



Inclusion of Persons with Intellectual Disabilities in the Private Sector Employment:

A consultative research study with the private sector and inclusive employment stakeholders.

Raphael Freitas - Disability & Inclusion Consultant

raphaelfreitas.ot@gmail.com

James O'Driscoll - Strategy and Operations Consultant

jjjjodriscoll@gmail.com



Table of Contents

Acknowledgements

Executive Summary

1. Background	1
1.1. Context Analysis	1
1.2. Consortium Project Background	2
1.3. Research Description	3
2. Objective of the Study	3
3. Research Scope	3
4. Methods	4
4.1. Study Design	4
4.2. Study Framework and Data Collection	5
4.3. Research Methodology, Tools, and Fieldwork	6
4.4. Consultation Workshops	7
4.5. Ethical Considerations and Safeguarding	7
4.6. Limitations	8
5. Findings	10
5.1. Participating Companies	10
5.2. Knowledge, Attitudes, and Perceptions	12
5.3. Organisational Roles and Employee Training	16
5.4. Recruitment and Hiring	19
5.5. Workplace Accessibility	23
5.6. Inclusive Adaptations	26
5.7. Training and Development	31
5.8. Company Policies and Practices	34
5.9. Enabling Environment	36
5.10. Inclusive Legal Framework	39
6. Areas for Further Research	43
7. Recommendations	44
7.1. For the consortium	44
7.2. For companies	49
7.3. For the government	50
7.4. For CSOs and OPDs	51
7.5. For persons with intellectual disabilities and families	51

7.6. Inclusive Employment Pathway	52
8. Conclusion	52
9. Annexes	54
9.1. Annexe 1: Research Questions	55
9.2. Annexe 2: Important Definitions	55
9.3. Annexe 3: Stakeholder Engagement Tracker	55
9.4. Annexe 4: Areas of Investigation	55
9.5. Annexe 5: Data Collection Tools	55
9.6. Annexe 6: Inception Report	55
9.7. Annexe 7: Information Sheets	55
9.8. Annexe 8: Consent Form	55
9.9. Annexe 9: Literature Review Sources	55
9.10. Annexe 10: First Workshop Report (persons with intellectual disabilities, families, and CSOs)	55
9.11. Annexe 11: Second Workshop Report (private sector)	55
9.12. Annexe 12: Summary of Findings	55
9.13. Annexe 13: Inclusive Employment Pathway	55

Abbreviation List

AAIDD	American Association on Intellectual and Developmental Disabilities
CSO	Civil Society Organisation
CSR	Corporate Social Responsibility
DoSVY	Department of Social Affairs, Veterans and Youth Rehabilitation
DT	Damnok Toek
FGD	Focus Group Discussion
HR	Human Resources
ICF	International Classification of Functioning, Disability and Health
KII	Key Informant Interview
KSH	Kampuchea Sela Handicap
MoLVT	Ministry of Labour and Vocational Training
MoSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation
NDSP3	National Disability Strategic Plan 2024-2028
NEA	National Employment Agency
OPD	Organisation of Persons with Disabilities
RGC	Royal Government of Cambodia
ROI	Return on Investment
RSO	Rabbit School Organisation
SAQ	Self-Administered Questionnaire
TVET	Technical and Vocational Education and Training
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
WHO	World Health Organisation

Acknowledgements

Special thanks are extended to the consortium partners **Damnok Toek (DT)**, **Kampuchea Sēla Handicap (KSH)**, and **Rabbit School Organisation (RSO)** for their support and technical guidance throughout the Inclusion of Persons with Intellectual Disabilities in the Private Sector Employment research study.

We are deeply grateful to the **private sector companies** in Phnom Penh and Siem Reap. Their willingness to share insights into their recruitment practices, workplace cultures, and perceived barriers is invaluable for understanding practical solutions for inclusive employment.

