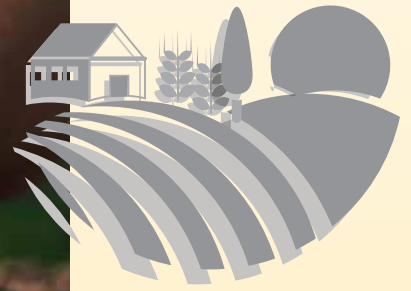


Report on

Sufficiency Economy

to Sustainable and Disability-Inclusive Development
for South Asian Countries (**Bhutan, Nepal, Sri Lanka**) and **Thailand**



15 – 28 September 2019
Bangkok, Nakhon Pathom and Buri Ram Province







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A. ACRONYMS:

AITC	Annual International Training Course
APCD	Asia-Pacific Development Center on Disability
CBID	Community-based Inclusive Development
CRPD	Convention on the Rights of Persons with Disabilities
DET	Disability Equality Training
DIB	Disability Inclusive Business
DID	Disability Inclusive Development
EM	Effective Microorganism
IL	Independent Living
SDGs	Sustainable Development Goals
SEP	Sufficiency Economy Philosophy
SHGs	Self Help Groups
TICA	Thailand International Cooperation Agency

B. BACKGROUND

Introduction

The Thailand International Cooperation Agency (TICA), under the Ministry of Foreign Affairs of Thailand, organized an “Annual International Training Course (AITC) on “Sufficiency Economy to Sustainable and Disability-Inclusive Development” for potential leaders with/without disabilities and government representatives from the South Asian countries (Bhutan, Nepal and Sri Lanka) and Thailand. The training was conducted in collaboration with the Asia-Pacific Development Center on Disability (APCD), Bangkok, Thailand from 15 to 28 September 2019. It was held at the APCD training center in Bangkok, as well as in the Nakhon Pathom and Buri Ram provinces of Thailand.

The curriculum for the training was developed and implemented by APCD, and focused on the needs and requirements of persons with disabilities in developing countries. The training components were modified from the knowledge, skills and attitudes exchanged and assembled from preceding workshops on value adaption for Disability Inclusive Development (DID).

A total of 20 participants attended the training, which comprised of:

Four community leaders and two government representatives from Bhutan

Two community leaders and two government representatives from Nepal

Four community leaders and one government representative from Sri Lanka

Three community leaders and two government representatives from Thailand

All the participants were nominated by their respective governments under the procedure stipulated in the TICA official website. Among the 20 participants, 11 participants were persons with disabilities.

The training course was structured on the concept of Sufficiency Economy Philosophy (SEP), as well as on the perspective of Community-Based Inclusive Development (CBID) and the United Nations Convention on the Rights of Persons with Disabilities (CRPD) towards achieving the Sustainable Development Goals (SDGs). The training adopted the principles, approaches and international frameworks that can be practiced and promoted for disability inclusion in the workplace, at home, and in the community.

SEP was introduced in 1974 by His Majesty the late King Bhumibol Adulyadej. SEP is an approach for sustainable development which adopts moderation, reasonableness and prudence as development framework based on knowledge and virtue. The first principle of sufficiency economy is moderation, which adopts the “not too little, not too much” approach. It is a middle way which looks for long-term profitability rather than just short-term success, and is closely linked to the idea of sufficiency. It also reflects a step-by-step approach to economic development.

The second principle is reasonableness, which is the application of wisdom to decision-making by analyzing the consequences of actions to businesses, the individual, the community, the environment and the society as a whole. Self-awareness is a crucial part of reasonableness.

The third principle is prudence, which implies a degree of self-reliance and focuses on human development at all levels. It emphasizes the need to strengthen the community's capacity to ensure a resilient and balanced way of life, with full respect for the economic, environmental, social and cultural aspects of sustainable well-being.

CBID is an approach to empower persons with disabilities at the community level, by working with and through local groups and institutions. It addresses the challenges faced by persons with disabilities, their families and their organizations. It also helps in promoting the participation and voice of persons with disabilities in decision-making processes at the local level. The CBID strategy encourages inclusive, resilient, and equitable communities where persons with disabilities are empowered to exercise their rights. It includes health, education, livelihood, social and empowerment activities.

CBID works closely with local partners, local governments and representative groups of persons with disabilities to bring about change. By using an inclusive approach, CBID is the best guarantee that communities will be activated. It aims to create essential health, education, labor, and other community services to meet the needs of persons with disabilities and their families, as well as fill the gaps in existing services. Through CBID approaches, the individual will recognize that they can change their situation for collective action. CBID supports the implementation of the CRPD and the 2030 Agenda for Sustainable Development.

The 2030 Agenda for Sustainable Development and its 17 SDGs provide a powerful framework to guide local communities, countries and the international community towards the achievement of disability-inclusive development. The 2030 Agenda pledges to leave no one behind, including persons with disabilities and other disadvantaged groups, and has recognized disability as a cross-cutting issue that should be considered in the implementation of all of its goals. The Agenda also includes 7 targets and 11 indicators explicitly referring to persons with disabilities. These targets and indicators include access to education and employment, availability of schools sensitive to students with disabilities, and the inclusion and empowerment of persons with disabilities.

Rationale for the training

The World Health Organization (WHO) estimates that 1 billion people have some form of disabilities globally, which corresponds to about 15% of the world's population. Within this population, 110-190 million people are estimated to have very significant difficulties in functioning.



Asia has some of the largest human populations, and also includes the fastest-growing economies of the world. About 24% of the world's population lives in the South Asian region. Disability prevalence is inevitably high in this region, and will likely keep growing due to ageing populations and increases in other factors such as accidents, violence and disasters.

Each disability has specific health, educational, social, and support needs, which is due to the interaction between their impairment and their context within their community and society. Despite these specific needs, persons with disabilities often do not receive the disability-related services that they require. Furthermore, they do not have equal access to health care, education, and employment opportunities compared to persons without disabilities. As a result, persons with disabilities experience societal exclusion, which comes with long-lasting consequences. Persons with disabilities are more likely to be unemployed than persons without disabilities, and they are amongst the most marginalized and vulnerable groups in any society.

Persons with disabilities are also often marginalized and overlooked in development. For development, it is essential that short term solutions to problems are avoided, as they may hamper long-term progress. Sustainable development should be therefore be a priority, as it can work in line with CBID to empower and improve the livelihood of persons with disabilities. Sustainable inclusive participation creates opportunities and societal values in alignment with the SDGs, which can lead to an equitable and inclusive society for all.

Objectives of the training

To develop the capacities of community leaders with/ without disabilities and government representatives working for the rights of persons with disabilities through exchanging new information and co-knowledge from various resource persons from Thailand, with the aim of implementing the concept of sustainability through SEP.

To enhance mutual understanding and in-depth knowledge about SEP and to elaborate the methodologies on how to promote DID activities in the perspective of CBID.

To identify and recommend appropriate actions required to develop an implementation plan, while considering the local, ecological, socio-economic and cultural contexts.

To strengthen regional collaboration and networking among countries.

Key Achievements





Opening Speech

Mr. Piroon Laismit

Executive Director
Asia-Pacific Development Center on Disability
Bangkok, Thailand



Ms Pattarat Hongtong, Director-General, Thailand International Cooperation Agency (TICA), Ministry of Foreign Affairs, all participants from South-Asian Countries and Thailand, and distinguished guests a very warm morning!

First of all, on behalf of the Asia-Pacific Development Center on Disability (APCD), I would like to extend my warm greetings and best wishes to all delegates from South Asia (Bhutan, Nepal, Sri Lanka) and Thailand attending the “Sufficiency Economy to Sustainable and Disability-Inclusive Development” Training.

I am delighted that we are hosting this training in Thailand in collaboration with the Thailand International Cooperation Agency (TICA) through its Annual International Training Program. Sufficiency Economy Philosophy (SEP) is the principle of His Late Majesty King Bhumipol Adulyadej, Rama IX of Thailand for achieving sustainable development to improve people’s livelihoods without destroying the environment, and to make people happy and well with due consideration to geographical conditions, religious beliefs, racial groups, economic and social backgrounds. SEP can be applied as a growth and development model to achieve the 2030 Agenda for Sustainable Development Goals of the United Nations.

We are all aware that sustainability cannot be achieved overnight, but what we should understand are sustainable approaches, so that we can pass them on to our future generation. According to research, reforms will take 5, 10, and even 20 years before concrete results can be realized. However, what matters the most is our commitment and time to comprehend the objective, to foster a social conscience, ethical values, and the will to make sacrifices for the common good, as well as express love for our community which are important for improvement.

APCD will not only give theoretical solutions to the problems, but it will also show you all how SEP and the concepts of sustainability can be applied, and how truly transformative they can be for any projects that you want to do. We would provide you many sessions, actual case studies, and practical field trips to show how sustainable development can be applied into practice and the sustainability value you will learn.

I trust that this training will enable persons with disabilities, organizations working for persons with disabilities, young leaders with disabilities or without disabilities, and concerned government entities from South-Asia and Thailand to unite under multi-lateral sessions, to openly discuss challenges and regional cooperation, to exchange views, experiences and good practices as well as to practice in some important skills.

I am confident that this training will make good use of the ideas and feedback provided and act according to the needs of individuals and for your community development so that it gradually helps in achieving sustainable development throughout your country. The training will encourage you to work together and cooperate among the community, national and regional levels. You could implement what you have learned and apply SEP in action.

APCD appreciates TICA for the great contribution and support to the training course and wishes the training will be successful, fruitful and change the quality of life for the well-being of all people at the community. We will leave no one behind.

