Findings from the Research on Persons with disabilities graduates from TVETs
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>i</td>
</tr>
<tr>
<td>LIST OF ACRONYMS</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>v</td>
</tr>
<tr>
<td>0. Definition of key concepts</td>
<td>6</td>
</tr>
<tr>
<td>1. Context</td>
<td>2</td>
</tr>
<tr>
<td>2. Objectives of Survey</td>
<td>4</td>
</tr>
<tr>
<td>3. Methodology of the survey</td>
<td>5</td>
</tr>
<tr>
<td>4. Findings</td>
<td>7</td>
</tr>
<tr>
<td>5. Challenges</td>
<td>11</td>
</tr>
<tr>
<td>6. Conclusion</td>
<td>12</td>
</tr>
<tr>
<td>7. Recommendations</td>
<td>12</td>
</tr>
<tr>
<td>ANNEXES</td>
<td>14</td>
</tr>
<tr>
<td>ANNEX 1: Distribution of PWDs graduates</td>
<td>14</td>
</tr>
<tr>
<td>ANNEX 2: questionnaires</td>
<td>15</td>
</tr>
</tbody>
</table>
LIST OF ACRONYMS

UPHLS  Umbrella of Organizations of persons with disability in the fight against HIV/AIDS and for Health promotion
NCPD  National Council of Persons with disability
PWDs  Persons with disability
TVET  Technical Vocational Education and Training
FGD  Focus group discussion
VTC  Vocational training centers
GIZ  German Federal Enterprise for International Cooperation
BTC  Belgian Development Agency
P1-P3  Primary 1 to 3
P4-P6  Primary 4 to 6
P7-P8  Primary 7 to 8
S1-S3  Secondary 1 to 3
S4-S6  Secondary 4 to 6
LIST OF TABLES

Table 1: Distribution of graduates by sex and per District ................................................................. 7
Table 2: Employment status of PWDs graduates from TVETs ............................................................. 8
Table 3: Needed support from UPHLS ................................................................................................. 9
Table 4: Trends of PWDs graduates from TVETs ............................................................................... 9
Table 6: Entry education level to TVET system .................................................................................. 10
AKNOWLEDGEMENT

Special thanks are due to TVET PWDs graduates from Nyanza, Kigali and Gicumbi districts who responded positively to the survey. The survey team appreciates the efforts by all NCPD District coordinators for coordinating the exercise at district level and of course one cannot fail to mention the facilitators who owned the exercise all throughout.

We further appreciate the financial support we got from the EmployAble project. Finally we wish to absolve all these benefactors and accept full responsibility for any errors that may appear in this report. We invite constructive criticism in any areas that may be lacking with an aim to producing better reports in future.

Research Team:
- Main researcher: Eric Mwanje (Independent consultant)
- Research assistant: Bruno Shyirambere (EmployAble Project officer)
EXECUTIVE SUMMARY

The TVET survey was carried out in three districts in Rwanda in Dec 2014, gathering information through questionnaire, head of TVET/VTC, focus group discussion and observation. The aim of the survey was to gather baseline information on TVET PWDs graduates. The sample of 107 PWDs, 24 females and 83 males was drawn from those surveyed areas.

The main objectives of conducting this survey were:

1. To capture a database of TVET PWD graduates with disability around Kigali & other nearby areas
2. To identify the courses provided by TVET institutions if inclusive
3. To check the employment status of TVET PWDs graduates.
4. To determine from TVET graduates the needed support
5. To determine changing trends in numbers PWDs graduated
6. To assess the entry education level to the TVET system

Distribution of Graduates by District and sex

From the survey, we were supposed to concentrate on TVET graduate around Kigali city but this was impossible due to the fact that most graduates come to Kigali to study and after graduation, most of them go back to their home Districts. The survey was extended to two districts of Nyanza and Gicumbi in order to track & capture some important data. Gicumbi District recorded the highest percentage of graduates in the TVET with 66.4% of all graduates; Nyanza district with 28%, Kigali district had the lowest with 5.6%. Of all TVET graduates from the survey that was carried out, 83 are males while 24 are females.

Employment status of TVET graduates.

Out of 107 graduates who registered for the survey, 35.2% were unemployed, 57.1% are self-employed and 5.7% were employed in the informal sector.

Support needed by PWDs graduates from (UPHLS).
During the survey, out of 107 PWDs graduates, 22.4% needed capacity building, 38.3% Employment opportunities, 39.3% needed entrepreneurship and carrier guidance with support from UPHLS.

**Changing trends of TVET graduates**

Most PWDs graduates from this survey graduated in the period 2006-2013 for a duration of six months period with support mainly from Japanese international cooperation agency (JICA).