Our deepest appreciation goes to the **persons with intellectual disabilities and their families**. By sharing their experiences, aspirations, and challenges, they have ensured this research remains grounded in reality and focused on meaningful impact.

We would also like to thank **civil society organisations (CSOs)** and **government duty bearers** for providing their technical expertise and policy perspectives. This collaborative effort marks a significant step toward a more inclusive labour market in Cambodia.

Finally, we thank the **Ministry for Europe and Foreign Affairs of France**, which funded this project through the **French Embassy in Cambodia**. Through its support for the 'Support for Employability in Cambodian Enterprises' project, we were able to carry out this research, which we hope will contribute meaningfully to the inclusive employment sector in the country.

Executive Summary

This research study was conducted as part of the 'Support for Employability in Cambodian Enterprises' project, led by a consortium consisting of Damnok Toek (DT), Kampuchea Sêla Handicap (KSH), and Rabbit School Organisation (RSO). The primary objective was to gain a deeper understanding of the constraints and opportunities in the Cambodian labour market for persons with intellectual disabilities, ultimately informing strategies to foster greater private sector engagement.

The study used a primarily qualitative approach, complemented by basic quantitative data, engaging 42 companies alongside other stakeholders in Phnom Penh, Siem Reap, and Kep. Data collection included Key Informant Interviews (KIIs) with company management and Human Resources (HR), Focus Group Discussions (FGDs) with company staff members, KIIs with persons with intellectual disabilities and family members, and consultations with civil society organisations (CSOs) and government duty bearers. Following data collection and analysis, the findings were presented to two consultation workshops, one with persons with intellectual disabilities, their families, and CSOs, and one with the private sector. Participants in both confirmed the nine findings and contributed further input, which is presented separately throughout the report.

Key Findings:

- **Knowledge and Perceptions:** While there is a basic understanding of intellectual disability as a cognitive limitation, it is frequently accompanied by stigma, misconceptions, and fears regarding behavioural instability or "child-like" behaviour.
- **Meaningful Roles:** Companies cite a perceived shortage of suitable roles and limited technical knowledge to support employees with intellectual disabilities, who are typically funnelled into "back-of-the-house", repetitive roles such as cleaning, packaging, or gardening. Most companies consider hiring in the context of Corporate Social Responsibility (CSR) or in response to incentives, which, combined with this narrow framing of roles, increases the risk of tokenistic practices.
- **Accessibility and Inclusive Adaptations:** The social model of disability, which locates disability in the interaction between a person and their environment, is neither widely known nor applied. Companies tend to attribute difficulties to the individual, and the adaptations they propose focus on preparing persons with intellectual disabilities for existing conditions, placing most of the responsibility for adapting on the individuals themselves.
- **Division of Responsibility:** Each stakeholder group consulted placed primary responsibility for inclusion with a different actor, leaving no actor currently holding it. This is compounded by low awareness of disability laws, with 33% of surveyed companies unaware of any existing disability-inclusive policy, and by national strategies that offer little specific guidance on intellectual disability. Persons with intellectual disabilities are rarely included in discussions that concern them.
- **Reliance on External Support:** 85% of companies identified CSOs as their primary source of support for technical aspects such as job matching and mentorship.

The findings indicate that technical solutions, such as workplace adaptations, are unlikely to succeed in isolation without a shift in company culture and leadership commitment. Management commitment was the factor most frequently identified as influencing decisions on adaptation, ahead of external support and CSR, which suggests that company willingness may weigh more heavily than return on investment in whether inclusion is pursued at all. Therefore, securing **company buy-in** emerges as the foundation for every other measure.

The report recommends that the consortium:

1. **Prioritise building company buy-in** through long-term engagement rather than one-off training.
2. **Start small, practical, informal, and local**, testing inclusive practices with smaller and informal actors before progressively engaging larger and more formal companies.
3. **Strengthen the participation of persons with intellectual disabilities** in all discussions and decisions that concern them, including within the workplace.
4. **Demonstrate that inclusion is feasible and beneficial**, by documenting practical examples and role models from companies already employing persons with intellectual disabilities.
5. **Advocate for government ownership**, specifically by integrating intellectual disability support into public systems such as technical and vocational education and training (TVET) centres.