Thank you,



Linkages between SEP, SDGs and CRPD

<p>Balance development, including economy, society, environment and culture</p> <p>Development of quality of life of persons with disabilities and community people</p> <p>Models of income generation and decent work</p>	<p>Goal 1: No Poverty</p> <p>Goal 3: Good Health and Well-Being</p> <p>Goal 8: Decent Work and Economic Growth</p>	<p>Article 10: Right to life</p> <p>Article 19: Living independently and being included in the community</p> <p>Article 25: Health</p> <p>Article 27: Work and employment</p>
<p>Development of quality of life of persons with disabilities.</p> <p>Models of income generation and decent work</p>	<p>Goal 2: Zero Hunger</p>	<p>Article 27: Work and employment</p> <p>Article 28: Adequate standard of living and social protection</p>
<p>Life-long learning and learning for all</p>	<p>Goal 4: Quality of Education</p>	<p>Article 24: Education</p>
<p>Disability Equality Training</p>	<p>Goal 10: Reduced Inequalities</p>	<p>Article 5: Equality and non-discrimination</p>
<p>Disability Inclusive Society, Community-Based Inclusive Development</p>	<p>Goal 11: Sustainable Cities and Communities</p>	<p>Article 9: Accessibility</p> <p>Article 19: Living independently and being included in the community</p>
<p>Networking and collaboration among participants, resource persons and APCD</p> <p>International instruments on persons with disabilities</p>	<p>Goal 17: Partnership for the Goals</p>	<p>Article 32: International cooperation</p>

C. TRAINING METHOD

Introduction

Sufficiency Economy to Sustainable and Disability-Inclusive Development training was conducted for potential community leaders with/without disabilities and government representatives from the South Asian countries (Bhutan, Nepal, Sri Lanka) and Thailand from 15 – 28 September 2019 in Bangkok, Thailand.

Training Methodology

The training course initially compiled a comprehensive list of training techniques used in previous APCD training courses and used these as the core methods. Specific frameworks were then developed and discussed with the working team on their conceptual foundations, interrelationships, and reasoning. The selection of the training methods and field visit sites were systematically done by comparing the justifications and the descriptions based on each of the participating country's geographical, social, economic and cultural background.

The course was conducted session by session by giving basic information about objectives, duration and materials needed. Handouts, brochures and books related to the sessions were provided for all participants by the resource persons. The time for lectures were adjusted to fit the actual needs and requirements of the participants and minor adjustments were made at the last minute. Throughout the course, successful case studies were presented via video clips and in-person presentations. The participatory approach was adopted throughout to allow the course participants to gain practical experience, which can lead them to think about how to implement the rights of persons with disabilities in development programming in practice.

The time for the lecture was approximately 90 min, and comprised of three main parts:

Brainstorming – to identify the goals of the session to maximize the effort.

Presentation – to involve the participants in discussions and encourage interaction.

Groupwork – to foster learning and comprehension in small groups.

Participants were arranged in U-shaped seating arrangements to allow participants to easily interact with each other without restricting their view to the board and screen. PowerPoint presentations, real-time captioning, English to native language interpreter, interpretation kits and flip charts were used for most sessions.

The training aim to ensure gender equality by targeting women on the one hand, while making sure that men are involved and engaged. Likewise, persons with disabilities and persons without disabilities were involved to understand the benefits of equality and the negative impact of exclusion. 11 resource persons from Thailand facilitated the session and field tour, out of which 55% were female, 45% were male, and 36% of them were persons with disabilities. Amongst the 20 participants, 50% were female, 50% were male, and 60% were persons with disabilities.



Resource Persons and their topics for the training

No	Name	Topic
1.	Dr. Nantanoot Suwannawut Expert on International Instrument on Disability Special Education Bureau	International Instruments on Persons with Disabilities
2.	Ms. Natagamon Rungtim Expert on Accessibility Audit Bangkok Independent Living Center	Disability Equity Training (DET) Country Report Action Plan
3.	Dr. Priyanut Dharmapiya Executive Director Sustainable Development Studies Center, National Institute of Development Administration (NIDA)	Concept of SEP
4.	Mr. Arrut Navaraj Managing Director Sampran Riverside Model Expert on SEP Implementation	Concept of SEP in perspective of CBID
5.	Dr. Kritinee Nuttavuthisit Associate Professor Sasin Graduate Institute of Business Administration of Chulalongkorn University	
6.	Mr. Theerayuth Sukonthavit President Nonthaburi Independent Living Center	Good practices on CBR/ CBID, SHG
7.	Mr. Suriya Somseela Self-advocate Communication Department Foundation for Children with Disabilities	Good practices on CBR
8.	Dr. Damrong Reinprayoon Director Red Cross Volunteer Bureau	EM Liquid
9.	Somchai Rungsilp Manager Community Development Department APCD	CBR/CBID Concept and good practices on CBR/CBID, SHG and DIB

Resource persons in the field

10.	Ms Angkana Jinanont, Sales and Marketing Director, Suan Sampran	Sampran Riverside, Patom Organic Village
11.	Ms. Laong Maneeterm Secretary, Board Committee La maison de l'espoir CDE (House of Hope)	Nang Rong District, Buriram



Dr. Nantanoot Suwannawut, Expert on International Instrument on Disability Special Education Bureau delivering her presentation on International frameworks for persons with disabilities



Ms. Natagamon Rungtim, Expert on Accessibility Audit guiding participants to come up with words that work best for disability equality.



Dr. Priyanut Dharmapiya, Executive Director of Sustainable Development Studies Center, National Institute of Development Administration (NIDA) sharing best practices of SEP for sustainable development.



Mr. Arrut Navaraj, Managing Director of Sampran Riverside sharing his experiences and challenges in implementing SEP



Dr. Kritinee Nuttavuthisit, Associate Professor of Sasin Graduate Institute of Business Administration of Chulalongkorn University presenting SEP in perspective of CBID



Mr. Theerayuth Sukonthavit, President of Nonthaburi Independent Living Center sharing good practices on SHG.



Mr. Suriya Somseela, Self-advocate from the Foundation for Children with Disabilities sharing his own experiences of having supportive family members and its positive impact on the persons with disabilities



Dr. Damrong Reinprayoon, Director of Red Cross Volunteer Bureau and his team giving practical lesson on making EM liquid



Mr. Somchai Rungsilp, Manager of Community Development Department, APCD delivering his presentation on CBR/CBID

Resource persons in the field



Ms. Angka Jnanont, Sales and Marketing Director of Sampran Riverside Patom Organic Village giving orientation to the participants during field visit



Ms. Laong Maneetern Secretary, Board Committee La maison de l'espoir CDE (House of Hope) Nang Rong District, Buriram sharing the importance of community engagement for sustainable development

Training sessions and their specific objectives

Course Orientation

- To understand the training framework and be on a mutual agreement for the training context.

International Instruments on Persons with Disabilities

- To understand existing international instruments on disability and its functions.
- To conceptualize disability and development.
- To generate ideas and suggestions on how each organization could apply these tools into their context.

Disability Equality Training (DET)

- To understand different disability models and their evolution to embrace diversity.
- To understand DET as one of the effective tools to facilitate people to become an agent of change.

Concept of SEP

- To understand the fundamental principle of Thai culture and its method of development based on moderation, prudence, and social immunity, one that uses knowledge and virtue as guidelines in living.
- To promote and encourage the SEP thinking in the international, national and community levels.

Country Report Presentation about Culture, Community and Persons with Disabilities

- To exchange the situation, culture and way of thinking of each country as well as disability development in the community/country.
- To have a broader idea on disability statistical profile of countries.

Concept and Good Practices on CBR/CBID, SHG and DIB

- To learn about different approaches on the implementation of disability and development.
- To learn about the integration among Community-Based Rehabilitation (CBR)/ Community Based Inclusive Development (CBID), Self-Help Group (SHGs), and Disability-Inclusive Business (DIB) allied with SEP principle.



Concept of SEP in the Perspective of CBID

- To provide sufficient information on good practices necessary to make informed judgments and acceptance of CBID.
- To comprehend the SEP concept in the perspective of CBID.

Good Practices on SEP, Debriefing on the Field Visit of SEP's Good Model

- To highlight the need to strengthen the community's capacity to ensure a balanced and resilient way of life, with full respect for the environment.
- To provide information about the field visit arrangement.

Field Visit to SEP's Good Model in the Perspective of CBID

- To observe practical methods of implementing SEP.
- To gain an appreciation and deeper understanding of both the challenges and the successes in managing SEP's application in a real community.
- To explore the situation of SEP-based development in the real community and with persons with disabilities involved in the community.

Debriefing of Field Visit of the Previous Day

- To provide a platform for the training participants to think critically of their learning experience and make a connection to their field practice.

Drafting and Discussion about Action Plan and Bangkok Recommendations

- To show the linkages between what is practiced and the end result.
- To provide a platform for the training participants to draft recommendations for DID as a unified voice, based on their learning in this training course.

Skill Training at SEP learning center in the Perspective of CBID

- To understand the development approach, which is rooted in the DID framework.
- To learn how to cope appropriately with the critical challenges arising from extensive and rapid changes in the environment.

Cultural Program

- To showcase the cultural heritage and customs.

Field Trip and Workshop at Nang Rong District, Buri Ram Province

- To practice SEP skill development on income generation and Disability-Inclusive

Business (DIB) in perspective of CBID.

- To learn how communities have implemented the SEP concept with limited resources by utilizing local knowledge.

Session on EM Liquid

- To introduce EM liquid, which has the ability to prevent rot and the release of the resulting toxic waste products, as well as support the regenerative processes in the soil.
- To understand the importance of eco-friendly EM in suppressing and/or controlling pests by using microorganisms beneficial to soils and plants.

Action Plan

- To design the specific interventions for the project's goals and objectives, and to develop the activities to achieve them.

Group Reflection and Evaluation

- To share impressions and thoughts about the training experience, and to identify the areas for improvement for future training sessions.



