national targets set for the placement and promotion of persons with disabilities in the public sector, such as through a quota system.

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7.4 Set up a mechanism for phased and on going identification of new employment opportunities in the formal and informal sectors, and training to use those opportunities for paid and self employment of people with diverse disabilities.

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7.5 Establish annual training and job placement targets that are gender equitable for people with disabilities, for joint action by ministries responsible for employment, human resources development, rural employment and development, urban development and other relevant areas, as well as employers' and workers' organizations.

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7.6 Establish production centres that employ people with extensive disabilities and those who require a supportive environment.

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7.9 Introduce a national scheme for giving soft loans and support services for marketing, including entrepreneurial skills development, to low-income persons with disabilities to assist them in competing in the open market.

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**8.Prevention of Causes of Disability**

8.1 Identify the major factors, including gender-sensitive demographic data, associated with the five most prevalent preventable causes of disability.

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8.2 Initiate public education campaigns directed at the prevention of the five most prevalent preventable causes of disability; the campaigns should reduce negative perceptions of people with disabilities and undermine their right to live.

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8.5 Formally join the international campaign to ban the production, use and sale of anti-personnel land mines.

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8.6 Mount a campaign to prohibit the manufacture and sale of laser weapons whose sole purpose is to cause total blindness.

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8.7 Recognize that good and safe design and use of the built environment and equipment, as well as the compulsory use of personal protective equipment, are major factors in the reduction of injury-caused disabilities.

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**9. Rehabilitation Services**

**< community-based rehabilitation >**

9.1 Include persons with disabilities and their families, in particular women, as active participants in the formulation of CBR strategies and in the implementation of government and NGO programmes and projects on CBR.

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9.2 Convene a conference on CBR involving concerned government ministries and departments, and NGOs, including self-help organizations of people with disabilities, to discuss a national CBR strategy.

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9.3 Develop a national CBR strategy which will include training in CBR management so as to provide a framework for action and support for programmes with a special focus on rural and slum communities.

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9.4 Include both men and women with disabilities in CBR training, that includes gender-sensitive material, as managers, trainers, supervisors, field workers and volunteers.

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**< Health and Social Development >**

9.6 Identify and coordinate all government and NGO rehabilitation services as a basis for action to strengthen and develop these services as support for CBR programmes.

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## 10. Assistive Devices

10.1 Establish national criteria and a subsidy scheme to provide assistive devices as well as repair and maintenance services to all disabled persons who meet the criteria, with due attention to the needs of women and girls with disabilities.

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10.2 Exempt customs and other duties on the import of assistive devices, as well as components, materials and equipment for their production, repair and maintenance.

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10.3 Simplify through preferential treatment customs clearance procedures for the import and export of assistive devices, as well as components, materials and equipment for their production, repair and maintenance.

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10.4 Increase availability of assistive devices, and repair and maintenance services.

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10.5 Introduce government schemes to actively encourage NGOs and private entrepreneurs through tax incentives and subsidies for indigenous production and servicing of assistive devices.

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## 11. Self-help Organizations

11.1 Establish a national forum of self-help organizations of persons with disabilities to include organizations from rural areas, as well as organizations of marginalized groups such as women and girls with disabilities, users of psychiatric services, persons with intellectual disabilities, persons who are HIV-positive and persons affected by leprosy.

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11.2 Develop self-help organizations of diverse disability groups, which focus on rural people with disabilities in the provision of mutual support, advocacy and referrals to programmes and services, and which collaborate actively with NGOs engaged in rural and urban development issues.

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11.3 Put in place mechanisms under the direction of the National Coordinating Committee, which will increase consultations between self help organizations of persons with disabilities and diverse government ministries covering the implementation of the Agenda for Action.

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11.4 Establish a national policy with the requisite resource allocations to support the development and formation of self-help organizations of persons with disabilities.

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11.5 Develop programmes for training persons with disabilities, including women with disabilities, as trainers in the leadership and management of self-help organizations.

1	2	3	4
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YOUR COUNTRY  
YOUR TITLE

YOUR NAME  
ORGANIZATION

## (1) National Coordination

1. 1(1996)	1	2	3	4
1. 2(1996)	1	2	3	4
1. 3(1996)	1	2	3	4
1. 4(1996)	1	2	3	4
1. 5(1995)	1	2	3	4

## (2) Legislation

2. 1(1997)	1	2	3	4
2. 2(1998)	1	2	3	4
2. 5(1998)	1	2	3	4
2. 6(1998)	1	2	3	4
2. 7(1998)	1	2	3	4

## (3) Information

3. 1(1997)	1	2	3	4
3. 2(1998)	1	2	3	4
3. 3(1995)	1	2	3	4

## (4) Public Awareness

4. 1(1995)	1	2	3	4
4. 3(1995)	1	2	3	4
4. 4(1997)	1	2	3	4
4. 5(1996)	1	2	3	4
4. 6(1998)	1	2	3	4

## (5) Accessibility &amp; Communication

5. 1(1995)	1	2	3	4
5. 2(1995)	1	2	3	4
5. 3(1995)	1	2	3	4
5. 4(1995)	1	2	3	4
5. 5(1997)	1	2	3	4
5. 8(1998)	1	2	3	4

## (6) Education

6. 2(1997)	1	2	3	4
6. 3(1997)	1	2	3	4
6. 5(1997)	1	2	3	4
6. 6(1997)	1	2	3	4

## (7) Training and Employment

7. 1(1997)	1	2	3	4
7. 2(1998)	1	2	3	4
7. 3(1997)	1	2	3	4
7. 4(1996)	1	2	3	4
7. 5(1997)	1	2	3	4
7. 6(1998)	1	2	3	4
7. 9(1997)	1	2	3	4

## (8) Prevention of Cause of Disability

8. 1(1996)	1	2	3	4
8. 2(1997)	1	2	3	4
8. 5(1997)	1	2	3	4
8. 6(1995)	1	2	3	4
8. 7(1995)	1	2	3	4

## (9) Rehabilitation Services

Community-based Rehabilitation				
9. 1(1996)	1	2	3	4
9. 2(1996)	1	2	3	4
9. 3(1997)	1	2	3	4
9. 4(1997)	1	2	3	4
Health and Social Development				
9. 6(1997)	1	2	3	4

## (10) Assistive Devices

10. 1(1998)	1	2	3	4
10. 2(1998)	1	2	3	4
10. 3(1998)	1	2	3	4
10. 4(1998)	1	2	3	4
10. 5(1998)	1	2	3	4

## (11) Self-help Organizations

11. 1(1997)	1	2	3	4
11. 2(1997)	1	2	3	4
11.3(1997)	1	2	3	4
11. 4(1997)	1	2	3	4
11. 5(1998)	1	2	3	4

**SD/DGS/DEC/Dec\_Targ/Rep  
24 November 1999**

**ENGLISH ONLY**

**ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC**

**Report of the Regional Forum on  
Meeting the Targets for the Asian and Pacific Decade of Disabled Persons, and  
Equalization of Opportunities for  
Persons with Disabilities in the ESCAP Region**

**Bangkok, 22-24 November, 1999**

## **CALL TO ACTION ON STRENGTHENING EQUALIZATION INITIATIVES FOR PERSONS WITH DISABILITIES IN THE ESCAP REGION**

The targets for the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons had been formulated and adopted by the Meeting to Review the Progress of the Asian and Pacific Decade of Disabled Persons held at Bangkok from 26 to 30 June 1995. Subsequently, the Commission at its fifty-second session in April 1996 had endorsed the targets.

Below are the critical issues identified through group work and plenary discussions held as part of the regional forum titled "Meeting the targets for the Asian and Pacific Decade of Disabled Persons, and equalization of opportunities for persons with disabilities in the ESCAP region", which ESCAP convened at Bangkok from 22 to 24 November 1999. They serve as the rationale for the recommendations proposed by the regional forum concerning the revision of the 1995 targets and the addition of new targets. It was decided that there should only be one target year, that is, the year 2002, for the fulfilment of the targets listed below.

With regard to the education targets, work on the critical issues and recommendations, as well as on education-related multisectoral collaboration, and attitudes and access, had been undertaken by the regional forum titled "Education for children and youth with disabilities into the twenty-first century", which ESCAP had convened at Bangkok from 15 to 19 November 1999. The education forum was organized and serviced in close collaboration with members of the Subcommittee on Disability-related Concerns of the Regional Inter-agency Committee for Asia and the Pacific (RICAP), particularly UNESCO, UNICEF, the Japanese Society for Rehabilitation of Persons with Disabilities, the Christoffel Blinden-mission, and Save the Children Fund UK. The substantive outcomes of the education forum concerning the education targets have been incorporated into the main body of the present report. The critical issues and recommendations concerning education-related multisectoral collaboration, and attitudes and access, are annexed to this report.