**Entry education level to TVET system**

From the survey, 46.7% of the PWDs graduates in TVET did 4 to 6 years of primary education and 45.8% of the PWDs graduates in TVET did 7 to 8 years of primary education. While no one finished secondary school level out of 107 PWDs graduates, 7.5% did S1-S3.

**Challenges, recommendations and conclusion**

The major challenges in the survey were lack of authenticating documents from PWDs graduates as they didn’t come along with the certificates and late coming for focus group discussion (FGD) in some Districts due to poor geographic locations and terrain.

It is recommended that TVET/VTC institutions should put in place a tracking system for its PWDs graduates.

**0. Definition of key concepts**

(i) **Vocational training**

Vocational training is a system which aims at providing recipients with the necessary knowledge and skills to exercise a profession in order to be integrated in the labor market. Vocational training includes initial Vocational Training and continuing Vocational Training.
(ii) Technical Education

Technical Education is a structured system aimed at providing recipients with the necessary knowledge and skills to continue their studies at tertiary education level or to exercise a profession in order to be integrated into the labor market. Technical Education, on the other hand puts more emphasis on theoretical education.

(iii) Continuing TVET

Continuing TVET refers to training activities in which people take part in order to obtain knowledge and/or learn new skills for a current or a future job, to increase earnings, to improve carrier opportunities in a current or another field.

1. Context

The Umbrella of Persons with Disabilities in fight against HVI/AIDS, in collaboration with its partners in “EmployAble Program”, is undertook a research to determine the level of accessibility of Persons with Disabilities to employment opportunities offered by various organizations/agencies and the challenges faced by these organizations/agencies when they engage PWDs.

Education is essential for economic and social development of a country. Having a well-trained, motivated and adaptable workforce is a key. The fact that the Rwandan workforce, of around 4.6 million people, is characterized by low skill levels is a major barrier to economic and social development. Two-thirds of the population completes some primary education, but only 3.5% and 0.4% complete secondary or higher education respectively. According to the Fast Track Initiative Assessment, dated September 2006, unemployment among Rwandans with only some primary education is as high as 61% compared to the Sub-Saharan average of 29% (Based on the Technical and Vocational Education and Training (TVET) Policy in Rwanda). Rwanda suffers from serious deficiencies in terms of trained human capital and this is more so for the technical professions. The impact of the 1994 genocide, which resulted in the massive loss of an educated
and skilled workforce, further compounds the problem. This poses a great threat to Rwanda in reaching its Vision 2020 targets.

TVET in Rwanda has been delivered by different providers at various qualification levels. Technical education is offered at upper secondary school level; both by public schools under the Ministry in charge of education and by private schools and those belonging to faith-based organizations. According to 2007 statistics, all 55 public and private schools offering industrial Technical courses have an enrolment of 11,815 students of which girls account for 22.5% in 16 disciplines. Professional and technical education is offered in 146 schools. 25 Agricultural and/or veterinary Schools teach 2,835 students. The total TVET enrolment is skewed by large numbers in the fields of accountancy and secretarial/administration, and as many as 68% of all female students are enrolled in these two business options (Reference: Technical and vocational education and training (TVET) policy in Rwanda, Ministry of Education).

In disability and social inclusion, Rwanda does not intend to leave any of its citizens behind in its development. As such, specific steps will be taken to ensure that people with disabilities (PWDs) and other disadvantaged groups are able to contribute actively to the country’s development and to benefit from it. Key interventions will include accessible infrastructure whereby both the private and public sector will be required to ensure easy access to all new buildings. In terms of access to information, media practitioners will develop standards for reporting news accessible to PWDs, including training in sign language. The legal and regulatory framework will also be reviewed to ensure that it does not discriminate against PWDs where the Constitution already has provisions for their protection. Education personnel and teachers with skills in inclusive and special needs education will be increased in number. And assistive devices and appropriate learning resources will be scaled up. (Economic Development and Poverty Reduction Strategy 2013 – 2018)

When people with disabilities have access to education, healthcare and appropriate personal support they can achieve as well as the rest of the population. Deaf children in Rwanda who now have access to sign language interpreting support are scoring the highest points in national exams, 2011 saw the first blinds graduates of KIE and NUR. With the qualifications to become
employed people with disabilities will contribute to Rwanda’s development through paying
taxes, higher consumption of goods and services and will reduce their reliance (and those of
family members) on social protection schemes. (VSO Rwanda Disability Program Overview,
VSO, 2012)

This research will form a core activity in the EmployAble Program, an initiative that will see
PWDs in Rwanda being trained in appropriate and relevant skills in mainstream TVETs and
thereafter gaining employment in different sectors of the Rwandan society. The purpose of the
research was to establish areas of successes and barriers in skills and employment of graduates
with disabilities. It focused at the current developments and practices in the labor market
(mapping of skills) and their link to training programs offered by TVETs, inform on the extent to
which graduates with disabilities are identified and offered training opportunities as well as the
way they are inclusive in the workplace. It will establish whether there exist any form of links
between employers and learning institutions that guide training and skills development.