D. FIELD VISIT

Nakhon Pathom

Mr Arrut Navaraj introduced the Sampran model for organic farming in 2011, with the aim to develop a dependable source of organic fruits and vegetables for the hotel owned by his family. He worked with local farmers and Thai university professors to create a value chain in organic farming. The aim was to buy the produce directly from local farmers, cut out the middlemen and pay a fair price set by farmers themselves. The offer also included organizing a farmers' market on the resort site so that farmers could sell directly to tourists visiting Sampran Riverside. Resistance from the farmers almost made Mr Arrut give up on his venture. After two years, trust between the project and the farmers built up, and they became the role models and coaches for other farmers in their groups, which encouraged others to join the project. The local farmers' practical knowledge gradually integrated with national and international knowledge from academic experts and other successful farmers.

Mr Arrut's grandparents purchased a property of 177 rai (approximately 71 acres or 28 hectares) to to grow roses and to save a 100-year-old bulletwood tree from falling into the river. A decade after the property was purchased, the hotel was built with traditional Thai houses and a village showcasing Thai heritage. Mr Arrut is the third generation of the family who managed the hotel, which was at the verge of declining. After major investment and scheme changes, the hotel flourished with the various sources of income. Today the hotel receives 80% of its supplies from local farmers. The hotel's weekend farmers' market is popular with both locals and tourists, with 1,000 visitors per day. The hotel extensively promotes eco-tourism, with organic farm visits and several educational workshops to further understand the nature and essence of organic farming.



Training participants visited the Sampran Riverside on 19 September 2019 to experience the Patom Organic Farming journey as a “living-learning center”. Participants were welcomed and briefed about the village and organic herbs, and were then taken on a journey to the self-learning workshops.



Demonstration on how to prepare soil fertilizer and insect repellent from herbs



Herbal Balm Oil workshop, followed by Herbal Pouch Massage at the Herbal Pavilion



Handkerchief dyeing using natural tie-dye process at the Art & Craft Pavilion



Herbal tea and Thai traditional dessert workshop



Silk processing workshop



Group photo in the Pathom Organic Village



Sustainability practices of Patom Organic Village:

1. 50 acres of land in Suan Sampran is certified organic according to IFOAM, EU, and Canada standards.
2. Established the Sookjai Foundation to initiate the Sampran Model by supporting 15 groups of about 170 farmers to practice organic agriculture and connect with businesses and consumers.
3. Buying organic ingredients from farmers in the Sampran Model Network, which amounts to approximately 15 tons per month and consists of about 70% of all food ingredients used. These ingredients are worth around 700,000 baht.
4. Allocating about 1 acre of land and building facilities for the Sookjai Farmers' Market where organic farmers in the Sampran Model network can engage directly with consumers.
5. Growing rice, vegetables, fruits, and herbs at Patom Organic Farm, yielding approximately 1-2 tons per month.
6. Producing organic processed foods, personal cares and household items under the brand "Patom" for uses in Suan Sampran and for sales to consumers.
7. Using food waste of approximately 4 tons per month to feed ducks and chicken at the Patom Organic Farm, and for the wormery which can lead to the production of 2.5 tons of organic fertilizer per month.
8. Recycling approximately 200 liters per month of used vegetable oil to produce biodiesel for garden trucks and water pump.
9. Ban usage of foam packaging, plastic straws and plastic bottles.

Buri Ram

Nang Rong District in Buri Ram Province was suggested by most stakeholders during the APCD Community Development Department (CDD) taskforce meeting. The selection criteria were based on sustainable good practices in the community that embraces inclusion, rights, and equal opportunities of persons with disabilities and active involvement of the community. Over the years, Nang Rong has applied sustainability aspects in their local agriculture products through inclusive community development principles, including:

- (1) Involving all members of the community, irrespective of gender, disability, ethnicity, sexuality, or any other factors.
- (2) Utilizing, maximizing and mobilizing local resources to preserve their traditional way of life, local wisdom and environment, while involving the local community at each process.

On 23 and 24 September 2019, participants visited Nang Rong district to learn more about community involvement programs. These programs provide a platform for showcasing products, train the competencies of their employees, and teaches about the firm’s value chain. Through visiting the working environment of the communities where the employees work and live, the participants were also able to see how investing in communities encourages employee volunteerism, and helps to build mutually beneficial relationships with stakeholders.



The field visit initially visited the SEP Individual Home Model of Mr Nuk Nik (SEP Folk Philosopher), who uses local wisdom and resources to meet the food, clothing, shelter and medicinal requirements of life.



The next visit was to the House of Hope Foundation, which supports the community by facilitating their self-reliance. House of Hope Foundation promoted eco-friendly bamboo and clay houses for sustainable living, which can be constructed traditionally by using local readily accessible resources that can be found on their property for free or sourced locally for a small fee.



Visit to Spanish Moss and Cactus Farm managed by community leaders.



The second day of the field visit comprises of a visit to a horse farm which provides equine therapy for persons with autism. The therapy proved to be highly beneficial to children with autism.

Ban Nong Ta Kai is a major silk production hub in Buri Ram. It is promoted to tourists as the “Thai Silk Village”. The Self-Help Group from the community is famous for artful silk production and talented silk-weavers, as they inherited the silk-weaving skill from generation to generation. The silk weaving group was founded in 1984 to produce export quality silk.

The silk production process in the village included Sericulture, silkworm rearing, stoving, stifling, reeling, maturing silk yarns, and producing raw silk materials and silk clothes. SHG silk is rated “high quality” silk from the Thai government. They also provide a homestay for keen learners to understand every step of the silk-making process.



After demonstration and observation of community enterprises, the group was divided into three small groups to give unique insights into how those initiatives can be applied practically once they go back to their respective countries. Groups picked their preferences based on the resources locally available in their countries. Most participants attended the pounded unripe rice (beaten rice) workshop, several went to the buffalo farm, and one participant went to the cactus farm.





Pounded unripe rice (beaten rice) workshop:



Buffalo farming workshop



Cactus farming workshop



Group photo of the participants with the local community



The two-day field visit concluded with a dinner reception hosted by the local community, which showcased their hospitality, culture and traditions.

Sustainability practices of Nang Rong:

1. In the community, people have acquired a great amount of experience and insight into what works, what does not work and why. For example, the Home School Model applied by Mr. Nuk Nik (SEP Folk Philosopher) developed the individual curriculum for skills necessary for children to independently manage and develop their own life through SEP concept. The program has transformed ownership and knowledge to the local administrative government and their stakeholders in the community.
2. The pounded unripe rice produced by the community involves the cooperation of the local administrative authority, Buriram Rajabhat University, and other community stakeholders to utilize, mobilize and maximize the resources in their community.
3. Community people are involved in the decision-making process and manage policy implementation at every level. Each family in the community represents their participation while electing representatives to the community assembly. Provisions are put in place to ensure the equal participation of children and women in leadership roles.

These mechanisms guarantee that Nang Rong is a community that promotes the improvement of social and physical conditions through practices that empower the community people, persons with disabilities and other vulnerable groups.



E. COUNTRY REPORT

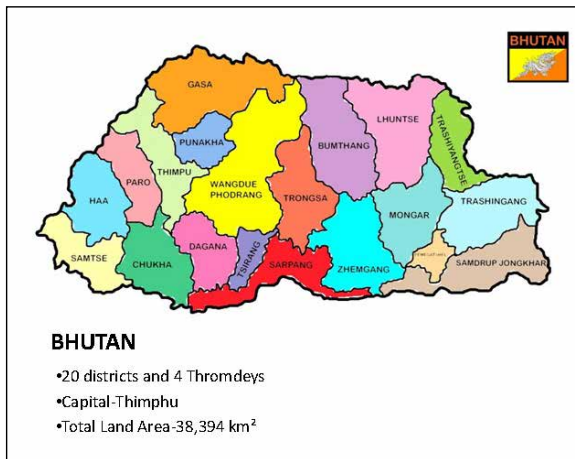
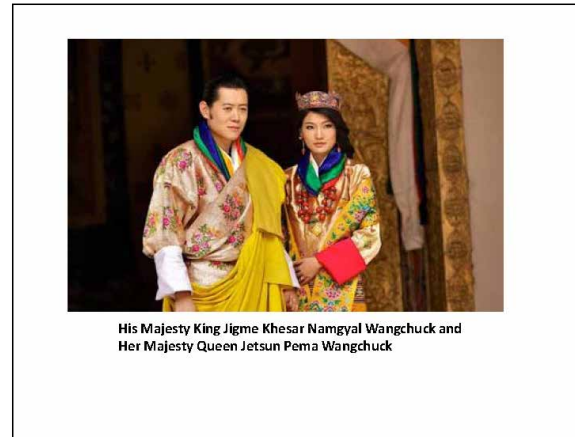
Specific objectives:

- To establish essential baseline data and information on disability diversity.
- To assess the capacities of public and private institutions working with/for the rights of persons with disabilities in the local communities.
- To encourage the development of a network to increase the awareness of sustainability in line with CBID.
- To identify the main directions for future national policies and programs, and to determine the needs and priorities for action for the government and other stakeholders.