### **1. National coordination**

#### ***(a) Critical Issues***

Whereas most countries in the ESCAP region have bodies that undertake national coordination on disability, progress on disability matters has not penetrated sufficiently to the community level. A second concern relates to a need to ensure permanence to the structure of coordination committees at both the national and subnational levels, and sustainability to their work beyond the year 2002. Thirdly, there is a need for specific recommendations to strengthen the targets in the light of experiences gained in the process of implementing the Agenda for Action for the Asian and Pacific Decade of Disabled Persons. Some critical roles and responsibilities of national and subnational coordination committees are also needed to accelerate progress towards the attainment of the Decade targets.

**(b) Recommendations**

<b>Target and Year</b>	<b>Original</b>	<b>Revised Target Year: 2002</b>
1.1 By 1996	Establishment, by 1996, of a national coordination committee (NCC) on disability concerns with an appropriate mechanism to ensure its accountability to the legislature/head of Government to promote a multisectoral approach to the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons, 1993-2002, and with representation at the policy-making level of all State/provincial Governments, and concerned ministries/departments and government agencies, substantial representation of NGOs, including self-help organizations of disabled persons, women with disabilities, as well as with adequate allocation of resources.	1.1 Establish and strengthen a national coordination committee (NCC) on disability concerns with an appropriate mechanism to ensure its accountability to the legislature/head of government to promote a multisectoral approach to the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons, 1993-2002, and with representation at the policy-making level of all state/provincial and district governments, and concerned ministries/departments and government agencies, substantial representation of NGOs, including self-help organizations of disabled persons, parents' organizations of people with intellectual disabilities and women with disabilities, as well as with adequate allocation of resources.
1.2 By 1996	Establishment, by 1996, of an executive committee with appropriate representation from State/provincial Governments, ministries/departments and government agencies, NGOs, including self-help organizations of people with disabilities and women with disabilities, to ensure timely follow-up and monitoring of the implementation of the decisions of the NCC, as well as to facilitate its functioning.	1.2 Establish and strengthen an executive committee with appropriate representation from State/provincial Governments, ministries/departments and government agencies, NGOs, including self-help organizations of people with disabilities, parents' organizations of people with intellectual disabilities and women with disabilities, to ensure timely follow-up and monitoring of the implementation of NCC decisions, as well as to facilitate its functioning.
New 1.3		1.3 Establish coordination and executive structures at the subnational levels, with adequate means of participation by grass-roots groups and bodies.
1.3 By 1996 Re- Numbered from here onwards	Formulation, by 1996, of a national plan of action and its incorporation in national development plans with a time-frame and in-built mechanism for monitoring and evaluation, as well as adequate multisectoral allocation of resources for the implementation of the Agenda for Action, and specifically, the targets for national action contained in this document.	1.4 Formulate a national plan of action and incorporate it in national development plans with a time-frame and an in-built mechanism for monitoring and evaluation, as well as adequate multisectoral allocation of resources for the implementation of the Agenda for Action for the Asian and Pacific Decade, and specifically, the targets for national action contained in this document.
1.4 By 1996	Prioritization, within the national plan of action, of the identification of means of promoting the participation of poor persons with disabilities in all poverty alleviation programmes and projects implemented within the country.	1.5 Identify and prioritize, within the national plan of action, means of promoting the participation of poor persons with disabilities in all poverty alleviation programmes, including urban and rural development programmes and projects implemented within the country.

1.5 Immediate action	Specification of the participation of persons with disabilities as a criterion for the approval of funding for poverty alleviation programmes and projects.	1.6 Specify the participation of persons with disabilities as a criterion for the approval of funding for poverty alleviation and other development programmes and projects.
1.6 By 2000	Strengthening, by 2000, of the NCC as a permanent statutory body with adequate resources and infrastructure for its effective functioning.	1.7 Strengthen the coordination and executive structures as permanent statutory bodies with adequate resources and infrastructure, for their effective functioning.
1.8 New		1.8 Pursue urgently means to promote a positive image of people with disabilities, including their potential, capabilities and achievements in the areas of education, training, employment, sports, arts and cultural activities, as well as in community life, including through the use of occasions such as national and/or international days of disabled persons, community festivities and other media opportunities, to promote a positive image of disabled persons.
1.9 New		1.9 Establish effective communication channels among all parties concerned with disability matters, at national and community levels, to ensure information flow, effective problem-solving as well as timely and adequate multisectoral consultation, especially with self-help groups and non-government organizations serving disabled people.
1.10 New		1.10 Ensure that information on all programmes, services and provisions for people with disabilities, including all legislation and amendments pertaining to equalization of opportunities for people with disabilities, are adequately compiled, disseminated and publicized in accessible formats and languages suited to the literacy levels of persons with disabilities and their families.
1.11 New		1.11 Set up appropriate mechanisms to obtain accurate data and regular updates on disability groups as well as information about their family and life situations, including case studies, and such other information that will encourage informed conclusions about disabled people's access to services and progress towards equalization of opportunities for people with disabilities, for the purpose of policy formulation, as well as to ensure responsible use of all personal data to protect the privacy rights of persons with disabilities.

## 2. Legislation

### (a) Critical Issues

In reviewing the targets pertaining to legislation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons, it is noted that, although some progress has been made in the enactment of basic laws concerning the equalization of opportunities in many countries, there is little or no progress in the review of substantive laws, such as those pertaining to marriage and inheritance, and procedural laws such as those related to criminal and civil procedure enactment.

### (b) Recommendations

Target and Year	Original	Revised Target Year: 2002
2.1 By 1997	Establishment, by 1997, of a suitable mechanism to examine and identify all substantive and procedural laws, such as those covering inheritance, marriage and properties, as well as criminal and civil procedure codes and policy provisions on various subjects.	2.1 Establish a suitable mechanism to examine and identify all substantive and procedural laws, such as those covering inheritance, marriage and properties, as well as criminal and civil procedure codes and policy provisions on various subjects.
2.2 By 1998	Completion, by 1998, of the process of examination and identification of the above-mentioned laws and policy provisions.	Deleted.
2.3 By 2000 Re-number from here onwards	Amendment, by 2000, of those laws, to include enabling provisions which would provide equal legal protection to persons with disabilities, including women with disabilities and people with intellectual disabilities, repeal provisions that restrict their full participation and equalization of opportunities, or which are discriminatory.	2.2 Amend substantive and procedural laws to include enabling provisions which would provide equal legal protection to persons with disabilities, including women with disabilities and people with intellectual disabilities, repeal provisions that restrict their full participation and equalization of opportunities, or which are discriminatory.
2.4 By 2000	Enactment, by 2000, of a basic law with an effective in-built implementation and enforcement mechanism to protect the rights of people with disabilities, including women with disabilities and people with intellectual disabilities, to promote affirmative action in their favour and to eliminate discriminatory practices as well as architectural and communication barriers.	2.3 Enact a basic law with an effective in-built implementation and enforcement mechanism to protect the rights of people with disabilities, including women with disabilities and people with intellectual disabilities, to promote affirmative action in their favour and to eliminate discriminatory practices as well as architectural and communication barriers.
2.5 By 1998	Introduction, by 1998, of a national scheme of social security measures covering financial assistance and subsidies for persons with extensive disabilities and their families living in poverty, as well as primary breadwinners who become disabled and have no other means of income support for their dependants.	2.4 Introduce a national scheme of social security measures covering financial assistance and subsidies for persons with extensive disabilities and their families living in poverty, as well as primary breadwinners who become disabled and have no other means of income support for their dependants.

2.6 By 1998	Review of laws relating to customs duties and amendment thereof, with a view to exemption, by 1998, from custom duties on the import of vehicles, assistive devices, equipment and materials, including medical supplies, required to facilitate the daily living of people with disabilities, including women with disabilities.	2.5 Review laws relating to customs duties and introduce amendments to provide exemption from customs duties on the import of vehicles, assistive devices, health and medical supplies, including all equipment and materials needed to improve the quality of life and, in particular, to facilitate the education, employment as well as sports, leisure and cultural pursuit and daily living of people with disabilities, including women with disabilities.
2.7 By 1998	Review and suitable amendment, by 1998, of other taxation laws to provide for incentives in the form of tax benefits to persons with disabilities, manufacturers of indigenous assistive devices and employers of disabled persons.	2.6 Review laws pertaining to taxation to provide tax benefits to persons with disabilities and incentives to employers of disabled persons, and manufacturers of indigenous assistive devices, including exemption from excise duties for such products and establish an in-built mechanism for periodic review of the list of items.
2.8 By 2000	Enactment and/or amendment, by 2000, of laws/regulations for promoting health and safety in the workplace, in public places, transport and in the home, as well as setting standards for safety of equipment and items for industrial, domestic and personal use.	2.7 Enact and/or amend laws and regulations, including traffic and industrial/labour laws, for promoting health and safety in the workplace, in public places, in transport and in the home, as well as set safety standards for modes of conveyance, equipment, implements and other items of industrial, domestic and personal use, with particular attention to the needs of users with disabilities.
2.8 New		2.8 Establish a mechanism for periodic review of the list of items for exemption from customs duty.
2.9 New		2.9 Provide for the coverage of people with disabilities in existing free legal aid service or develop a free legal aid service for people with disabilities.
2.10 New		2.10 Establish implementation and enforcement (such as ombudsmen) mechanisms for basic laws for the protection of the rights of people with disabilities and notify such rules and regulations for their effective implementation and enforcement.
2.11 New		2.11 Amend laws relating to copyright and make provisions for the protection of the rights of persons with disabilities to have access to educational, informational and recreational materials and for the transcription, transference, translation and reproduction of all such materials.