Further recommendations are presented in [Section 7](#) of this report and are addressed to **companies, government, CSOs, and persons with intellectual disabilities and their families**.

The report also presents an **inclusive employment pathway**, developed with workshop participants, to guide companies and all involved stakeholders through the process of becoming more inclusive.

1. Background

1.1. Context Analysis

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) prohibits all types of discrimination against persons with disabilities, and Article 27 affirms their right to just and favourable conditions of work, equal opportunities, and equal remuneration for work of equal value.¹ However, even in countries that have ratified the Convention, persons with disabilities continue to face increasing barriers to employment, including stigma, limited access to education and vocational training, safety and security concerns, and discriminatory practices within workplaces.² Persons with intellectual disabilities face even greater risks, as they encounter additional barriers that would stop them from accessing decent work.³

In Cambodia, the 2009 Law on the Protection of Persons with Disabilities affirms the right of persons with disabilities to employment, including employer obligations to provide accessibility and reasonable accommodation, implement disability quotas, and ensure inclusion within technical and vocational education and training (TVET) programmes.⁴ In addition, a Sub-Decree from 2010⁵, specifically addressing disability quotas, requires private companies to employ at least 1 per cent of persons with disabilities and state institutions to employ 2 per cent, signalling a commitment to inclusive employment from both legal and theoretical perspectives. Despite these laws that secure their rights on paper, persons with disabilities remain among the most marginalised groups in Cambodia, facing significant barriers in accessing services and participating equally in society, including within employment efforts.⁶ Barriers such as limited transportation, inaccessible environments, gaps in education and training, discrimination, and low awareness of disability rights and obligations further isolate this population from employment opportunities.⁷ Although the Government of Cambodia has set quotas for their inclusion in formal employment, many companies struggle to meet them and often choose to pay the fines associated with failing to hire persons with disabilities rather than make the effort to hire them.

For persons with intellectual disabilities, these challenges are even more pronounced, as they are often perceived as incapable, unable to communicate, dependent, dangerous, and are usually seen as a

¹ United Nations (2006) *Convention on the Rights of Persons with Disabilities*. New York: UN General Assembly.

² Bialik, K. and Mhiri, M. (2022) *Barriers to employment for people with intellectual disabilities in low- and middle-income countries: Self-advocate and family perspectives*. *Journal of International Development*, 34(7).

³ International Labour Organization (2022) *EmployAbility: tapping the potential of persons with disabilities in Asia and the Pacific – a guide for employers*. Geneva: International Labour Organization.

⁴ Royal Government of Cambodia (2009) *Law on the Protection of Persons with Disabilities*. Phnom Penh.

⁵ Royal Government of Cambodia (2010) *Sub-Decree on quota for recruitment of persons with disabilities*. Phnom Penh: Royal Government of Cambodia.

⁶ Kidd, S., Athias, D., Kidd, S., Nastasi, S. and Gelders, B. (2022) *A situational analysis of persons with disabilities in Cambodia*. Phnom Penh: Australia-Cambodia Cooperation for Equitable Sustainable Services (ACCESS), funded by the Government of Australia, through DFAT.

⁷ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and CARE Cambodia (2024) *Promoting the inclusion of persons with disabilities in the garment, footwear and travel goods sector: Sustainability recommendation paper*. Phnom Penh: GIZ Cambodia.

burden by family members who struggle to recognise their potential to contribute socially and economically to their households and communities.^{8,9} Besides, although they are referenced in the 2010 Sub-Decree on employment quotas¹⁰, which provides a legal basis for their inclusion, showing some degree of legal commitment to including persons with intellectual disabilities in formal employment, they are not explicitly mentioned within the employment section of the National Disability Strategic Plan (NDSP3) 2024–2028.¹¹ This suggests that, despite the existence of policies aimed at promoting participation, current government strategies offer limited guidance on the specific needs of persons with intellectual disabilities in the labour market. When barriers to inclusion are acknowledged, they tend to be framed broadly for the disability population as a whole, with few targeted considerations for persons with intellectual disabilities and limited references to them in official policies and strategic documents.