Presentations

Presentation from Bhutan





Bhutan

Capital: Thimphu
Currency: Ngultrum
Population: 763,092 (latest fig)
Literacy rate: approx. 71.4%
Other Features: Mountainous and rugged terrain. Bordered with India on East, South, West; and China on the North





Disability Rights in Bhutan



Disability Figures

- PHC 2005, 3.4%
- 2-stage survey, 2010-2011. children age 2-9 21%
- PHC 2017, 2.1%
- CBR pilot study, 1997/2000, 3.5%

A typical Bhutanese house



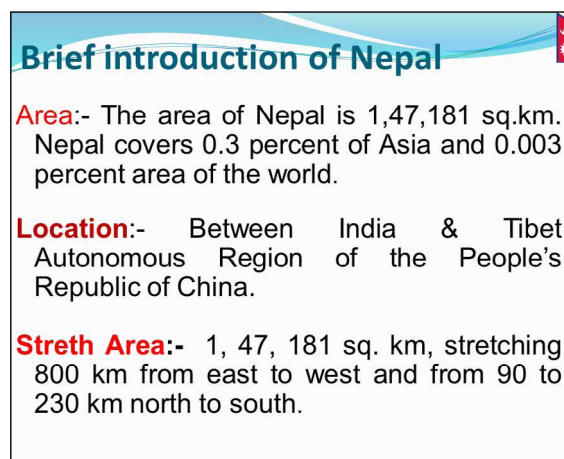
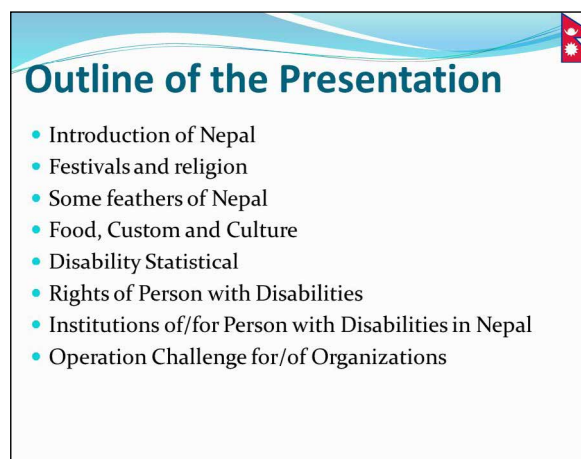
Natural Scenery

Conclusion

- DPAB aims to advocate the challenges related to disability including the ratification of UNCRPD
- Besides rugged mountainous terrain and inaccessible environment unavailability of adequate assistive devices is a big challenge



Presentation from Nepal





Brief introduction of Nepal

- **Population:-** Approx. it has approximately 30 million populations and growth rate of 1.35% per annum.
- **Latitude & Longitude:-** 26°12' and 30°27' North & 80° 4' and 88° 12' East
- **Capital city:-** Kathmandu — Population of about 800,000 in the city itself. Believed to be approximately 1.5m in the entire Kathmandu valley.

Brief introduction of Nepal...

- **people:-** There are 126 caste/ethnic groups reported in the census 2011.
- **Literacy rate:-** It is estimated that the general literacy rate is 65.9%. and among the Nepali population and the literacy rate of persons with disabilities is only 20%.
- **Language(s):-** There are 123 languages spoken as mother tongue reported in census 2011.
- **Religion(s):-** There are ten religious categories reported in the census 2011. They are Hindu, Buddhism, Islam, Kirat, Christianity, Prakriti, Bon, Jainism, Bahai and Sikhism.

Brief introduction of Nepal...

Name: Federal Democratic Republic of Nepal
 Total Population: 28.6 million
 Growth rate: 1.1%
 Religious: Hindu, Buddhist and others
 Language: Nepali

Capital city: Kathmandu
 Currency: Nepalese Rupees (NPR)
 Literacy rate: 63.9% (Nepal Demographics Profile-2018)



- **Topography:-** From the World's Deepest gorge 'Kali-Gandaki' to the highest point on earth, the Mt. Everest at 8848m.
- **Vegetation:-** Nepal possesses some of the most outstanding bio-diversity in the world, ranging from sub-tropical Rain-forests to Alpine Deserts.
- **Climate:-** Climate ranges from sub-tropical in the low lands to Arctic higher altitudes.

• Seasons:

Winter: December – February Summer: March – May

• Monsoon: June – August

Autumn: September– November

- **World Heritage Sites:-** In Nepal, there are two UNESCO world heritage site like cultural world heritage site and natural world heritage.

- **Flora and Fauna:-** 840 different species of wet-land, migratory and residential bird, 8% of the world's population of birds.

• National Symbols:

1. **flower:** Rhododendron 2. **colour:** Crimson
 3. **Animal :** Cow 4. **bird :** Lophophorus

National Emblems



National Flag



National Logo



National Color
Crimson



National Animal
Cow



National Flower
Rhododendron



National Bird
Lophophorus

• **Currency**:- Nepalese Rupee (NPR).

• **Government**:- Constitutionally, Nepal is a parliamentary democracy with a largely ceremonial President as Head of State and a Prime Minister as Head of Government.

Nepal's biggest festival, food, costumes and culture.

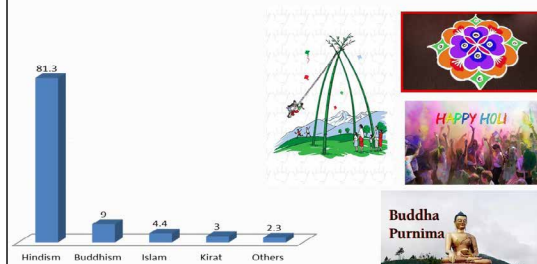
• Festivals

- Nepal is distinctly known as the world of colorful exciting festivals.
- Most of the festivals celebrated in Nepal have religious connotation and some are based on important events from ancient mythology and epic literature.
- Nepalese have diverse beliefs and ethnic backgrounds. Despite these facts, all unite in the celebration of the year's major festivals.

Festivals cont...

- There are >50 festivals celebrated in Nepal every year. While the national festivals have fixed dates, religious festivals are set by astrologers following the lunar calendar.
- The best part about the festivals in Nepal is that all the events are celebrated with the same enthusiasm and galore the way it used to be 100 of years ago when people had no other means of entertainment.

Summary:



Some of the important festival celebrated in Nepal by different religious people are


- ❖ **New Year** : It is first day of Nepali new year. From this day, other festivals begins to celebrate.
- ❖ **Buddha Jayanti** :- Buddha Jayanti is celebrated to mark the birthday of the Lord Buddha which dates back in about 543 BC.
- ❖ **Shree Krishna Janmastami** :- Shree Krishna Janmastami marks the celebration of the birth of Lord Sri Krishna. Lord Krishna is regarded as the 8th avatar or 'incarnation' of Lord Vishnu.

- **Dashain** :- This festival is the biggest and most popular festivals based on Hindu religion.
- This festival is celebrated in memory of Goddess's victory over evil as per the mythology.






• **Tihar:-** Tihar, a celebration of lights and color dedicated to Goddess Laxmi, too unfolds social joy throughout the nation.




• **Gai Jatra** :- It is most popular festivals of one of the important Newari community of Kathmandu falls generally between August-Septempber. This festival has its roots in the belief that the god of death, Yamaraj, must be feared and hence worshiped.



• **Janai Purnima** :- It keeps the sacred meaning in Hindu Community of Nepal where every Hindu ties a sacred thread.



• **Teej:-** This festival is celebrated only by women by fasting and pray for marital bliss, well being of their spouse and children and purification of their own body and soul.



• **Fagun Purnima** :- Fagun Purnima, allegedly named after the mythical demoness Holika, is a day when the feast of colors is celebrated.



• **Maghe Sankranti** :- Maghe Sankranti is the harbinger of the holy month usually in the mid of January. The festival hopes to bring end of cold season and expect to coming of warmer weather and better days of health and fortune.



- **Indrajatra** :- This festival falls on August and September which has historic significance in Nepal as well.



- **Mahashivaratri** :- Mahashivaratri is the celebration dedicated to the Lord Shiva which falls in February and March.



Food

- ❖ Nepal does not have a distinct cooking style. However, food habits differ depending on the region.
- ❖ Nepali food has been influenced by Indian and Tibetan styles of cooking. Typical Nepali taste is found in Newari and Thakali cuisines.
- ❖ Most Nepalis do not use cutlery but eat with their right hand. The regular Nepali meal is dal (lentil soup), bhat (boiled rice) and tarkari (curried vegetables), often accompanied by achar (pickle), usually eaten two times a day.
- ❖ Curried meat is very popular, but is saved for special occasions, as it is relatively more expensive.

Summary:



Customs:

- ❖ The diversity in Nepal in terms of ethnicity again makes room for various sets of customs.
- ❖ Most of these customs go back to the Hindu, Buddhist or other religious traditions.
- ❖ Among them, the rules of marriage are particularly interesting. Traditional marriages call for deals arranged by parents after the boy or girl come of age.
- ❖ Nepalese, mostly Hindu, do not eat beef. The cow, considered as Universal Mother, symbolizes motherhood, charity, and pity.

Customs: cont...

- ❖ To respect it is to put into practice the concept of *Ahimsa*, which in Sanskrit literally means "non-violence", an important component of Hinduism, Buddhism and Jainism.
- ❖ Before entering a temple or a house, you will often be asked to take off your shoes, so as not to pollute pure interiors with your stained soles.
- ❖ Some temples are forbidden to non-Hindus. The right hand, considered pure, is used to eat, pay, give and receive.
- ❖ If rural Nepal is mostly agrarian, some aspects of the urban life carry the glitz and glamour of the ultra-modern world.



Summary:

Limbu Dress Newari Dress Tharu Dress Rai Dress

3. Disability statistical profile

Persons with disabilities are classified on two basis. The are

(a) Classification on basis of the problem and difficulty in any organ or system of the body:

- 1. Physical disability:** Problem that arises in operation of physical parts, use and movement in a person due to problems in nerves, muscles and composition and operation activities of bones and joints (for example, disability that arises due to polio, lack of a physical organ, effect of leprosy, muscular dystrophy, permanent problem associated with joints and backbone, reversal of clubfeet, problem associated with rickets bones), and a person whose height is excessively lower than the average height that a person having attained sixteen years of age has according to the age.