Findings of the research will inform the EmployAble Program the local and international
partnership, as well as broader group of stakeholders and policy makers on the current situation
on inclusive TVET and linkages between TVETs and labor market.

2. Objectives of Survey

The main objectives of conducting this survey were,

1. To capture a database of TVET graduates with disability around Kigali and nearby
districts.
2. To identify the courses provided by TVET institutions if inclusive
3. To check the employment status of TVET PWDs graduates
4. To determine from TVET PWD graduates the needed support
5. To determine changing trends in numbers PWDs graduated
6. To assess the entry education level to the TVET system
3. Methodology of the survey

The efforts to upgrade skills development in Rwanda has led to the rejuvenation of various training institutions including tertiary schools (TVET and university), secondary schools, and primary schools.

Below is the methodology used in the survey in terms of timeframe, population size, field tools and the variables targeted.

3.1. Time frame

UPHLS hired the services of independent consultant to conduct a survey for the period of December 2014, in which TVET PWDs graduates in a few selected districts were allowed to register.

3.2. Population Size

The choice of PWDs graduates depended on those who responded to UPHLS call; most of the PWDs were contacted through telephone calls. The information collected was open to all TVET PWDs graduates irrespective of when they graduated.

3.3. Tools used

Data was collected using questionnaires; which the TVET PWDs graduates had to fill in themselves, and then a focus group discussion followed. The questionnaire used was in English and translated in Kinyarwanda. This questionnaire was provided in hard form.

The EmployAble project officer acted assistance facilitator who helped the consultant in language translation.
3.4. Variables

Data was collected from three districts. The data covered individual profiles, VTC training institution and courses attended, employment profile, and expected support from UPHLS. Information on individual profiles included the names of the graduate, gender, date of birth, nationality, sex, private address, telephone and email address. Information on VTC Training institution featured name of the institution, training courses offered, start and exit date of the training, education before training, internship, company name and duration of the internship. Information on employment profile addressed the employment status of PWDs graduates, field of employment, duration of the employment, form of employment (formal/informal), sector of employment and type of employment (permanent/casual). Information on the expected support generally covered capacity building, employment opportunities, and entrepreneurship and carrier guidance.

From the information gathered a descriptive analysis was carried out. The results findings are presented in the section 4 here below;
4. Findings

4.1. Distribution of PWDs graduates per surveyed area

Below are the illustrated findings from the survey that was carried out in December.

<table>
<thead>
<tr>
<th>Graduates from TVETs per District</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kigali City</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nyanza</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Gicumbi</td>
<td>62</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

*Table 1: Distribution of graduates by sex and per District*

*SOURCE: UPHLS EmployAble survey*

From the table it is evident that Gicumbi District has the highest percentage of PWDs graduates from TVET at 66.4% of all graduates, while Kigali city has the lowest percentage at 5.6%.

Further it emerges that 77.6% of all PWDs TVET graduates are males compared to 22.4% females.

The related distribution of graduates by sex, district and courses is included in annex 1 table 1. The graph showing the Distribution of graduates by district is otherwise inserted here below for reference:

*Figure 1: PWDs graduates from TVETs per visited area*
4.2. Employment status of TVET PWDs graduates

One of the main objectives of this exercise was to know the employment status of these TVET PWDs graduates in selected districts. Here below is a table showing this employment status disaggregated by sex and form of employment.

<table>
<thead>
<tr>
<th>Form of employment</th>
<th>Employed &amp; unemployed graduates by sex</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed in the formal sector</td>
<td></td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Employed in the informal sector</td>
<td></td>
<td>4</td>
<td>4.9%</td>
<td>2</td>
<td>8.3%</td>
<td>6</td>
<td>5.7%</td>
</tr>
<tr>
<td>Self employed</td>
<td></td>
<td>44</td>
<td>54.3%</td>
<td>16</td>
<td>66.7%</td>
<td>60</td>
<td>57.1%</td>
</tr>
<tr>
<td>Unemployed</td>
<td></td>
<td>31</td>
<td>38.3%</td>
<td>6</td>
<td>25.0%</td>
<td>37</td>
<td>35.2%</td>
</tr>
<tr>
<td>Employed but Unspecified</td>
<td></td>
<td>2</td>
<td>2.5%</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>81</td>
<td></td>
<td>24</td>
<td></td>
<td>105</td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Employment status of PWDs graduates from TVETs

This tabulated data indicates that out of 105 PWDs graduates of TVET reached out, 0% was employed in the formal sector, 35.2% are unemployed and 57.1% are self-employed.