Given how little attention is explicitly placed on persons with intellectual disabilities, there is a clear need for studies that look at the barriers that lead to their exclusion, the challenges companies face when trying to hire them, and the concerns families have when they are afraid to support their relatives to work or do not believe in their capacity to do so. At the same time, it is important to understand why government strategies place limited emphasis on this group and what concrete plans exist to address their needs. Strengthening this evidence is vital for developing practical solutions that address the barriers faced by employers, families, and persons with intellectual disabilities themselves, which is what this study and the wider project described below aim to do.

1.2. Consortium Project Background

Building on the current situation of persons with intellectual disabilities in Cambodia, who, as outlined in the contextual analysis above, continue to face significant barriers to training and employment due to stigma, poverty, and limited awareness within the private sector, the project ‘Support for Employability in Cambodian Enterprises’ was developed by three organisations working specifically with persons with intellectual disabilities in the country. Led by Damnok Toek (DT) in partnership with Kampuchea Sēla Handicap (KSH) and Rabbit School Organisation (RSO), the project aims to advance the socio-economic inclusion of persons with intellectual disabilities in Cambodia.

In line with national commitments outlined in the NDSP3 and recent collaborative efforts such as the 2024 seminar on disability-inclusive decent employment, the initiative seeks to strengthen evidence on labour market challenges, build the technical capacity of key actors, and engage private-sector stakeholders in more inclusive employment practices. This approach supports national priorities while reinforcing the core missions of the three organisations in assisting both children and young adults with intellectual disabilities.

⁸ Cordier, S. (2014) ‘Caring for people with intellectual disabilities in poor rural communities in Cambodia: experience from ADD International’, *Gender & Development*, 22(3), pp. 549–561.

⁹ United Nations Economic and Social Commission for Asia and the Pacific (2024) *Inclusive entrepreneurship support in Asia-Pacific: Summary of selected policies and programmes*. Bangkok: UNESCAP.

¹⁰ Royal Government of Cambodia (2010) *Sub-Decree on quota for recruitment of persons with disabilities*. Phnom Penh: Royal Government of Cambodia.

¹¹ Royal Government of Cambodia (2024) *National Disability Strategic Plan 2024–2028*. Phnom Penh: Disability Action Council.

1.3. Research Description

This research project contributes to **Activity 1** of the ‘Support for Employability in Cambodian Enterprises’ project, which focuses on generating evidence to inform inclusive employability initiatives in Cambodia. The activity includes conducting an inclusive employability survey with private sector companies of different sizes, as well as interviews with individuals with intellectual disabilities and their families, local authorities, and civil society organisations (CSOs), to try to understand the barriers persons with intellectual disabilities face from different stakeholders, so they can actively participate in employment activities in the country.

A team composed of two individual consultants and the consultancy company Real-Time Evaluation (RTE) was hired to conduct this research study. The consultancy involved collecting quantitative and qualitative data from all stakeholders mentioned above, analysing the findings, producing a report with practical recommendations to guide future strategies, and **developing a scalable database of private sector actors to support partnership-building and expand employment opportunities for persons with intellectual disabilities.**

2. Objective of the Study

This consultancy supported the Consortium’s efforts to promote inclusive employment for young adults with intellectual disabilities in Cambodia. It has directly and indirectly addressed three specific objectives of the initiative as outlined in the ToR of this study:

- **Objectives directly supported by the study:**
 - **Specific objective 1:** Gain a deeper understanding of the constraints and opportunities in the labour market for individuals with intellectual disabilities.
- **Objectives supported as a consequence of the study** (objectives to be implemented by the Consortium):
 - **Specific objective 2:** Build the capacities of key stakeholders in the intellectual disabilities field.
 - **Specific objective 3:** Foster greater private sector engagement in inclusive employment initiatives.