2. Disability related to vision: the condition where there is no knowledge about an object's figure, shape, form and colour in an individual due to the following problem with vision:

- (a) Blindness:** A person who cannot distinguish fingers of hand by both eyes from a ten feet distance or who cannot read the letters on the fourth row of the Snellen chart (3/60), even upon utilization of medicines, operation, lenses or lens.
- (b) Low vision:** A person who cannot distinguish fingers of hand by both eyes from a twenty feet distance or who cannot read the letters on the fourth row of the Snellen chart (6/18), even upon utilization of medicines, operation, lenses or lens.
- (c) Total absence of sight:** A person who cannot differentiate brightness or darkness.

3. Disability related to hearing: Problems arising in an individual who cannot discriminate composition of the parts of hearing and voice, rise and fall of position, and level and quality of voice,

- (a) Deaf:** A person who cannot hear voice above eighty decibels or who needs sign language for communication.
- (b) Hard of hearing:** A person who needs a hearing device to hear or who can hear voice from sixty-five to eighty decibels.

4. Deaf-Blind: A person who is without both hearing and vision or who has joint interaction of disabilities in two organs.

5. Disability related to voice and speech:
Difficulty produced in parts related to voice and speech and difficulty in rise and fall of voice to speak, unclear speech, repetition of words and letters.

6. Mental or psycho-social disability: The inability to behave in accordance with age and situation and delay in intellectual learning due to problems in performing intellectual activities like problems arising in the brain and mental parts and awareness, orientation, alertness, memory, language, and calculation.

7. Intellectual disability: A person who is in a condition that results in the problem in doing activity relative to the age or environment due to lack of intellectual development resulting from the lack of development of intellectual awareness along with the increase in age (for example, Dounce syndrome).

8. Disability associated with haemophilia: A person who has such physical condition that there arises problem in the clotting of blood due to deflection in factors in blood because of genetic effect.

Presentation from Sri Lanka



SRI LANKA




Prepared By,
 MS. Kalpana Ranganthan
 Mrs. Rasanjali Pathirige
 Mrs. Subhani Udeshika
 Mr. J. Kasun Chandana
 Ms. W. Santhoshini De Mel

National Flag and National Emblem




Brief Introduction...

- *Pearl of Indian ocean
- *Capital-Sri Jayawardenapura Kotte
- *Business center-Colombo
- *Population - 20 Million
- *Main crops-Coconut, Rubber and Tea
- *Currency-Rupees & cents (Central Bank of Sri Lanka)
- Literacy Rate:93.2%



Geography of Sri Lanka

- ▶ Close to the equator
- ▶ Hot, wet climate
- ▶ Administrative Units
 - 9 Provinces
 - 25 Districts





Ethnic Groups

- ▶ Sinhala - 74.9%
- ▶ Tamil - 15.3%
- ▶ Sri Lankan Moor - 9.3%
- ▶ Other - 0.5%



Source: 2012 Census and Statistics

Sri Lankan Biggest Festivals

- Sinhala and Tamil New Year
- Christmas
- Ramadan and Eid festival - Muslim
- Dipavali Divali - Hindu
- Vesak / Poson and Esala Festivals



Sri Lankan Food and Costumes



Disability Statistical Profile of Sri Lanka

	Sri Lanka	Persons with Disabilities
Population above 5 years of Age	20,359,439	1,617,924* (8.7%)
Males	9,856,634 (48.42%)	695,263 (42.97%)
Females	10,502,805 (51.58%)	922,662 (57.03%)

Source: 2012 Census (*census of the population of PWDs of More than 5 years)

Disability Statistical Profile of Sri Lanka



- ▶ Disability Types:
 - Physical Disabilities
 - Hearing Impairment & Deaf
 - Visual Impairments & Blind
 - Intellectual Disabilities



Disability Benefit Packages from the Government of Sri Lanka

- ▶ 1) Monthly Livelihood assistance of Rs 5000.00
- ▶ 2) Housing Assistance- Rs 250,000.00 is granted
- ▶ 3) Self employment assistance- Rs 25,000.00 is granted
- ▶ 4) Medical Assistance
 - ▶ A once in a lifetime medical assistance of maximum Rs 20,000.00 is granted
- ▶ 5) Educational Assistance- Rs 10,000.00 for school going children with disabilities

Cont...

- ▶ 6) Assistive devices
Wheel chairs, Crutches, Elbow-crutches, Walking frames, Spectacles, hearing aids and Commode wheel chair are provided
- ▶ 7) Empowering Disable Homes
- ▶ 8) Pension schemes and insurance scheme are available through social security board

General Disability Affiliated Institutions and its Operational Challenges

Disability Organisations Joint Front - DOJF

- An umbrella Organisation for organisations of PWDs
- National level interventions for the implementations of National Policies and Regulations
- Consists of 30 Member Organisations
- Represents all types of Disabilities
- Is a Special consultative Disabled People's Organisation (DPO) of the United Nations Economic and Social Council (ECOSOC)



Member Organisations of DOJF

- ▶ Ceylon Association for the Mentally Retarded
- ▶ Kalutara District Organisation of the Disabled
- ▶ Matugama Social Service Society Mayura Rehabilitation Centre
- ▶ National Forum of Visually Handicapped Women
- ▶ Organisation for Rehabilitation of the Handicapped Vavuniya District (Orhan)
- ▶ Parents Teachers Organisation of the Intellectually Disabled in Sri Lanka
- ▶ Saviya Development Foundation
- ▶ Special Education Development Service Society (School for the Deaf and Blind) - Monaragala
- ▶ Special Educational Services Society Blind And Deaf School

Cont...

- ▶ Sri Lanka Association of Parents of Deaf Children
- ▶ Sri Lanka Central Federation of the Deaf
- ▶ Sri Lanka Council for the Blind
- ▶ Sri Lanka Federation of the Visually Handicapped
- ▶ Sri Lanka Foundation for the Rehabilitation of the Disabled
- ▶ Sri Lanka National Federation of the Visually Handicapped
- ▶ Sri Lanka Spinal Injuries Association
- ▶ Narada Sawana Foundation
- ▶ "Our Kids" Organization for Slow Growing Minded Children
- ▶ National Institute for the Care of Paraplegics in Sri Lanka
- ▶ Sri Lanka Council Of Visually Handicapped Graduates

Cont...

- ▶ Exceptional Children's Educational Development Foundation
- ▶ Navajeevana
- ▶ Southern Province Deaf Association
- ▶ Puthiya Pathai Disabled People's Organization
- ▶ Valvham Special Need People's Organization
- ▶ Association for Persons with Rheumatic Diseases
- ▶ ECSAT (Equality- Based Community Support And Training)
- ▶ "Mother" Charitable Foundation
- ▶ Wellassa Organization of Persons with Disabilities
- ▶ Consumer Action Forum



Operational Challenges

- ▶ Depends on Donor Fundings
- ▶ Limited Staff
- ▶ Lack of volunteers
- ▶ Limited capacity of the Member Organisations

THANK YOU!!!



Thailand Team





F. BANGKOK RECOMMENDATION

Bangkok Recommendation

SUFFICIENCY ECONOMY TO SUSTAINABLE AND DISABILITY INCLUSIVE DEVELOPMENT 2019

We, the 20 potential community leaders with/without disabilities and government representatives working with and for the rights of persons with disabilities from Bhutan, Nepal, Sri Lanka, and Thailand participated in the “Sufficiency Economy to Sustainable and Disability Inclusive Development” training under the facilitation of resource persons from Thailand. The training was implemented by the Asia-Pacific Development Center on Disability (APCD) and supported by the Thailand International Cooperation Agency (TICA) through its Annual International Training Course (AITC) from 15 – 28 September 2019 in Bangkok, Thailand.

We reaffirm that the main objectives of this training were to develop the capacities of community leaders with/without disabilities and government representatives working with and for the rights of persons with disabilities, to understand the concept of Sufficiency Economy Philosophy (SEP), to promote Disability-Inclusive Development activities in perspective of Community Based Inclusive Development (CBID), and to strengthen regional collaboration and networking among countries. As a result of this training, a platform was developed to empower and promote the inclusion of persons with disabilities in line with the Sustainable Development Goals (SDGs) 2030 Agenda and other international development frameworks.

Furthermore, we collectively endorse that SEP plays a significant role in ensuring the inclusion and development of persons with disabilities towards the successful implementation of the SDGs by creating an inclusive and sustainable community.

We hereby recommend the following:

1. With the support of TICA and APCD, the consensus and outcomes of this training should be interpreted and implemented in parallel to the respective national plans, especially the introduction of SEP as a promising inclusive concept for persons with disabilities.
2. APCD to expand the training on Disability-Inclusive Business (DIB), and to share knowledge and experiences of the 60+ Plus Bakery and Chocolate Café project through bilateral and multilateral cooperation. The 60+ project can be replicated in South Asian Countries.
3. Both policy makers and community leaders should participate in the training course to ensure that participants can get an equal opportunity to be exposed to actual work experiences in the field for in-depth understanding of the SEP concept.

4. Attention should be paid by local, national and regional bodies to develop the potential of persons with disabilities through CBID, and to implement service programs that is tailor-made to the needs and requirements of persons with disabilities.
5. Government mechanisms to encourage policy coordination is necessary to maintain, strengthen or establish a framework to promote, protect and monitor the implementation of the Convention on the Rights of Persons with Disabilities (CRPD).
6. All Intergovernmental Organizations (IGOs), Non-Governmental Organizations (NGOs), private sectors and other stakeholders should increase resource mobilization on disabilities and allocate specific budgets on promoting Disability-Inclusive Development (DID), especially in the community level.