### 3. Information

#### (a) Critical issues

Access to accurate and regularly up-dated information is vital for advocacy, and for the purposes of planning and implementation of services for people with disabilities. Inadequate resources and lack of focal points at various levels for the establishment of databases relating to disability issues are major difficulties encountered in developing information systems in many countries in the ESCAP region. Particular problems are experienced at the sub-regional level. Furthermore, information needs to be accessible at the local level. Lack of simple, common and functional definitions of disability compounds the problem of collecting useful, accurate and comparable data.

#### (b) Recommendations

Target and Year	Original	Revised Target Year: 2002
3.1 By 1998	Establishment, by 1998, of a national resource centre with an accessible information and database on the disability situation, including demographic data on persons with disabilities, as well as social and economic dimensions, including employment status, educational level, housing and membership in registered organizations of people with disabilities.	3.1 Establish, in collaboration with NGOs and self-help organizations, and national and local focal points on disability, a regularly-updated database on the disability situation, including demographic data on persons with disabilities, as well as social and economic dimensions, including educational level, employment status, housing, household composition and membership in registered organizations of people with disabilities for the purpose of: (i) Indexing available information related to disability within various ministries and organizations; and (ii) Disseminating, through appropriate means and to local-level organizations, information in formats and languages that are accessible by people with disabilities and their families.
3.2 By 1998	Initiate, by 1998, a national sample survey.	3.2 Strengthen the capability of national statistical offices, develop and apply common functional definitions of disabilities that will facilitate region-wide comparisons, and advocate the conduct of national disability-related surveys.
3.3 Immediate action	Immediate action to translate the Agenda for Action into national and local languages for dissemination through the mass media, folk media, government agencies and voluntary organizations.	3.3 Pursue immediate action to translate into national and local languages the Agenda for Action for the Asian and Pacific Decade of Disabled Persons, and the revised targets to facilitate implementation, and disseminate the translations through the mass media, folk media, government agencies and voluntary organizations.



#### 4. Public awareness

##### (a) Critical issues

A major factor restricting the equal participation of people with disabilities is the prevalence of perceptions and practices that prevent them from functioning as full members of society. Often, the abilities of persons with disabilities remain unrecognized. Opportunities are limited for the full development of their potential. To rectify this, it is important that all awareness campaigns for full participation and equality emphasize the abilities of persons with disabilities and their value as productive citizens and members of their societies with full rights to participation in the mainstream development process.

There is a need to raise the awareness of government officials, especially those in departments and ministries that have not thus far addressed disability issues, concerning the rights of disabled persons to participate fully in the mainstream development process, as well as disability as a development issue.

The terms "persons with disabilities" and "disabled persons" have been used interchangeably, to reflect the diversity of preference and usage in the ESCAP region. Despite trends in some countries towards an insistence on the use of a common nomenclature, that is, "persons with disabilities", there are disabled persons and their self-help organizations in ESCAP developing countries that have expressed a clear preference for use of the term "disabled persons". Furthermore, the name of the regional Decade as adopted by the Commission is the "Asian and Pacific Decade of *Disabled Persons*". Rather than arguing for the choice of a more politically correct nomenclature that is being popularized in some countries and circles, the focus of attention has to be on practical action to improve the real life conditions for full participation and equality, particularly through addressing the issues of poverty and limited access to services faced by disabled persons in much of the region.

##### (b) Recommendations

Target and Year	Original	Revised Target Year: 2002
4.1 Immediate action	Immediate action to ensure that the national and provincial mass media, including private sector and folk media, feature Decade-related issues through regular and accurate coverage that improves public awareness and attitudes towards people with disabilities.	4.1 Undertake immediate action to ensure that the national and provincial print and electronic mass media, including private sector and folk media, feature Decade-related issues through regular and accurate coverage that improves public awareness and attitudes concerning people with disabilities.
4.2 Phased action (1995-2002)	Phased action (1995-2002) to encourage all education and training institutions, government agencies and NGOs implementing programmes and projects for children and youth, to identify and provide means of ensuring that children and young persons with disabilities are included, in a sensitive manner, in activities designed for all children and young persons.	4.2 Undertake phased action to encourage all education and training institutions, government agencies and NGOs that implement programmes and projects for children and youth to identify and provide means of ensuring that disabled children and youth are included in activities designed for all children and young persons.

4.3 Immediate action	Immediate action to initiate a review of all educational and functional literacy materials in use in the country, with a view to excluding, by 2000, contents that are derogatory towards persons with disabilities and to including illustrations and references that support the integration of persons with disabilities into everyday life.	4.3 Encourage immediate action by Ministries of Education and all other relevant agencies to initiate a review of all educational and functional literacy materials, in different formats, in use in each country and area, with a view to excluding contents that are derogatory towards persons with disabilities, and to including illustrations and references that support the inclusion of persons with disabilities in mainstream community life.
4.4 Immediate action	Immediate action to ensure the issuance, by the mid-point of the Asian and Pacific Decade (1997), of first-day covers and commemorative stamps promoting full participation and equality of persons with disabilities in the Asian and Pacific region.	4.4 Encourage immediate action to ensure the issuance of first-day covers and commemorative stamps promoting the full participation and equality of persons with disabilities in the Asian and Pacific region.
4.5 By 1996	Inclusion, by 1996, of disability issues in policies relating to information and the media, providing in particular for appropriate time and space for disability concerns, prohibiting the depiction of negative as well as inaccurate images of persons with disabilities through performances, especially comedies, films, and cartoons.	4.5 Advocate for the inclusion of disability issues in information and media policies and programmes, as well as for the provision of appropriate time and space for disability concerns, and for prohibition of the depiction of negative as well as inaccurate images of persons with disabilities in performances, especially comedies, films and cartoons.
4.6 By 1998	Establishment, by 1998, of an effective monitoring mechanism to assess the impact of campaigns and strategies to generate public awareness and improve attitudes towards persons with disabilities	4.6 Encourage government agencies and NGOs to establish a press clipping service to collect documentation on media efforts concerning the raising of public awareness and the improvement of attitudes towards persons with disabilities.
4.7 New		4.7 Promote, at regional, national and sub-national levels, all cultural activities (including art and the performing arts) and sports by people with disabilities, as part of public awareness campaigns to highlight the abilities and aspirations of persons with disabilities.
4.8 New		4.8 Develop and include, in the curricula for pre- and in-service training of public administration and technical personnel in all sectors, disability as a mainstream development issue, in order to facilitate multisectoral collaboration on disability issues, and to promote the inclusion of persons with disabilities in all mainstream development activities.

## **5. Accessibility and communication**

### **(a) Critical issues**

Ensuring that disabled persons have the means to move freely is essential for building their capacity, self-esteem and confidence for their full participation in the mainstream development process. Programmes and services such as those for education, training, employment, that are crucial for persons with disabilities, are still located in places that are not accessible by them. Similarly, there is also a lack of access to places where disability-related decision-making occurs, including the offices of government agencies and elected functionaries, and the venues of important consultations and conferences.

The three main interrelated components of freedom of movement are accessibility and communication, and assistive devices.

Countries and areas of the ESCAP region are at varying levels of achievement in enhancing disabled persons' access to the physical environment and effective communication systems. Intra-regional, as well as intra-country and intra-area exchange of information and networking on experiences gained concerning the promotion of barrier-free environments is of critical importance. There is a need to promote exchange and networking, at all levels involving government agencies, autonomous bodies, NGOs and even individuals.

Another challenging task is to introduce barrier-free features into existing public transport systems, buildings and other aspects of existing infrastructure. There is a need to introduce action to meet this challenge in a systematic and phased manner.

A third critical area concerns the need to examine and evaluate measures for the modification of the layout of work places, tools, equipment and machinery to improve the physical accessibility of places for training and employment.

With regard to communication, there is an urgent need to assess, both at the conceptual and implementation levels, the possibility of developing a common sign language in each country and area of the ESCAP region. Furthermore, there remains an issue concerning the feasibility of identifying a set of basic signs that could facilitate communication among persons using diverse languages in the Asian and Pacific region.