3. Research Scope

This project was implemented as a **primarily qualitative study**, guided by the preliminary research questions presented in [Annexe 1](#), which are structured around the key areas of investigation agreed with the Consortium. In addition, **basic quantitative data** were collected through self-administered surveys (SAQ) to complement and strengthen the qualitative findings.

The research examined the inclusion of persons with intellectual disabilities across all key areas of investigation outlined in [Annexe 4](#), focusing on five sectors: **manufacturing** (including Garment, Footwear, and Textiles), **tourism, hospitality, retail, and finance**. It also incorporated the perspectives of **persons with intellectual disabilities**, their **families, local and national authorities**, and **CSOs** in Phnom Penh, Siem Reap, and Kep.

4. Methods

This section describes all steps which were taken during this research project, including the study design, data collection and analysis, and preparation of the final report and presentation.

4.1. Study Design

The study combined primary and secondary qualitative data collection methods to address the research questions outlined in [Annexe 1](#). Its design is based on the assumption that persons with intellectual disabilities face difficulties accessing employment in Cambodia, and that each stakeholder group sees the issue differently and reports different barriers. Because of this, it was important to **define key concepts related to intellectual disabilities and outline the roles each stakeholder played**, as this helped shape the final design of the study.

Important Concepts

The study was grounded in the UNCRPD framework, which defined persons with disabilities as individuals with long-term impairments facing social barriers and acknowledged that isolating specific impairments often contradicted contemporary social models of disability, which prioritised environmental interactions over medical diagnoses.¹²

In the Cambodian context, disability terminology was found to be inconsistent across various sources. The 2011 Prakas on the determination of disability types could be deemed outdated as it only categorised disabilities into physical, mental, and emotional types.¹³ While its description of "mental disabilities" shared similarities with the World Health Organisation (WHO)¹⁴ and the American Association on Intellectual and Developmental Disabilities (AAIDD)¹⁵ standards, the research team elected to bypass the local 2011 classification. Instead, the study relied on the internationally recognised WHO and AAIDD concepts to ensure technical accuracy and clarity.

The research methodology did not involve the direct identification of persons with intellectual disabilities by the consultancy team. Instead, the team investigated the experiences of this group within work environments by interviewing individuals who had already been identified. To maintain consistency, the team utilised a set of standardised definitions, detailed in [Annexe 2](#), to provide a shared understanding between the consultancy team, the Consortium, and the participating families.

To ensure the integrity of the data collection process, the following measures were implemented:

¹² United Nations (2006) *Convention on the Rights of Persons with Disabilities*. New York: United Nations General Assembly/Developmental.

¹³ Royal Government of Cambodia (2011) Inter-ministerial Prakas on determination of criteria for types and levels of disability. Phnom Penh: Royal Government of Cambodia.

¹⁴ World Health Organization (no date) Disability. Available at: https://www.who.int/health-topics/disability#tab=tab_1 (Accessed: 2 April 2026)

¹⁵ American Association on Intellectual and Developmental Disabilities (no date) Definition of intellectual disability. Available at: <https://www.aaidd.org/intellectual-disability/definition> (Accessed: 3 April 2026).

- **Scope of Inclusion:** As outlined in [Annexe 2](#), the study specifically included intellectual disabilities, severe developmental disabilities (such as Down syndrome or Severe Autism Spectrum Disorder), and individuals with significant difficulties in remembering or communicating due to reasoning limitations. Notably, Cerebral Palsy was also included based on its classification in the Royal Government of Cambodia (RGC) 2011 Prakas, despite it being primarily a physical impairment according to the WHO and AAIDD classifications.
- **Exclusions:** The study explicitly excluded physical, mental (emotional), and psychosocial disabilities (such as schizophrenia or post-traumatic stress disorder) where no intellectual impairment was present.
- **Employer Engagement:** The team discussed the definitions in [Annexe 2](#) directly with employers to ensure they understood exactly which demographic was being referenced within their companies.
- **Enumerator Training:** All enumerators underwent specialised training led by the technical lead. This preparation ensured they could confidently explain the WHO and AAIDD frameworks at the start of every interview.