Here below is a pie chart showing the distribution of employment into various forms identified:
4.3. Needed support from UPHLS

One of UPHLS strategic employable project objectives is to upgrade skills of Rwandans PWDs for a better livelihood by equipping PWDs with employable skills and entrepreneurship capacity. During this exercise, one of the questions asked aimed to tell the expectations of PWDs graduates. Information in the table here below details the support expected from UPHLS disaggregated by sex.

<table>
<thead>
<tr>
<th>SEX</th>
<th>Needed employment opportunities</th>
<th>Needed capacity building</th>
<th>Needed entrepreneurship and carrier guidance</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>31</td>
<td>20</td>
<td>32</td>
<td>83</td>
</tr>
<tr>
<td>FEMALE</td>
<td>10</td>
<td>04</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
<td>24</td>
<td>42</td>
<td>107</td>
</tr>
</tbody>
</table>

Table 3: Needed support from UPHLS

In the preceding, it is clear that, 24.1% of PWDs graduates who needed capacity building are male compared to 16.7% female, 37.3% males needed employment compared to 41.7% females while 38.6% males needed career guidance and entrepreneurship compared to 41.7% females. Overall, a higher percentage of females needed entrepreneurship skills compared to males who largely needed capacity building and employment.

4.4. Trends of changing annual numbers of TVET PWDs graduates captured in this survey

In order to identify the response of PWDs to the TVET education system, this survey clearly shows the trends of PWDs graduates in TVET disaggregated by the years of exit as shown in the table below.

<table>
<thead>
<tr>
<th>Year of exit</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Unspecified</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduates</td>
<td>17</td>
<td>22</td>
<td>0</td>
<td>27</td>
<td>41</td>
<td>0</td>
<td>107</td>
</tr>
</tbody>
</table>

Table 4: Trends of PWDs graduates from TVETs
The overall status shows that the number of PWD graduates in TVET keep rising from year to year except in 2010 when no support was received from donor agencies supporting PWDs in TVET programs.

Figure 3: Trend of PWDs graduates from TVETs

The increase was experienced in the years 2011-2012, when JICA supported the TVET program. There are other donor agencies (GIZ-Garman & BTC-Belgium) that support TVET program in Rwanda but not focusing on PWDs.

4.5. Entry education level to TVET system

One of the key challenges faced by PWDs is lack of inclusive TVET programs due to nature of disability because the nature of TVET program which is pre designed not disability inclusive. Lack of entry qualifications level of PWDs is a major obstacle since most PWDs have been left out of educational system before joining TVET system. The table below details the entry education level of TVET PWD graduates who responded to this survey.

<table>
<thead>
<tr>
<th>Entry education level</th>
<th>P4-P6</th>
<th>P7-P8</th>
<th>S1-S3</th>
<th>S4-S6</th>
<th>Unspecified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduates</td>
<td>50</td>
<td>49</td>
<td>08</td>
<td>0</td>
<td>0</td>
<td>107</td>
</tr>
</tbody>
</table>

Table 5: Entry education level to TVET system
From this table, it emerges that most graduates who responded to this survey, completed primary level only that is P4-P6; whereby out of 107 graduates, 46% finished P4-P6 only, 7.5% finished S1-S3.

5. Challenges

- Challenges of the survey:

  a. Lack of Documents (academic certificates and testimonials) from PWDs graduates
  b. Long distance to the meeting point for group discussion
  c. Lack of data at VTC that were visited to verify the facts
  d. Limited time to carry out the survey
  e. Limited area of the survey covered.
  f. Lack of tracking systems or documentation of PWD graduates.