In view of the above-mentioned critical issues, two new targets have been added and existing targets have been modified.

### **(b) Recommendations**

<b>Target and Year</b>	<b>Original</b>	<b>Revised Target Year: 2002</b>
5.1	Immediate incorporation of barrier-free features as a standard requirement in designs and plans for all new construction, renovation and expansion of buildings and facilities used by members of the public, including transport, educational facilities and housing schemes as well as theme parks.	5.1 Initiate immediate action to incorporate barrier-free features as a standard requirement in designs and plans for all new construction; renovation and expansion of buildings and facilities used by members of the public, including transport systems, educational facilities, housing schemes and recreational facilities, with measures to ensure effective implementation, particularly for the renovation and new construction of government infrastructure.

5.2	Immediate action to make external built environments accessible, including installing pavements with kerb ramps and provision of adequate space for wheelchair users.	5.2 Undertake immediate action to make external built environments accessible, including by installing pavements with kerb ramps and by providing adequate signage and facilities for all disability groups.
5.3	Immediate action to include barrier-free features in all mass transport facilities and systems, particularly rail systems which are to be built.	5.3 Take immediate action to initiate the introduction of barrier-free features in mass transport systems and services, beginning with the main lines and trunk routes, and to ensure that all further modifications of, and additions to, mass transport systems incorporate barrier-free features at the outset of the planning stage.
5.4	Immediate inclusion of barrier-free design in the curricula for the training of architects, urban planners and engineers.	5.4 Take immediate action to promote the inclusion of barrier-free design in the curricula for the training of architects, engineers, as well as urban and rural planners.
5.5	Incorporation, by 1997, of access provisions for people with disabilities into existing building by-laws.	5.5 Pursue immediate action to incorporate access provisions for people with disabilities into existing building by-laws.
5.6 New		5.6 Establish and strengthen access-related networking among governments and organizations concerned with disability issues in the ESCAP region, especially to promote the exchange of information on skills development, standards, procedures, experiences and resources.
5.7 New		5.7 Undertake immediate promotion of studies on the layout of work places, as well as the design of tools, equipment, machinery, and instruments to make them more usable by persons with disabilities.
5.8 Corresponds to original 5.6	Establishment, by 2000, of standardized indigenous sign languages with mechanisms for certification of sign language interpreters.	5.8 Initiate urgent action towards the development of official indigenous sign languages, with mechanisms for the certification of sign language interpreters.
5.9 Corresponds to original 5.7	Availability, by 2002, of sign language interpretation services at vital public services and facilities, particularly police departments, hospitals, law courts, and financial institutions.	5.9 Work towards guaranteeing the right of access to sign language interpretation services in television programmes (especially news and documentaries) and in vital public services and facilities, particularly police departments, hospitals, law courts, and financial institutions, and provide alternate means of communication in other public places.

5.10 Corresponds to original 5.8	Availability, by 1998, of reading material in Braille, large print, computer disk, audio cassette and other suitable formats for people who have difficulty in reading regular print; access to human readers and sign interpreters for people who need them; as well as access to captioning and audio description, radio, telephone and fax machines for information and entertainment for people with sensory disabilities.	5.10 Work towards guaranteeing the right of access to reading materials in Braille, large print, computer diskette, audio cassette and other suitable formats for people who have difficulty in reading regular print, and who need access to human readers.
5.11 Revised Corresponding to original 5.8		5.11 Introduce and enhance captioning and audio descriptions, as well as improve the availability of, and access to, computer applications, websites, radio, telephone, fax machines, and visual media for information and entertainment purposes, to benefit all disability groups.

## 6. Education

### (a) Critical Issues

There has been a major change in education thinking and practice since 1995 when the seven education targets had been formulated and adopted. There is thus a need to revise the education targets to reflect those changes.

The concept of inclusion is now being more widely accepted. It is acknowledged that children and youth with disabilities have a right to be included, along with their siblings and peers, in local schools and non-formal education programmes. Education programmes should be made more effective and more responsive to children with diverse needs. At the same time, the role of the family and community needs to be strengthened. It is anticipated that in the early years of the twenty-first century many more children and youth with disabilities would be educated in inclusive rather than segregated settings.

These changes are essential in order to address the problems currently being faced by education systems in the ESCAP region. Large numbers of children and youth with disabilities have no access to education. Many children have learning disabilities that are not recognized by their teachers. This may result in their dropping out of the educational system with the attendant social and economic problems. A further group remains in school, with their educational needs unmet.

The development and implementation of policies and programmes for the education of children and youth with disabilities are inadequate. In many ESCAP countries and areas less than 5 per cent of children with disabilities have any access to educational opportunities. In addition, the available statistics reveal a gender imbalance with girls having poorer access to educational opportunities. Many children and youth with disabilities belong to marginalized groups. These children and youth suffer an additional disadvantage.

Children and youth with disabilities have limited or no access to educational, informational and recreational materials in appropriate formats. To improve access for children and youth with disabilities to such materials, it is essential to harness new and emerging technology. For that purpose, the issues of copyright must be addressed with greatest urgency in executive-level meetings between the relevant United Nations bodies and other international organizations, and representatives of copyright owners, producers (for example, song writers, musicians, authors

and software writers) and manufacturers of such materials, in order to secure tangible commitments concerning disabled persons' access to such materials. This issue should also be addressed at the national level.

The nomenclature "children and youth with disabilities" and "disabled children and youth" are used interchangeably. This reflects differences in the preferred use of the terms in the ESCAP region.

To address the above issues, it is proposed that the original seven education targets be revised as listed below. Eight more targets have been added. These targets and recommendations are directed at the relevant education authorities in each country and territory in the ESCAP region.

**(b) Recommendations**

<b>Target and Year</b>	<b>Original</b>	<b>Revised Target Year: 2002</b>
6.1 By 2002	Enable, by 2002, at least 75% of all children and adults with disabilities to participate in formal and non-formal education programmes on an equal basis with their non-disabled peers and through progressive enrolment, together with the appropriate support services.	6.1 Increase the enrolment of children and youth with disabilities to close the gap between their current level of enrolment and the net enrolment rate of non-disabled children in each respective country or area in the ESCAP region, and achieve this through formal and non-formal education systems, including open schools and distance education systems.
6.2 By 1997	Include girls and boys and women and men with disabilities in all policies, plans and programmes to ensure Education For All, with adequate financial allocations and appropriate technical and human resources (including Braille textbooks, educational materials in audio, visual and other e.g. large print formats, indigenous sign language, appropriate assistive devices, physical access and support staff).	6.2 Include boys and girls and women and men with disabilities in all policies, plans and programmes to ensure Education for All (EFA), with adequate financial allocations and appropriate technical assistance; the financial allocations should also adequately cover the provision of necessary and appropriate supports to ensure effective educational outcomes for children and youth with disabilities in inclusive settings.
6.3 New		6.3 Ensure the provision of appropriate teaching aids, assistive devices and facilities for promoting effective educational outcomes for children and youth with disabilities.
6.4 By 1997	Introduce early intervention programmes for children with disabilities, with provision for the active involvement of their families, in both rural and urban areas.	6.4 Introduce and expand early intervention programmes for children with disabilities, with provision for the active involvement of their families and communities, in both rural and urban areas, and promote the inclusion of children with disabilities in regular preschools.
6.5 By 2000	Progressively reduce the drop-out rate of children with disabilities by at least 50 per cent.	6.5 Increase progressively the retention rates of all children and youth in education systems, including the retention of children and youth with disabilities.

6.6 By 1997	Include a component on special education and children with special needs in the curricula for regular teacher training, including opportunity for relating directly with such children.	6.6 Strengthen pre- and in-service teacher preparation programmes to ensure the effective teaching of children with diverse capabilities, including those with disabilities.
6.7 By 1997	Promote the teaching of science and technical skills at the secondary school level to students with disabilities, including blind students.	6.7 Introduce the entire educational curricula for all children, including children and youth with disabilities, and ensure that the curricula include the teaching of science, mathematics, technical, pre-vocational and vocational education.
6.8 By 1999	Review and modify the national/state education curricula to facilitate access to education for children and adults with disabilities: include appropriate provisions for teaching language, especially to deaf persons and hard-of hearing persons; and redress immediately any deficiency in this regard.	6.8 Promote the adaptation of teaching approaches and materials to facilitate effective educational outcomes for children with disabilities, and ensure that this includes appropriate provisions for teaching children and youth who are intellectually disabled, deafblind, multiply disabled, autistic, and those who have learning disabilities, as well as behavioural, speech and communication problems.
6.9 New		6.9 Develop appropriate policies and legislation to change the focus of education systems from a subject- focused to a learner-centred approach to benefit children and youth with disabilities.
6.10 New		6.10 Strengthen support mechanisms and systems, including the provision of teacher aides, assistive devices and other necessary supports, to facilitate the effective inclusion of children and youth with disabilities in inclusive educational settings.
6.11 New		6.11 Promote and support the involvement of families and communities in the provision of inclusive education for children and youth with disabilities.
6.12 New		6.12 Target policy makers, public administration and technical personnel, school administrators and educators to promote the inclusion of children and youth with disabilities in education programmes.
6.13 New		6.13 Encourage Ministries /Departments of Education to assume responsibility for the education of children and youth with disabilities.
6.14 New		6.14 Ensure appropriate transition processes from early childhood education to primary and secondary levels to ensure access, with supports, to post-school activities, including pre-vocational and tertiary education, and employment.