Presented and unanimously adopted

at the Annual International Training Course (AITC)

Sufficiency Economy to Sustainable and Disability Inclusive Development Training on 27 September 2019

G. EVALUATION OF THE TRAINING

THAILAND'S ANNUAL INTERNATIONAL TRAINING COURSE (AITC)
ON SUFFICIENCY ECONOMY TO SUSTAINABLE AND DISABILITY-INCLUSIVE DEVELOPMENT
25 - 21 SEPTEMBER 2019

TRAINING EVALUATION FORM: (Policy Makers)

Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Total
A. Learning Objectives						
1) I understand the learning objectives.				5	2	7
2) I obtained knowledge and skill that are parallel to the objectives.				6	1	7
3) I am clear what is expected from me as a result of this training course.			2	3	2	7
B. Learning Resources						
1) I find course materials (handouts, PowerPoint presentation), easy to follow and to understand.			1	4	2	7
2) The Course was well structured to achieve the learning outcomes (there was a good balance of lecture and practical etc.)				3	4	7
3) Learning resources will be useful for my future use.				3	4	7
C. Relevance						
1) I will be able to apply what I learned in AITC.				5	2	7
2) I have obtained necessary knowledge and skill to start up SEP models in my community.				6	1	7
3) I have a clear idea where to contact and find information about inclusive SEP good practices.				3	4	7
D. Resource persons/facilitators' knowledge and delivery						
1) RPs/facilitators' knowledge was enriching and based on practical experiences.				2	5	7
2) I had enough time to practice the skills required to replicate or implement the concept idea of SEP.			2	4	1	7
3) Resource persons/facilitators could transfer knowledge and skill effectively				3	4	7
E. Logistic arrangements in terms of comprehensive accessibility/ diet preferences						
1) The training venue, technical facilities such as audio-visual facilities were good.			1	2	4	7
2) Accommodation was clean and accessible.			3	1	3	7
3) Local transportation were easily accessible			1	4	2	7
4) Information sharing on logistics, interpretation, and translation was effective.				1	6	7
5) The length and the pace of the seminars were appropriate.			1	4	2	7
6) Food was appropriate to my preferences				4	3	7

Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Total
A. Learning Objectives						
1) I understand the learning objectives.				71%	29%	100%
2) I obtained knowledge and skill that are parallel to the objectives.				86%	14%	100%
3) I am clear what is expected from me as a result of this training course.			29%	43%	29%	100%
B. Learning Resources						
1) I find course materials (handouts, PowerPoint presentation), easy to follow and to understand.			14%	57%	29%	100%
2) The Course was well structured to achieve the learning outcomes (there was a good balance of lecture and practical etc.)				43%	57%	100%
3) Learning resources will be useful for my future use.				43%	57%	100%
C. Relevance						
1) I will be able to apply what I learned in AITC.				71%	29%	100%
2) I have obtained necessary knowledge and skill to start up SEP models in my community.				86%	14%	100%
3) I have a clear idea where to contact and find information about inclusive SEP good practices.				43%	57%	100%
D. Resource persons/facilitators' knowledge and delivery						
1) RPs/facilitators' knowledge was enriching and based on practical experiences.				29%	71%	100%
2) I had enough time to practice the skills required to replicate or implement the concept idea of SEP.			29%	57%	14%	100%
3) Resource persons/facilitators could transfer knowledge and skill effectively				43%	57%	100%
E. Logistic arrangements in terms of comprehensive accessibility/ diet preferences						
1) The training venue, technical facilities such as audio-visual facilities were good.			14%	29%	57%	100%
2) Accommodation was clean and accessible.			43%	14%	43%	100%
3) Local transportation were easily accessible			14%	57%	29%	100%
4) Information sharing on logistics, interpretation, and translation was effective.				14%	86%	100%
5) The length and the pace of the seminars were appropriate.			14%	57%	29%	100%
6) Food was appropriate to my preferences				57%	43%	100%

**THAILAND'S ANNUAL INTERNATIONAL TRAINING COURSE (AITC)
ON SUFFICIENT ECONOMY TO SUSTAINABLE AND DISABILITY-INCLUSIVE DEVELOPMENT
15 - 28 SEPTEMBER 2019**

TRAINING EVALUATION FORM: (Community Leaders)

Statement	Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Total
A. Learning Objectives						
1) I understand the learning objectives.				7	6	13
2) I obtained knowledge and skill that are parallel to the objectives.			1	7	5	13
3) I am clear what is expected from me as a result of this training course.			1	3	7	13
B. Learning Resources						
1) I find course materials (handouts, PowerPoint presentation), easy to follow and to understand.			1	4	8	13
2) The Course was well structured to achieve the learning outcomes (there was a good balance of Lectures and practical etc.)			1	3	9	13
3) Learning resources will be useful for my future use.			1	1	11	13
C. Relevance						
1) I will be able to apply what I learned in AITC.				3	10	13
2) I have obtained necessary knowledge and skill to start up SEP models in my community.			1	6	6	13
3) I have a clear idea where to contact and find information about inclusive SEP good practices.				7	6	13
D. Resource persons/facilitators' knowledge and delivery						
1) RPs/facilitators' knowledge was enriching and based on practical experiences.			1	3	7	13
2) I had enough time to practice the skills required to replicate or implement the concept/idea of SEP.			1	8	4	13
3) Resource persons/facilitators could transfer knowledge and skill effectively			1	7	5	13
E. Logistic arrangements in terms of comprehensive accessibility/ diet preferences						
1) The training venue, technical facilities such as audio-visual facilities were good.				8	5	13
2) Accommodation was clean and accessible.		2		4	7	13
3) Local transportations were easily accessible			3	6	4	13
4) Information sharing on logistics, interpretation, and translation was effective.				3	8	13
5) The length and the pace of the sessions were appropriate.			1	3	9	13
6) Food was appropriate to my preferences			4	3	4	13

Statement	Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Total
A. Learning Objectives						
1) I understand the learning objectives.				34%	46%	100%
2) I obtained knowledge and skill that are parallel to the objectives.			8%	34%	58%	100%
3) I am clear what is expected from me as a result of this training course.			8%	38%	54%	100%
B. Learning Resources						
1) I find course materials (handouts, PowerPoint presentation), easy to follow and to understand.			8%	31%	62%	100%
2) The Course was well structured to achieve the learning outcomes (there was a good balance of Lectures and practical etc.)			8%	23%	69%	100%
3) Learning resources will be useful for my future use.			8%	8%	84%	100%
C. Relevance						
1) I will be able to apply what I learned in AITC.				23%	77%	100%
2) I have obtained necessary knowledge and skill to start up SEP models in my community.			8%	46%	46%	100%
3) I have a clear idea where to contact and find information about inclusive SEP good practices.				34%	46%	100%
D. Resource persons/facilitators' knowledge and delivery						
1) RPs/facilitators' knowledge was enriching and based on practical experiences.			8%	38%	54%	100%
2) I had enough time to practice the skills required to replicate or implement the concept/idea of SEP.			8%	62%	30%	100%
3) Resource persons/facilitators could transfer knowledge and skill effectively			8%	34%	58%	100%
E. Logistic arrangements in terms of comprehensive accessibility/ diet preferences						
1) The training venue, technical facilities such as audio-visual facilities were good.				62%	38%	100%
2) Accommodation was clean and accessible.		15%		31%	54%	100%
3) Local transportations were easily accessible			23%	46%	31%	100%
4) Information sharing on logistics, interpretation, and translation was effective.				38%	62%	100%
5) The length and the pace of the sessions were appropriate.			8%	23%	69%	100%
6) Food was appropriate to my preferences			31%	38%	31%	100%



H. PARTICIPANTS IMPRESSION AND FEEDBACK

Ms Deki Zam

Executive Director,
Vocational Training Center for Special Children and Youth,
Bhutan

I work for a Civil Society Organization that caters education and life skills to Children and Youth with all types of disabilities in Bhutan. What I learned from this training is the concept of Sufficiency Economy Philosophy, International frameworks on disability and community participation for the Disability Inclusive Development. I have learned that UNCRPD is a legally binding international human rights treaty.



Bhutan has signed the UNCRPD in 2010 but not ratified it yet. The country has not yet developed an adequate policy, institutional and legislative framework for people with disabilities to realize their equal rights. In 2014, with the direction from Prime Minister, a High Level Inter Agency Task Force under chairmanship of the Foreign Minister has been established to study and undertake preparations for the ratification of the UNCRPD. I am happy to be on the Task Force with Mr. Sanga Dorji, one of the participants of this training, and now it has been passed by the cabinet and we are almost there to implement activities aligned with CRPD and looking at rectifying the UNCRPD.

Like most of the South Asian countries, Bhutan has a landscape which is mostly covered by forest and agricultural land. The field visit to Sampran, a model for developing organic farming which focuses on sustainability and zero waste by adapting a dynamic business model that is based on a fair-trade approach, is something we can replicate in Bhutan. It was an eye-opening model which is possible with limited resources, and smart resource mobilization and management strategy.

Application of SEP towards achieving SDGs is a practical approach as it places economic, social, environmental and cultural aspect of humanity at the center and focuses on well-being of an individual, community and nation as whole.



Mr Netra Prasad Koirala

Under Secretary,
Ministry of Women, Children and Senior Citizen,
Nepal

Nepal is a developing country and the majority of the people in the country rely on agriculture for their livelihood. Agriculture is Nepal's principal economic activity, employing the majority of the people in the country and provides 31.7% of GDP.

Through this training I have learned many innovative ideas and models that can be implemented in the context of Nepal. Field visits to communities and their sustainable good practices can be easily replicated in Nepal. The Government of Nepal has developed the national plans and strategies to achieve the SDGs by 2030, and the core of the training that I have learned from this training is the similarities between the SDGs and the SEP. Therefore, the SEP can be incorporated in our national plan and can go parallel with our existing plans.