- Challenges about TVET:

  a. The image and status of TVET has consistently faced problems as it is perceived by some as second-class
  b. The Promotion of TVET for Girls and Women, this is essentially an issue of access to TVET and, once girls and women enter TVET institutions, how they are received and accommodated
  c. TVET Facilities and Equipment: There is a problem associated with inaccessibility of construction, equipment and training materials to Persons with disabilities
  d. TVET Teachers‘ knowledge about disability issues is also a concern and this can be worse in communicating with students with hearing impairments
  e. People / recruiters’ beliefs towards the capacity of a person with disabilities graduate from TVET institution
  f. Accessibility of working places
6. Conclusion

Although the survey took little time, a sizeable representative number of PWDs graduates participated which was good enough to carry out a comprehensive analysis of the findings. UPHLS can therefore make reliable use of these findings to tackle the challenges that have been detailed here. These can be capsulated as constituting:

- High unemployment rates among PWDs
- Low entry levels
- Gender biased intakes
- Networking with TVET institution for inclusive intake of PWDs

7. Recommendations

1) TVET institutions should put in place a tracking system for its PWDs graduates for future references;
2) UPHLS should establish a networking system with TVET institutions in Rwanda, including an alumni of PWDs graduates from TVET to increase information sharing;
3) TVET institutions should establish a link or seek partnership with potential institutions to provide jobs to their graduates
4) Massive advocacy is needed for inclusion of Persons with Disabilities into TVET system
5) Tax free incentive should be advocated for Persons with Disabilities who are engaged in self employment as many of them complained of higher taxes by government on their start up initiatives
6) A starter-up kit for TVET PWDs graduates should be provided which is in line with the nature of one’s ability to handle it due his/her disability
7) UPHLS may reinforce its fundraising system to support the financial demand of PWDs in accessing TVET institutions
8) UPHLS may reinforce its advocacy to the government to support the demand of PWDs in education and employment
9) UPHLS may sensitize and raise the awareness of industries and private actors to employing PWDs
10) Government need to introduce a policies and incentives that will support increased private sector participation in TVET delivery;

11) Government need to constantly monitor and periodically evaluate the performance of the TVET system and apply corrective measures accordingly.

12) TVET institutions need to mainstream disability into training activities and programs

13) Employers should provide opportunities for industrial attachment and internships for PWDs trainees.
### ANNEXES

#### ANNEX 1: Distribution of PWDs graduates

<table>
<thead>
<tr>
<th>DISTRICT TRAINING COURSE</th>
<th>KIGALI</th>
<th>NYANZA</th>
<th>GICUMBI</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto-mechanics</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Brick laying</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>05</td>
</tr>
<tr>
<td>Catering</td>
<td>0</td>
<td>01</td>
<td>02</td>
<td>03</td>
</tr>
<tr>
<td>Hotelier</td>
<td>0</td>
<td>01</td>
<td>06</td>
<td>07</td>
</tr>
<tr>
<td>Cooking(cooking &amp; food conservation)</td>
<td>0</td>
<td>0</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Electricity</td>
<td>0</td>
<td>03</td>
<td>03</td>
<td>06</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>0</td>
<td>05</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Knitting/Embroidery</td>
<td>03</td>
<td>12</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td>Welding</td>
<td>0</td>
<td>03</td>
<td>05</td>
<td>08</td>
</tr>
<tr>
<td>Plumbing</td>
<td>0</td>
<td>02</td>
<td>07</td>
<td>09</td>
</tr>
<tr>
<td>Carpentry</td>
<td>0</td>
<td>01</td>
<td>02</td>
<td>03</td>
</tr>
<tr>
<td>Billboard/Banner designing</td>
<td>0</td>
<td>01</td>
<td>03</td>
<td>04</td>
</tr>
</tbody>
</table>
ANNEX 2: questionnaires

Questionnaire: 1 TVET GROUP FOCUS DISCUSSION: (QUESTIONNAIRE)

1. Area Name________________

2. Names of Individual FGD member______________ Gender____________________

3. Address: E-mail ___________________________Tel____________________________

4. Courses attended/ training courses offered
   a) (b) (c)

5. Information on employment profile

6. Support so far received

7. Name of the institution Attended

8. start and exit date of the training

9. Level of education before training

10. Internship, company name and duration of the internship

11. The employment status of graduates, field of employment, duration of the employment, form of employment (formal/informal), sector of employment and type of employment (permanent/casual).
Questionnaire 2: FACE TO FACE INTERVIEW WITH TVET/VTC SERVICES PROVIDER

1. How have you managed to track TVET graduates with disabilities and offered training opportunities to them?

2. Are there links between employers and learning institutions that guides training and skills development for PWDs?

3. Specify your main sector of operation

4. In your opinion, do the skills offered in the TVET institutions mirror the job profile and skills needed by the labor market at large

5. Does your organization offer further skills training for improvement of performance to new employees?

6. If yes, in Q5, what activities are the employees taken through?

7. What is the current practice with regard to inclusion of persons with disabilities?

8. What do you think are the barriers to the employment of graduates with disabilities in your organization/Commercial enterprise?

9. Have you ever partnered with disabled person’s organizations (DPOs) and organizations for and of the disabled?

10. What do you think is required by your organization in order to include and employ persons with disabilities in?