6.15 New		6.15 Assert the legal rights of disabled people to educational, informational and recreational materials in accessible formats, including the right to transcribe, transfer, translate, reproduce and use materials currently subjected to copyright laws.
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## 7. Training and employment

### (a) Critical issues

Globalization of the economy and advancements in technology, particularly automation, information technology and the development of new assistive devices, have changed employment prospects for persons with disabilities in the Asian and Pacific region. This has sometimes opened up new options, but often it has reduced opportunities.

In the past, the public sector had provided many employment opportunities for people with disabilities. In many countries of the ESCAP region, however, the public sector is in the process of being down sized, with some of its functions privatized. This trend has given rise to a formidable challenge, to all concerned with obtaining employment opportunities for disabled job seekers, to identify other options, either in the private sector, or through the promotion of self-employment opportunities. Furthermore, there is an immediate need to open up all sectors of the economy so that employment opportunities may be expanded for persons with disabilities. The revised targets relating to training and employment, and the new targets that have been introduced, reflect these developments.

Skills training has been traditionally provided for disabled persons in special centres. The skills that they acquire through these training courses are frequently out of date and do not reflect the demands of the job market. Increasingly, there is an emphasis on opening up new opportunities for disabled people in mainstream training centres. This will help to ensure that people with disabilities have the same opportunities as non-disabled people. The targets have been revised to address the urgent need for existing mainstream training programmes to be made accessible for people with disabilities, and to ensure that the training provided for them leads to employable skills.

### (b) Recommendations

Target and Year	Original	Revised Target Year: 2002
7.1 By 1997	Strengthening, by 1997, of modalities identified by the Asia-Pacific Skills Development Programme to promote the integration of persons with disabilities, with due attention to gender equity, into mainstream vocational training schemes.	7.1 Make accessible mainstream training programmes and revise entry requirements and eligibility criteria where necessary, so that people with disabilities can participate in them, with due attention to gender equity and the participation of disabled persons from low-income and poor families.
7.2 By 1998	Development and strengthening, by 1998, of curricula and support services (physically accessible training sites and equipment, Braille texts for blind persons, and sign language interpreters for deaf persons) to enable persons with disabilities to participate fully in regular pre-vocational and vocational training programmes leading to gainful employment.	7.2 Develop and strengthen curricula and support services (for example, physically accessible training sites and equipment, Braille text, sign language interpreters and trainers' aides) to enable persons with disabilities to participate fully in all pre-vocational and vocational training and apprenticeship programmes leading to gainful employment and self-employment in rural and urban areas.



7.3 By 1997	Formulation, by 1997, of a Government policy to promote achievement of the national targets set for the placement and promotion of persons with disabilities in the public sector, such as through a quota system.	7.3 Set national targets for the placement and promotion of the employment of persons with disabilities in the public and private sectors and formulate a government policy to promote the achievement of these targets (such as through a mandatory quota scheme, employer incentives, focused awareness-raising campaigns targeted at employers and employees, and technical support to employers).
7.4 By 1996	Setting up, by 1996, of a mechanism for phased and ongoing identification of new employment opportunities in the formal and informal sectors, and training to use those opportunities for paid and self-employment of people with diverse disabilities.	7.4 Establish a collaborative body, including representatives of the public and private sectors, disabled people's organizations (DPOs) and other NGOs, to compile, on an on-going basis, information on new employment and self-employment opportunities in the formal and informal sectors, as well as provide training in skills relevant to these opportunities and discontinue training in skills that are obsolete.
7.5 By 1997	Establishment, by 1997, of annual training and job placement targets that are gender-equitable for people with disabilities, for joint action by ministries responsible for employment, human resources development, rural employment and development, urban development and other relevant areas, as well as employers' and workers' organizations.	7.5 Establish and fulfil annual training and job placement targets that are gender-equitable for people with disabilities, for joint action by all ministries (for example those responsible for employment, human resources development, rural development), government development programmes, as well as employers' and workers' organizations and organizations of people with disabilities.
7.6 By 1998	Establishment, by 1998, of production centres that employ people with extensive disabilities and those who require a supportive environment.	7.6 Provide appropriate training and employment opportunities for people with extensive disabilities and those who require a supportive environment (through, for example, the establishment of production centres, the provision of support services and assistive devices for self-employment and supported employment, and, where necessary, arrangement of accommodation).
7.7 By 2000	Full participation, by 2000, of persons with disabilities in all schemes of assistance to engage in informal income-generation and self-employment in the rural and urban sectors.	7.7 Introduce measures to ensure the equitable participation of persons with disabilities in all rural and urban schemes for poverty alleviation, income-generation in the formal and informal sectors, and the promotion of self-employment.
7.8 By 2000	Provision, by 2000, of appropriate training and employment opportunities for people with extensive disabilities.	Amalgamated with 7.6
7.9 By 1997 Re-numbered from here onwards	Introduction, by 1997, of a national scheme for giving soft loans and support services for marketing, including entrepreneurial skills development, to low-income persons with disabilities to assist them in competing in the open market.	7.8 Introduce and undertake effective implementation of a national scheme for entrepreneurial skills development (including identification of business opportunities, development of a business plan, management and book-keeping skills); support services to marketing and production; and access to interest-free or low-interest loans.

7.10 New		7.9 Identify disabled people to place them in jobs or to assist them in self-employment in rural and urban areas, through appropriate public and private agencies (including employment placement services) and NGOs.
7.11 New		7.10 Use funds to promote training and employment opportunities for people with disabilities (for example, through adaptation of the environment, provision of support services and assistive devices) to also benefit people with extensive disabilities.
7.13 New		7.11 Protect the rights of disabled workers in all laws, policies and collective agreements relating to employment (including provisions on recruitment, promotion, dismissal and retrenchment).
7.14 New		7.12 Identify and commission appropriate institutions to carry out research studies in the areas of ergonomics, workplace adaptations, safety devices and other topics relevant to the training and employment of disabled persons in the context of Asian and Pacific developing and least developed countries and areas, encourage innovations, and identify research topics in consultation with service providers, user groups and the collaborative body for the identification of new work opportunities, and other relevant agencies.
7.15 New		7.13 Establish a monitoring and evaluation mechanism, with the active participation of representatives of disabled persons, to ensure that legislation relating to training and employment is effectively enforced, policy is effectively implemented and the relevant Decade targets are achieved.
7.16 New		7.14 Establish an international clearing house to identify, gather and disseminate information on existing employment-related equipment and facilities for people with disabilities, as well as similar clearing houses at national, regional, state / provincial and district levels.

## 8. Prevention of causes of disability and

## 9. Rehabilitation (community-based rehabilitation; health and social development)

### ***(a) Critical issues***

The majority of people with disabilities living in the rural areas and slums of the Asian and Pacific region do not have access to any form of rehabilitation services, particularly when access is considered in terms of time, cost and availability. Many countries and areas lack a comprehensive national strategy to address prevention, rehabilitation and measures for the improvement of the quality of life of persons with disabilities.

Reliable and comprehensive data are required if disability issues are to be accorded high priority by governments for resource allocation and programme development. However, disability data are limited largely because the problems concerning data collection have not yet been resolved.

There is also a lack of expertise, information materials, as well as training tools and programmes on disability issues to support personnel involved in diverse development sectors. This seriously limits the development of service provisions, including prevention programmes and community-based rehabilitation. Much more funding and other support is required to address these needs through intra- and inter-country resource sharing.

Policies and programmes in diverse sectors need to be strengthened to support preventive efforts and community-based rehabilitation as approaches to the delivery of appropriate health, educational, vocational and social services involving the combined efforts of people with disabilities, as well as their families and communities. People with psycho-social problems (mental illness) are an increasingly large and under-served group in many countries and areas of the ESCAP region. In view of the rapid increase of the ageing population in the ESCAP region, particular attention needs to be given to programmes for older persons with disabilities.