Ms Kalpana Ranganathan

Development Assistant,
Ministry of Primary Industries and Social Empowerment,
Sri Lanka

I have been recently appointed in the disability sector therefore, the whole concept of UNCRPD, CBR, CBID and even SEP is new for me. I am still in the process of learning.

Back in Sri Lanka, I am responsible for handling single-parent family project. The government provides 25,000 rupees (twenty-five thousand) for self-employment projects. The resources provided by the government is minimal and it is difficult to start up any business. Through this training I have got an idea to replicate some of the models that I have visited. I could gather 15 people and give them strategic plan keeping approaches of inclusion to implement projects as groups rather than as individuals.

It would be much appreciated if we were given handouts of all presentations prior to the training so that we could equip ourselves with much information before and after the training.





Ms Patcharee Numrod

Community Development Officer,
Municipal District,
Thailand

We have heard about SEP, but we could not see the linkages between this philosophy and persons with disability in terms of activities or projects. Now, we have a better understanding of the concept and we can see the clear picture on how to apply this concept into our existing projects. The knowledge that I have acquired from this training is inestimable. The visit to Sampran Model enhanced my understanding of start-up business for the community especially for persons with disabilities.



The majority of the people in our district are engaged in agriculture, and almost 100% of persons with disabilities and their families are working in this sector. But the price of agricultural products keeps on fluctuating throughout the year, which directly affects the well-being of persons with disabilities and their families. So, we are trying to offer them alternative sources of income. Currently, we are manufacturing sandalwood flowers and household multi-purpose liquids. Our next venture is to open a shop for persons with disabilities to sell products but due to lack of resources, we have not been able to do it practically. There are also some individual learning centers in our community but they do not have formal collaboration with local communities. This training has instigated my idea to gather all the activities and products from the local communities, and to exhibit it as a unified product of the community.

In my opinion, sustainability means continuity. Therefore, my first idea is to encourage people to continue working on things that they are already doing, and take ownership in activities and projects of the community that lead to continuity and sustainability, as a core concept of the SEP is self-sufficiency and maximization of local resources. We highly promote the concept of self-reliance and independency to our groups and through this training, I have learned that we should first put our efforts on doing things before asking for help from outside. If we do not show our action, it is quite difficult to make other parties believe in us.



Mr Kelzang Dorji

Teacher, Ministry of Education,
Muenselling Institute, Khaling,
Bhutan

Before I came here for the training, I surfed on the internet about SEP to get basic information. I found that the SEP is similar to our country Gross National Happiness (GNH).

Under the Sufficiency Economy to Sustainable and Inclusive Development training, there were many activities that we underwent. The first very important thing that I learned was to be able to keep our projects and program simple, we should have step-by-step activities which means starting small and then step-by-step we can go to the society at large and to the nation as a whole. During the course, we visited many centers to enhance our knowledge and to witness community involvement. Out of the many topics that we have learned from the training, my two friends and I were discussing yesterday that how or what activities we can apply back in our country, since two of us are from the education sector under the Ministry of Education and one of my friends is a program officer at the Ministry of Education. It is not feasible for us to take new programs to our existing programs but we decided to start a zero-waste policy in the school. One of my friends is working at an NGO in Bhutan, and he has a wider perspective to carry on this activity with the help of community members, students with disabilities, and their parents. We have acquired many knowledge that can be implemented in Bhutan in the future.



Mr Ramesh Nepal

Project Officer,
Humanity and Inclusion,
Nepal

This training is very important for a developing country like Nepal and also for persons with disabilities. I can relate the SEP with the SDGs in many areas. The SDGs cover the three main pillars of life economic, environment and social. The SEP also covers these pillars, but includes one more aspect related to culture. One of the principals of SEP, moderation, is what I have learned to lead a happy life. The middle way of “not too much and not too less”.



I have learned a lot through lectures, discussions, sharing experiences, and visiting good SEP models. The field visit to Sampran Model is what I liked the most. Their organic farming concepts through the step-by-step approach, and understanding the food supply and value chain was very useful and practical.

I would like to share my knowledge to my organization first and would like to implement Sampran Model good practices in my home and in the community as I firmly believe change needs to begin at an individual level first and then moves to the group level.



Mr Kasun Chandana Jayathunga

Project Manager,
Ahanna Listen Foundation,
Sri Lanka

I have never heard about SEP before, and it was a life changing opportunity for me to understand the three components of SEP, i.e. moderation, reasonableness and self-immunity. It was even thought-provoking to know how SEP covers every aspects of life (economic, social, environmental and cultural aspects).



There were lots of interesting experiences in the whole program. I was much fascinated by the field visit to Buri Ram, where community people were actively involved in producing quality products using local wisdom, knowledge and resources.

I am a person with hearing impairment and the practical session on EM was the most interesting part for me. I could participate in the learning process practically. I was always interested to learn about eco-friendly agriculture products that we could formulate within the community. Farmers in Sri Lanka use agro-pesticides to give high yield to their crops without realizing the consequences to the environment and to the health.

EM liquid mixture of important probiotic, beneficial microorganisms that provide benefits for the soil and plants is what I was searching for and I found it finally.



Panya Chantasem

Executive Member of Blind Association of Thailand

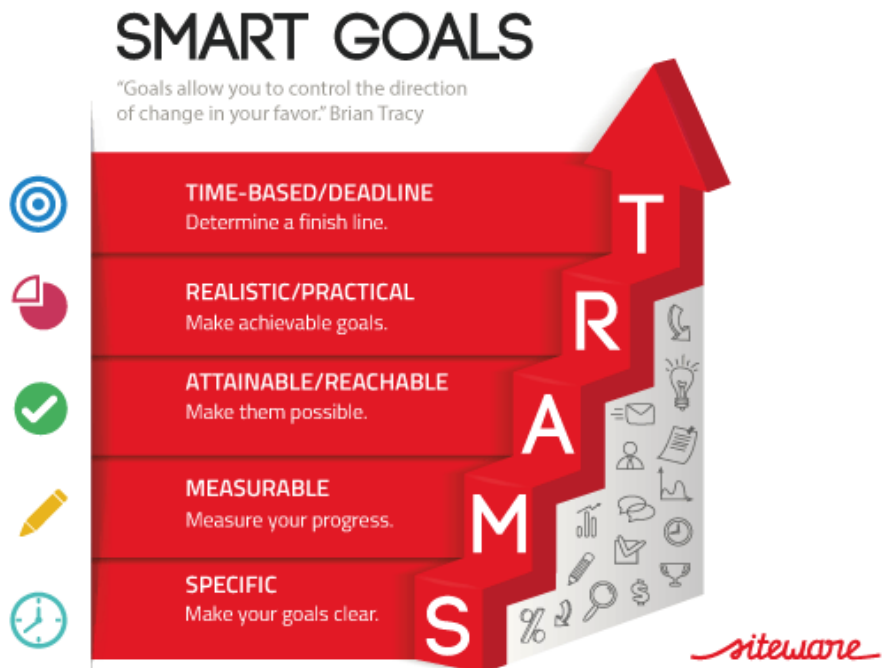
SEP creates opportunities for persons with disabilities to stay with their families and communities by engaging them into the family and community-owned business. SEP teaches people to utilize resources and not to overexploit it. According to the census, the Thailand Association of the Blind has around 14,000- 15,000 members with visual impairments and work in the agricultural sector. The field visits to Sampran Model and Nang Rong district opened my horizon to improve the situation of persons with disabilities in my vicinity, as there are many persons with visual impairments who have land for farming.



Through this training I am equipped to transform my learning to educate persons with disabilities on SEP and encourage them to apply SEP in their life, create opportunities for persons with disabilities to work in the community instead of seeking jobs at other places, and to inform as many people as possible about the wonders of nature, the crisis we face, and the best solutions and methods to face environmental and employment challenges.

I. ACTION PLAN

Ms Natagamon Rungtim, Expert on Accessibility Audit, facilitated participants to develop an action plan by following the 5-step structure of an action plan, and provided a guideline for the presentation. She instructed participants to make specific goals with explicit objectives. The goals should be simple and achievable, and are able to be measured without difficulties or delays. She further directed that the goals should bring some important benefit to the organizations or the community when they are achieved, and should not be limited to individual benefits. Another important factor of the action plan is to have a time frame for achieving the goals, which should be defined strategically and critically.



The aim of the action plan was to identify projects or programs that can be implemented in the community, which if implemented successfully could make a meaningful impact for community members. Ms Rungtim provided an inventory of possible changes or improvements to pursue in the community, which include:

- Independent living
- Access to education
- Communication and information
- Access to services
- Accessibility of public places/physical design
- Advocacy and civic engagement
- Employment
- Health care



- Housing
- Mental health and peer support
- Sustainability
- Recreation

Participants modified these changes to fit into their community's specific needs, resources and barriers. Through group work, the participants identified their respective community's needs, and drafted nine action plans based on the different interests and requirements of their community. Participants presented their action plans, which was then peer-reviewed by other participants. The following are the presentations showing the projects that the participants intend to implement in the near future.

BHUTAN

Project Title: Managing Plastic Waste.