#### **(b) Recommendations**

### **8. Prevention of causes of disability**

<b>Target and Year</b>	<b>Original</b>	<b>Revised Target Year: 2002</b>
8.1 By 1996	Identification, by 1996, of the major factors, including gender-sensitive demographic data, associated with the five most prevalent preventable causes of disability.	Transferred to and amalgamated with item 8.2.
8.2 By 1997 Re-numbered from here onwards	Initiation, by 1997, of public education campaigns directed at the prevention of the five most prevalent preventable causes of disability, which reduce negative perceptions of people with disabilities and undermine their right to live.	8.1 Initiate public education campaigns, including gender sensitive demographic data, associated with and directed at the prevention of the five most prevalent preventable causes of disability along with smoking, consumption of alcohol and other addictive substances. Such campaigns, while targeting problems, should uphold the dignity of persons with disabilities.
8.3 By 2000	Elimination, by 2000, of iodine deficiency, vitamin A deficiency and leprosy as major public health problems.	8.2 Eliminate iodine deficiency, Vitamin A deficiency, poliomyelitis and leprosy as major public health problems.
8.4 By 2002	Achievement, by 2002, of a minimum 50 per cent reduction in the incidence of three other preventable causes of disability, without neglecting good disability prevention efforts that may already be under way.	8.3 Achieve a substantial reduction in the incidence of three other preventable causes of disability, without neglecting good disability prevention efforts that may already be under way.
8.5 By 1997	Formally join, by 1997, the international campaign to ban the production, use and sale of anti-personnel land mines.	8.4 Formally join the international campaign to ban the production, use and sale of anti-personnel land mines, which has led to the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-personnel Mines and on Their Destruction.

8.6 Immediate action	Mount an immediate campaign to prohibit the manufacture and sale of laser weapons whose sole purpose is to cause total blindness.	8.5 Mount an immediate campaign to prohibit the manufacture and sale of laser weapons whose sole purpose is to cause total blindness.
8.7 Immediate action	Immediate recognition that good and safe design and use of the built environment and equipment, as well as the compulsory use of personal protective equipment, are major factors in the reduction of injury-caused disabilities.	8.6 Initiate, develop and implement legislation for road safety and the safe design and use of the built environment and equipment, as well as the compulsory use of personal, protective and employer-provided equipment for workers whose wages do not cover the provision of such equipment.
8.8 New		8.7 Develop mechanisms for the very early detection of new-born babies who are at risk of developing disabilities.
8.9 New		8.8 Promote, through the government and NGO sectors, early intervention services related to childhood disabilities.
8.10 New		8.9 Provide training for existing grassroots workers in early detection and early intervention of childhood disabilities.
8.11 New		9.0 Initiate special measures for prevention, early detection and intervention services for persons with psycho-social problems.
8.12 New		9.1 Initiate services for the early detection and management of age-related disabilities and promote activities to improve the quality of life of older persons with disabilities.

## 9. Rehabilitation services

Target and Year	Original	Revised Target Year: 2002
9.1	Inclusion, by 1996, of persons with disabilities and their families, in particular women, as active participants in the formulation of CBR strategies and in the implementation of government and NGO programmes and projects on CBR.	Amalgamated with item 9.4 to read as: 9.1 Increase substantially the involvement of people with disabilities and their families in the entire process of action to address disability-related issues and services.
9.2 By 1996	Convene in 1996 a conference on CBR involving concerned government ministries and departments, and NGOs, including self-help organizations of people with disabilities, to discuss a national CBR strategy.	Deleted.
9.3 By 1997	Development, by 1997, of a national CBR strategy which will include training in CBR management so as to provide a framework for action and support for programmes with a special focus on rural and slum communities.	9.2 Develop and adopt a comprehensive national strategy to address prevention, rehabilitation and measures for the improvement of the quality of life for persons with disabilities, including community-based rehabilitation as a preferred approach.

9.4 By 1997	Inclusion, by 1997, of both men and women with disabilities in CBR training, that includes gender-sensitive material, as managers, trainers, supervisors, field workers and volunteers.	Amalgamated with 9.1.
9.5 By 2000	Integration, by 2000, of disability issues, including those which specifically concern women with disabilities, into mainstream programmes, especially those for health, communications, housing, human resources development, labour, transport and rural and urban development.	9.3 Integrate disability issues, including those which specifically concern women and girls with disabilities, into mainstream programmes, especially those for poverty alleviation, health, housing, transport, human resources development, labour, education, communications, culture, tourism, political activities, and disaster management programmes.
9.6 By 1997	Identification and coordination, by 1997, of all government and NGO rehabilitation services as a basis for action to strengthen and develop these services as support for CBR programmes.	9.4 Strengthen the coordination of all government and NGO efforts to support CBR programmes.
9.7 By 2000	Inclusion, by 2000, of disability, equalization of opportunity issues, and positive attitudes towards people with disabilities in the curricula and training of medical doctors, social workers, nurses, teachers, as well as all other personnel working in health and social development.	9.5 Include prevention and rehabilitation issues in the training curricula for personnel in the health, education and social development sectors, and initiate the integration of disability-related issues in the training of other professionals concerned with the improvement of the quality of life of persons with disabilities.
9.8 By 2000	Inclusion, by 2000, of rehabilitation services in all primary health care programmes and projects, as underlined in the Alma Ata Declaration on Primary Health Care, 1978, for support of CBR programmes.	9.6 Include rehabilitation services in all primary health care programmes and projects, as underlined in the Alma Ata Declaration on Primary Health Care, 1978, to support CBR programmes.
9.9 New		9.7 Facilitate and support the inter-country sharing of specialized personnel, materials and good practices between governments and NGOs.
9.10 New		9.8 Initiate and promote action research and innovative approaches on disability and rehabilitation.
9.11 New		9.9 Promote social security measures for persons with disabilities living in poverty as identified through appropriate means.

## 10. Assistive devices

### (b) Critical issues

Ensuring the functional independence of persons with disabilities is essential for their full participation in development programmes and social activities. Having the use of appropriate assistive devices that they and their families can afford is a matter of entitlement of all persons

with disabilities. There is also a need to train disabled persons in the effective use of assistive devices.

There is a need to promote research and development on indigenous assistive devices that are culturally appropriate and affordable by disabled persons in the rural and urban communities of ESCAP developing and least developed countries and areas.

Systems for the production and distribution of low-cost and appropriate assistive devices need to be developed and strengthened to meet the needs of the majority of persons with disabilities in the ESCAP region.

**(b) Recommendations**

Target and Year	Original	Revised Target Year: 2002
10.1 By 1998	Establishment, by 1998, of national criteria and a subsidy scheme to provide assistive devices as well as repair and maintenance services to all disabled persons who meet the criteria, with due attention to the needs of women and girls with disabilities.	10.1 Take immediate action to set up sustainable systems and procedures, including subsidy schemes, to ensure the production and distribution of assistive devices, as well as repair and maintenance services, with due attention to addressing the needs of all, especially the needs of the most marginalized groups of disabled persons.
10.2 By 1998	Exemption, by 1998, of customs and other duties on the import of assistive devices, as well as components, materials and equipment for their production, repair and maintenance.	10.2 Work with the department responsible for customs duties to introduce exemption of customs and other duties on the import of assistive devices, as well as components, materials and equipment for their production, repair and maintenance, especially items from within the ESCAP region.
10.3 By 1998	Simplification through preferential treatment, by 1998, of customs clearance procedures for the import and export of assistive devices, as well as components, materials and equipment for their production, repair and maintenance.	10.3 Take immediate action to simplify customs clearance procedures to facilitate the import and export of assistive devices, as well as components, materials and equipment for their production, repair and maintenance, especially those items from within the ESCAP region.
10.4 New		10.4 Encourage research, innovation and improvements concerning indigenous assistive devices, especially those using local resources, by associating leading institutions in such activities, allocating funding, personnel and facilities for this purpose, and promoting inter-country exchange of information on related issues.
10.4 By 1998	Increase of availability, by 1998, of assistive devices, and repair and maintenance services.	Deleted as it is included in 10.1.
10.5 New		10.5 Encourage immediately the development of appropriate and sustainable local technology for providing quality standard assistive devices for people with disabilities.

10.6 Corresponds to 10.5 Immediate action	Introduction, by 1998, of government schemes to actively encourage NGOs and private entrepreneurs through tax incentives and subsidies for indigenous production and servicing of assistive devices.	10.6 Take immediate action to introduce schemes to actively encourage NGOs and private entrepreneurs, through tax incentives and subsidies, to pursue research on, as well as the indigenous production, distribution and maintenance of, assistive devices.
10.7 New		10.7 Promote the training of personnel on indigenous technology for assistive devices to improve services at subnational levels where the need is greatest.

## 11. Self-help organizations

### (a) Critical issues

In order to realize the full participation and equality of persons with disabilities, they themselves must play a key role in the formulation of national policy on all issues that directly affect their lives. Self-help organizations provide the means for persons with disabilities to collectively voice their needs and aspirations. Lack of coordination and consultation among self-help organizations can reduce their effectiveness in this role. National forums of self-help organizations can facilitate the formation of common positions and therefore strengthen their representation.

There has been a lack of understanding of the role of self-help organizations of disabled persons in some countries of the ESCAP region. Thus in such countries, there are still no self-help organizations of disabled persons. Another issue is the low level of organizational and management skills on the part of persons with disabilities in organizations of disabled persons, including skills that enable them to work effectively and with confidence in the community. In some instances, the absence of an environment that is conducive to the development and strengthening of self-help organizations is a serious obstacle.

Particularly marginalized are persons with disabilities in the slums and rural areas, women and girls with disabilities, as well as persons with psycho-social disabilities, users of psychiatric services, HIV-positive persons and leprosy-affected persons. There is a need for existing cross-disability organizations to address the issues of these particularly marginalized groups, include them as members where appropriate, as well as encourage them to form their own groups and organizations.

The promotion of effective leadership and management remains a major concern of self-help organizations of disabled persons in the ESCAP region.

### (b) Recommendations

Target and Year	Original	Revised Target Year: 2002
11.1 By 1997	Establishment, by 1997, of a national forum of self-help organizations of persons with disabilities to include organizations from rural areas, as well as organizations of marginalized groups such as women and girls with disabilities, users of psychiatric services, persons with intellectual disabilities, persons who are HIV-positive and persons affected by leprosy.	11.1 Establish and strengthen a national forum of self-help organizations of persons with disabilities to include groups and organizations from rural areas, as well as of particularly marginalized disabled persons such as women and girls with disabilities, persons with psycho-social disabilities, users of psychiatric services, persons with intellectual disabilities, persons who are HIV-positive and leprosy-affected persons.

11.2 By 1997	Development, by 1997, of self-help organizations of diverse disability groups, which focus on rural people with disabilities in the provision of mutual support, advocacy and referrals to programmes and services, and which collaborate actively with NGOs engaged in rural and urban development issues.	11.2 Develop self-help organizations of diverse disability groups, which focus on addressing the needs of rural people with disabilities in the provision of mutual support, advocacy and referrals to programmes and services, and which collaborate actively with rural and urban development NGOs.
11.3 By 1997	Put in place, by 1997, mechanisms under the direction of the National Coordinating Committee, which will increase consultations between self-help organizations of persons with disabilities and diverse government ministries covering the implementation of the Agenda for Action.	11.3 Establish mechanisms under the direction of the national coordination committee on disability, aimed, <i>inter alia</i> , at increasing consultations between self-help organizations of persons with disabilities and diverse government ministries, as well as civil society and the private sector, to strengthen the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons.
11.4 By 1997	Establishment, by 1997, of a national policy with the requisite resource allocations to support the development and formation of self-help organizations of persons with disabilities.	11.4 Establish a national policy with the requisite resource allocations to support the development and formation of self-help organizations of persons with disabilities in all areas, and with a specific focus on slum and rural areas.
11.5 By 1998	Development, by 1998, of programmes for training persons with disabilities, including women with disabilities, as trainers in the leadership and management of self-help organizations.	11.5 Develop programmes for capacity building to empower all persons with disabilities, including youth and women with disabilities, as trainers in the leadership and management of self-help organizations, with the skills and confidence to work in the community.
11.6 New		11.6 Introduce the concept of independent living to all concerned with disability matters and promote the achievement of independent living in the community by implementing measures to respect the self-determination and control by people with disabilities over their own lives.

## 12. Regional cooperation

### (a) Critical issue

There is a need for small countries in the ESCAP region, including those in the Pacific that have recently joined as signatories to the Proclamation on the Full Participation and Equality of Persons with Disabilities in the Asian and Pacific Region, to have access to support, particularly funding, to pursue the fulfilment of the targets for the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons.



**(b) Recommendation**

<b>Target and year</b>	<b>Original</b>	<b>New Target Year: 2002</b>
12.1 New		Small countries, including those that have recently joined as signatories to the Proclamation on the Full Participation and Equality of Persons with Disabilities in the Asian and Pacific Region, will approach the United Nations Development Programme and other concerned members of the United Nations system to mobilize the requisite funding and technical support to strengthen their capacity for developing and implementing policies that will lead to increased public awareness of disability issues and achievement of access by persons with disabilities to prioritized areas of development identified by each country and area from the Decade targets listed above.

**I. HIGHLIGHTS OF THE DELIBERATIONS**

The meeting had before it document SD/DEC/DEC\_TARGETS/INF.1 on "Prospects for persons with disabilities in Asia and the Pacific into the twenty-first century". The meeting also had before it documents on the status of target fulfilment from the following: Australia, Bangladesh, Cambodia, China, Cook Islands, Fiji, Indonesia, Japan, Malaysia, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, Thailand and Viet Nam. Also before the meeting were information documents on the status of support for Decade target fulfilment in the region from ESCAP, FAO Regional Office for Asia and the Pacific, Christoffel-Blindenmission and Disabled Peoples' International (DPI) – Japan.

The representatives of 20 governments, 16 non-governmental organizations (NGOs) and seven international organizations made presentations in plenary.

Considerable progress had been made in the region in the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons. The achievement of targets, nevertheless, remained uneven between countries and in the policy categories of the Agenda for Action.

With two exceptions, all the governments that reported had established mechanisms for national coordination, which included organizations of people with disabilities. Most governments had either passed legislation on the rights of people with disabilities or were in the process of doing so.

While efforts were being made to strengthen the information base on disability issues, most countries recognized the need for improvement in this area. There was a significant improvement in efforts to create public awareness on disability issues.

Several countries had taken steps towards improving the accessibility of the built environment, including through the modification of building codes or through the introduction of access-related regulations. In the area of public transport, however, efforts were at an incipient stage and required much greater encouragement.

There was a noteworthy increase in the enrollment of children with disabilities in both special and integrated schools. Nevertheless, much remained to be done to enhance the quality of education services and in making schools more inclusive for students with disabilities.

Vocational training facilities for people with disabilities were being enhanced. While many governments in the ESCAP region had established quotas for the employment of people with disabilities, the need for innovative approaches to promote their employment was recognized.

Measures for the prevention of the causes of disability, such as vaccination and action on workplace safety, had been expanded. Several countries reported efforts to develop culture-specific approaches to community-based rehabilitation.

With some notable exceptions, the progress in the development, manufacture and distribution of low-cost and high-quality indigenous assistive devices had been slow. Many countries still needed to introduce schemes and procedures for the provision of assistive devices that were affordable by, and available to, the majority.

The movement of self-help organizations of persons with disabilities was gathering strength, particularly concerning advocacy for the rights of people with disabilities. While single disability organizations remained the norm, there were successful efforts to form coalitions and federations at the national level. This was particularly the case with regard to cross-disability issues, such as legislation and assistance for travellers with disabilities, that had an impact on all disability groups.

NGOs continued to play a crucial role in supporting the fulfilment of targets for the implementation of all areas of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons. Collaboration between NGOs, including organizations of people with disabilities, and governments in the region had greatly increased.

### **III. ORGANIZATION OF THE FORUM**

#### **A. Background**

The regional forum on Meeting the Targets for the Asian and Pacific Decade of Disabled Persons, and Equalization of Opportunities for Persons with Disabilities in the ESCAP Region was organized by the Economic and Social Commission for Asia and the Pacific (ESCAP) in cooperation with the Subcommittee on Disability-related Concerns of the Regional Interagency Committee for Asia and the Pacific, at Bangkok from 22 to 24 November 1999.

#### **B. Objectives**

The purpose of the forum was to bring together senior disability sector officials, NGOs, including organizations of disabled persons, as well as concerned members of the United Nations system, to consider the status of fulfilment of the targets for the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons. The purpose of the review was to provide a basis for proposing recommendations as might be required for strengthening the regional impetus for promoting the equalization of opportunities for persons with disabilities in the ESCAP region.

#### **C. Attendance**

The meeting was attended by senior representatives of the following 20 ESCAP members and associate members: Bangladesh, Bhutan, Cambodia, China, Cook Islands, Fiji, India, Indonesia, Islamic Republic of Iran, Lao People's Democratic Republic, Malaysia, Nepal,

Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, Thailand, Tonga and Viet Nam.

Representatives of the following United Nations bodies and specialized agencies were present: Food and Agriculture Organization of the United Nations (FAO), International Labour Organization, United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Health Organization (WHO). The Asian Development Bank was also represented.

Representatives of 25 disability NGOs and two private sector corporations also attended the forum.

## **II. OPENING**

### **A. Welcome remarks**

The Director of the Social Development Division of ESCAP welcomed the participants to what was perhaps the last regional gathering to review Decade progress before the convening of a regional evaluation meeting in the year 2002 to conclude the Decade. It was underlined that the present forum was of critical import for reviewing the status of Decade target fulfilment and fine-tuning the targets to give further impetus to the equalization of opportunities for persons with disabilities.