Country: Bhutan

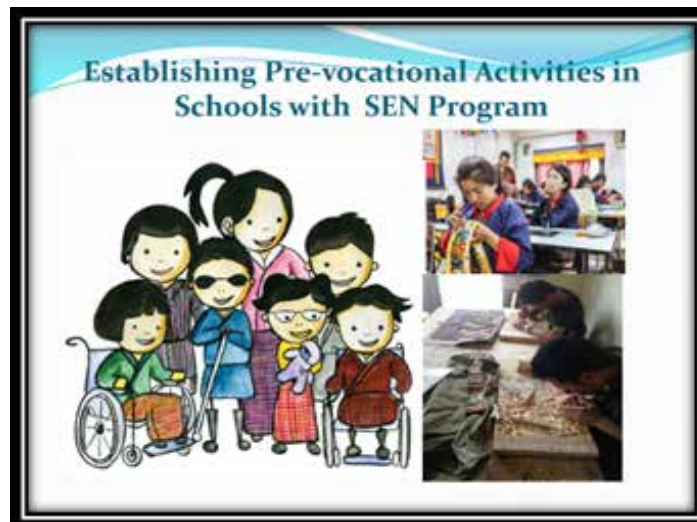
Team Member:

Kelzang Dorji

Chajay Rinzin

Activity /Project title

- **Serene Coffee Cafe' from the World of Silence.**



NEPAL

Project title: Learning center for organic Farming, A replication of Sampran model



Prepared by:
Neera Adhikari
Ramesh Baral



SRI LANKA



THAILAND



J. ANNEXES

List of Participants

BHUTAN	1. Mr. Sanga Dorji	Chairperson of the board	Disabled Persons Association of Bhutan	sanga7dorji@gmail.com
	2. Mrs. Deki Zam	Executive Director	Drakisho Vocational Training Centre for Special Children and Youth	dekgang@hotmail.com
	3. Mrs. Pema Choden	Sr. Programme Officer	ECCD & SEN division, Department of School Education	pemachoden16@moe.gov.bt
	4. Mr. Dechen Tshering	Principal	Wangsel Institute for the Deaf	dechentshering@education.gov.bt
	5. Mr. Kelzang Dorji	Teacher	Ministry of Education, Muenselling Institute, Khaling	kelzangdorjimik@education.gov.bt
	6. Mr. Chajay Rinzin	Social Worker	Ability Bhutan Society	chajayrinziin@gmail.com

NEPAL	7. Mr. Netra Prasad Koirala	Section Officer	Ministry of Women, Children and Senior Citizen	Sandesh2016@yahoo.com
	8. Mr. Pashupati Mahat	Under Secretary	Ministry of Women, Children and Senior Citizen	Pashupatimahat1@gamil.com
	9. Mr. Ramesh Baral	Project Officer	Humanity and Inclusion	r.baral@hi.org mam.baral@gmail.com
	10. Ms. Neera Adhikari	Officer 8 th level	Lalitpur Metropolitan	adhikarineera@gmail.com



COUNTRY	NAME	DESIGNATION	ORGANISATION	CONTACT DETAILS
SRI LANKA	11. Ms. Kalpana Ranganathan	Development Assistant	Ministry of Primary Industries and Social Empowerment	Rkalpana28@yahoo.com
	12. Mrs. Rasanjali Priyadarshani Wadduwa Pathirage	Project Manager	Association of Persons with Rheumatic Diseases	Rasanjali1979@yahoo.com
	13. Mrs. Subhani Pulukkutti Arachchilage Don	Special Education Teacher	Merit J, Fernando Charitable Foundation	Udeshika.subhani@gmail.com
	14. Mr. Kasun Chandana Jayathunga	Project Manager	Ahanna Listen Foundation	talktokasun@gmail.com
	15. Ms. Widanelage Santhoshini De Mel	Project Implementation Officer	Disability Organization Joint Front	dmsanthoshini@gmail.com

THAILAND	16. Mr. Pita Sangmanee	Community Volunteer	Foundation for Children with Disabilities	
	17. Ms. Patcharee Numrod	Community Development Officer	Municipal District	Jay 1111@hotmail.com
	18. Mr. Panya Chantasen	Leaders with disabilities	Thailand Association of the Blind	panyajuntasen@gmail.com
	19. Ms. Chonmanat Sittirit	Administrative Officer	Association for the Mentally Ill of Thailand	Chonmanat1983@gmail.com
	20. Ms. Thitiporn Phringphoed	Field Coordinator	Association for the Mentally Ill of Thailand	Shisophonica654@gmail.com

Programme Schedule

Day	8:30 – 9:00	9:00 – 10:00	10:00-10:15	10:15 -11:15	11:15
Sunday 15 Sept					
Monday 16 Sept	Registration and Introduction	- Opening Ceremony -Course Orientation-Hopes and Concerns	Tea Break	International Instruments on Persons with Disabilities	Disability Training
Day	8:30 – 9:00	9:00 – 10:30	10:30-10:45	10:45 - 12:15	
Tuesday 17 Sept	Recap	Country Report Presentation	Tea Break	Country Report PresentationContinuation	
Wednesday 18 Sept	Recap	Concept of SEP in perspective of CBID		Concept of SEP in perspective of CBID Continuation	
Day	7:00	9:00 – 12:00			
Thursday 19 Sept	Depart for field visit	<i>Field Visit to Sampran Riverside</i>			



-12:15	12:15- 13:15	13:15- 15:15	15:15- 15:30	15:30 -16:30	16:30- 16:45
<i>ARRIVAL</i>					
Equality (DET)	Lunch Break	Disability Equality Training (DET) Continuation	Tea Break	Concept of SEP	Wrap- Up
	12:15- 13:15	13:15- 14:45	14:45- 15:00	15:00 -16:30	
	Lunch Break	Concept and Good Practices on CBR/ CBID, SHG and DIB	Tea Break	Concept and Good Practices on CBR/CBID, SHG and DIB Cont...	
		Good Practices on SEP		Debriefing about field visit of SEP's good model	
	12:00 – 13:30	13:30 – 16:30			
	Lunch Break	<i>Accessibility Audit</i>			

Day	8:30 – 9:00	9:00 – 10:30	10:30-10:45	10:45 - 12:15
Friday 20 Sept	Recap	Debriefing of field visit in previous day	Tea Break	Debriefing of field visit in previous day Continuation
Day	8:30 – 9:00	9:00 – 10:30		10:45 - 12:15
Saturday 21 Sept	Recap	Mid- term review		Mid-term review Continuation
Sunday 22 Sept				
Day	5:15 – 10:00			
Monday 23 Sept	Depart to Buri Ram from APCD			
Tuesday 24 Sept	<i>Field Visit</i>			
Day	5:00 -10:00			
Wednesday 25 Sept	<i>Leave Buri Ram to APCD</i>			
Day	8:30 – 9:00	9:00 – 10:30	10:30 -10:45	10:45 - 12:15
Thursday 26 Sept	Recap	Exchange of Lesson learned	Tea Break	Exchange of Lesson learned Continuation
Friday 27 Sept		Action plan presentation		Action plan presentation Continuation
Saturday 21 Sept				



	12:15- 13:15	13:15- 14:45	14:45- 15:00	15:00 -16:30	16:30 -17:00
	Lunch Break	Bangkok recommendation and future plans	Tea Break	Certificate awarding ceremony for policy makers	Evaluation and interview of policy makers
		17:00 -18:00	18:00- 20:00	20:00 – 21:00	
		Depart for cultural program	Dinner/ Show	Back to APCD	
<i>Self-Learning Day</i>					
10:30 – 16:30					16:30- 16:45
<i>Field Visit to Buri Ram Province (Day 1)</i>					
<i>to Buri Ram Province (Day 2)</i>					
	12:15- 13:15	13:15- 14:45	14:45- 15:00	15:00 -16:30	Wrap- Up
	Lunch Break	Session about EM liquid	Tea Break	EM Session continuation	
		13:15 -14:45		15:00 -16:30	
		Action Plan Development strategy		Action Plan Development Strategy Continuation	
		Group reflection, feedback, Evaluation and Interview		Closing Ceremony Certificate Awarding	
<i>Departure</i>					

Course Evaluation Questionnaire

THAILAND'S ANNUAL INTERNATIONAL TRAINING COURSE (AITC) ON SUFFICIENCY ECONOMY TO SUSTAINABLE AND DISABILITY-INCLUSIVE DEVELOPMENT

15 - 28 SEPTEMBER 2019

TRAINING EVALUATION FORM:

Please indicate your impression of the items listed below. For each statement please check if you agree or disagree using a rating scale from 1 to 5.

Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
A. Learning Objectives					
1) I understood the learning objectives					
2) I obtained knowledge and skill that are parallel to the objectives.					
3) I am clear what is expected from me as a result of this training course.					
B. Learning Resources					
1) I find course materials (handouts, PowerPoint presentation), easy to follow and to understand.					
2) The Course was well structured to achieve the learning outcomes (there was a good balance of Lectures and practical etc.)					
3) Learning resources will be useful for my future use.					
C. Relevance					
1) I will be able to apply what I learned in AITC.					
2) I have obtained necessary knowledge and skill to start up SEP models in my community.					
3) I have a clear idea whom to contact and find information about Inclusive SEP good practices.					
D. Resource persons/facilitators' knowledge and delivery					
1) RPs/facilitators' knowledge was enriching and based on practical experiences.					



2) I had enough time to practice the skills required to replicate or implement the concept idea of SEP.					
3) Resource persons/facilitators could transfer knowledge and skill effectively					
E. Logistic arrangements in terms of comprehensive accessibility/ diet preferences					
1) The training venue, technical facilities such as audio-visual facilities were good.					
2) Accommodation was clean and accessible.					
3) Local transportations were easily accessible					
4) Information sharing on logistics, interpretation, and translation was effective.					
5) The length and the pace of the sessions were appropriate.					
6) Food was appropriate to my preferences					

ADDITIONAL COMMENTS:

1. What were your main hope(s) for joining the SEP Training?
2. Did the training help you achieve these aims/hopes?
3. Overall, what were the most useful sessions for you?
4. How can the training be improved?
5. Kindly suggest any new session topics that you would like to have in the future.
6. Which area of the training is more feasible for you to replicate or implement in your community/Country?
7. Overall, what is your evaluation of the Workshop?

Name: _____ Country: _____

PLEASE LEAVE YOUR COMPLETED EVALUATION FORM AT THE REGISTRATION DESK (at the entrance of the training hall)

SEP 2019 in Action







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