In his welcome remarks, the Director-General of the Department of Public Welfare, Ministry of Labour and Social Welfare, Royal Thai Government, emphasized the need to give serious attention to the equalization issues faced by persons with disabilities. He expressed his hope that the forum would generate recommendations that would advance the full participation and equality of persons with disabilities in the ESCAP region.

### **B. Election of officers**

The participants elected the following Bureau:

Chairman: Mr Jokatama Toga, Executive Director, Fiji National council for Disabled Persons, Fiji.

Vice-Chairman: Mr Kshananda Mohan Das, Secretary, Ministry of Social Welfare, Bangladesh.

Vice-Chairman: Mr Youichi Sakamoto, Special Adviser, Planning Division, Department of Health and Welfare for Persons with Disabilities, Ministry of Health and Welfare, Japan.

Vice-Chairman: Ms Shamsiah bt Abdul Rahman, Deputy Director-General, Department of Social Welfare, Malaysia.

Vice-Chairman: Mr Won-Young Choi, Director, Welfare Policy Division for People with Disability, Ministry of Health and Welfare, Republic of Korea.

Co-Rapporteur: Mr Sun Zhonghua, Commissioner, Secretariat of the State Council Coordination Committee on Disability, China.

Co-Rapporteur: Mr Rakesh Arora, Director, Ministry of Social Justice and Empowerment, India.

### **C. Adoption of the agenda**

The participants adopted the following agenda:

1. Opening of the forum.
2. Election of officers.
3. Adoption of the agenda.
4. Action towards fulfilment of the targets for the Asian and Pacific Decade of Disabled Persons.
5. Refinement of Decade targets.
6. Adoption of the report.
7. Closing of the forum.

#### **V. ADOPTION OF THE REPORT**

The participants adopted their report, including the recommendations, on 24 November 1999.

#### **VI. CLOSING**

The Director of the Social Development Division of ESCAP closed the forum.

## **Annex:**

**Critical issues and recommendations concerning multisectoral collaboration, and attitudes and access with respect to education for children and youth with disabilities into the twenty-first century: excerpted in their entirety from the Report of the Regional Forum on "Education for children and youth with disabilities into the twenty-first century", Bangkok, 15-19 November 1999.**

Section (a) on the education targets has been included in the main body of this report.

### **(b) *Critical issues and recommendations concerning multisectoral collaboration***

Multisectoral collaboration, as a strategy for securing the right to education of persons with disability, offers an opportunity to focus society's attention and marshal its collective resources to advance the education circumstance and life situation of persons with disability.

A review of the targets set for the implementation of the Agenda for Action for the Asian and Pacific Decade of Disabled Persons has indicated a need to specify multisectoral collaboration for the education of children and youth with disabilities. Collaboration may exist at some levels and in some places. However, there is much scope for improving multisectoral collaboration at all levels, particularly at the community level to address communication problems and competition for influence and resources among partners.

In view of the above, the following recommendations are proposed:

1. National and subnational coordination committees or other responsible bodies on disabilities, should set up mechanisms for resource development and sharing across sectors and at all levels, aimed at promoting inclusive education for, and the educational success of children and youth with disabilities. Such collaboration may include the sharing of information, expertise, financial provisions, including special schemes and information on funding sources, as well as human and material resources.
2. National and sub-national coordination committees on disabilities should strongly promote through existing community mechanisms child screening procedures with multisectoral linkages to social development, health, education informal and other sectors for early intervention and support services for children with disabilities and their families. This should be implemented through an appropriate lead agency at the local level. In addition to child screening, support must be given to sensitize families and communities to the potential of such children to benefit from early intervention and pre-school education.
3. National coordination committees and other lead agencies on disabilities at all levels should promote convergence of community resources and efforts to strengthen the capacity of, and create opportunities for, persons with disabilities and their supporters to advocate strongly for early intervention and education programmes for children with disabilities and support for their families.
4. National and subnational coordination committees on disabilities should mobilize the active collaboration of persons, groups and resources, including from the business sector and media for promoting the development, adaptation, manufacture, sale and distribution of educational, information and recreational materials in accessible formats for children and youth with disabilities.
5. To support multisectoral collaboration at all levels, the national coordination committees on disability should advocate strongly for mandated responsibilities for different public sectors such as health, education, social development and welfare, housing, transportation, urban

planning and rural development, to support the education of children and youth with disabilities.

6. In discharging their educational responsibilities to children and youth with disabilities, educational authorities should employ multisectoral and other horizontal inputs to establish appropriate impact indicators and set up on-going monitoring mechanisms to track the effectiveness of their efforts.
7. Educational authorities, including school administrators, should mobilize multisectoral collaboration at all levels and access non-formal community resources to ensure at least parity enrolment of children and youth with disabilities in school, in comparison with non-disabled children, and ensure their continuance and educational success at all levels of the school system at least through secondary school and with access to post-school options including independent living, work preparation, and tertiary education.
8. In early intervention and education of children with disabilities, their strengths and capacities should be asserted and attention paid to supporting their development in the physical, cognitive, emotional, social and moral-spiritual domains, with a view to enhancing their sense of self-esteem, independence and successful interaction with peers. To achieve this, school authorities should utilize multi-disciplinary inputs, especially in the training, preparation and on-going support of school administrators and teachers.
9. Multisectoral collaboration at the community level should be enhanced through innovative projects and public education activities to foster inclusive education for children and youth with disabilities, which offers the best guarantee to ensuring an inclusive society.
10. Mechanisms for conflict resolution and problem solving should be set up at all levels to address barriers to effective multisectoral collaboration. Such collaboration should be aimed at securing exemplary practices in inclusive education for children and youth with disabilities and the corresponding support for their families.

***(c) Critical issues and recommendations concerning attitudes and access***

A major factor limiting opportunities for children and youth with disabilities to access education is the prevalence of perceptions and practices which fail to acknowledge their rights, aspirations and capacities to actualise their potential. Education authorities and communities often fail to recognize that disabled children and youth have rights to education, just as all children do. They tend to have low expectations of these children and youth and set artificial limitations on what they can achieve. Even children and youth with the mildest of disabilities tend to be excluded from admission to schools.

The close association between disability and poverty compounds these difficulties. Disabled children and youth living in poverty face barriers related to low social status, economic deprivation and problems of no physical access to the range of services that they need.

There is a critical need for more effective implementation of legislation and policies that address the education needs of all children and youth to ensure equal opportunity for those with disabilities. Young persons with disabilities, their parents and their communities must play a vital role in the continuous advocacy that is required to bring about change and to ensure that improvements in education access are maintained.

The recommendations listed below address issues concerning awareness-raising for equal access to early intervention services, education facilities and inclusive communities; and advocacy.

1. Inform all families with disabled children and youth in all communities, especially those who are economically deprived, of their rights, and the services available to them.
2. Provide families with the necessary support and assist them to develop their skills to address their immediate needs to provide better care for their children with disabilities.
3. Promote contact between families with disabled children and youth to build a mutual support network to develop information resources, skills and confidence over time.
4. Support parents with disabled children and youth to develop advocacy skills and strategies for promoting equal access to education programmes and community activities.
5. Empower children and youth with disabilities, and their families, to form self-help groups for effective collective action on advocacy and awareness-raising aimed at gaining wider acceptance of their presence in regular pre-school, school, post school and community recreational programmes.
6. Train self-help groups of families with children and youth with disabilities, and community members, in a range of skills for social and political mobilization on the education rights of young persons with disabilities.
7. Promote awareness of the achievements of disabled children and youth in all areas, especially in education, sports, cultural, community and national and international activities, to enhance their visibility.
8. Encourage producers of all media, including print medium, and television and radio programmes that are popular with young persons and families, to include messages that foster acceptance of children and youth with disabilities.
9. Encourage the use of correct terminology and sensitive portrayal of disabled children and youth in all educational, informational and recreational materials for young persons.
10. Ensure the participation of disabled children and youth in major community celebrations and national events such as national day parades.
11. Advocate for government funding support to be extended to the families of disabled children and youth who are living in poverty.
12. Improve the physical access of all infrastructure related to the activities of young persons to ensure access for children and youth with disabilities.
13. Introduce training for staff at management and operational levels in all community facilities that young persons use, on welcoming attitudes and appropriate assistance for disabled children and youth.
14. Link schools with good practices in inclusive education, to share resources and experience and publicise the same.
15. Conduct training in education programmes for peers of disabled children, volunteers and family members to provide proper assistance to disabled children and youth.
16. Implement schemes to award proper recognition to teachers involved in the education of children and youth with disabilities for their noteworthy contributions in teaching, material preparation, resource mobilization and advocacy.

**NGO REPORT**

**RNN and RI Joint Research on the Implementation of the  
“Targets” of Asian and Pacific Decade of Disabled Persons**

March 31, 2000

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