4.2. Study Framework and Data Collection

The research was designed to triangulate diverse perspectives from a wide range of stakeholders to build a comprehensive map of the barriers and opportunities for inclusive employment in Cambodia. By capturing the unique standpoints of the private sector, individuals with lived experience, and policy-makers, the study sought to identify the disconnects between policy, perception, and workplace reality.

[Stakeholder Perspectives](#)

The study engaged five primary groups, each providing a distinct analytical lens:

- **Private Sector Companies:** Offered insights into perceived risks, costs, and the practicalities of workplace accessibility and government incentives.
- **Persons with Intellectual Disabilities:** Shared accounts of internal factors (confidence and self-belief) and external barriers (stigma and structural challenges).
- **Family Members:** Provided perspectives on the perceived capacity of their relatives and the specific fears or cultural stigmas that influenced their support for employment.
- **CSOs:** Contributed technical expertise on what has succeeded or failed in past inclusion initiatives.
- **Duty Bearers:** Provided a high-level view of policy enforcement, such as the **RGC** quota systems, and the long-term strategies for national inclusion.

[Data Collection Methods](#)

Fieldwork for private sector companies was concentrated in **Phnom Penh** and **Siem Reap**, utilising a **Stakeholder Engagement Tracker** ([Annexe 3](#)) to manage recruitment and ensure a robust sample size. For all other stakeholders, data collection took place in **Phnom Penh**, **Siem Reap**, and **Kep**. The methodology employed a mixed-methods approach to ensure qualitative depth and quantitative backing:

- **Key Informant Interviews (KIIs):** One-on-one interviews were conducted with senior executives or Human Resource (HR) managers on the private sector level, persons with intellectual disabilities and their families, CSOs, and local and national authorities to evaluate corporate approaches, personal standpoints, and government and civil society strategies and recommendations.
- **Focus Group Discussions (FGDs):** Held with company employees to observe the daily reality of inclusion (or the lack thereof) on the shop floor.
- **Self-Administered Questionnaires (SAQs):** Distributed to management to capture quantitative indicators such as total employee numbers, numbers of employees with disabilities, and the number of potential existing strategies for inclusive employment.
- **Secondary Data Review:** Involved the analysis of existing company records, including HR policies, organisational charts, and Corporate Social Responsibility (CSR) reports, to validate findings.

Table 1 below shows the number of participants engaged through each data collection method:

METHOD	Company Management/HR	Company Staff	CSOs	Duty Bearers	Persons with Disabilities	Families
KII	40	-	7	8	21	15
FGD	-	38	-	-	-	-
SAQ	22	-	-	-	-	-

Table 1: Data Collection Participants

Areas of Investigation

The data collection was structured around nine core pillars, as shown in [Annexe 4](#). As detailed in the methodology, all KIIs and FGDs served as the primary source for investigating ongoing practices, while duty bearer interviews focused specifically on the enabling legal environment.

4.3. Research Methodology, Tools, and Fieldwork

The consultancy team developed a comprehensive suite of seven data collection tools ([Annexe 5](#)), which were translated into Khmer and digitised via **KoboToolbox** to enable tablet-based **Computer-Assisted Personal Interviewing**. To ensure technical accuracy and ethical safety, the tools underwent rigorous pilot testing, and the enumerator team received specialised training focused on disability sensitivity and building trust with vulnerable families. Fieldwork was strategically targeted at **Phnom Penh, Siem Reap, and Kep**, using a purposive sampling method that prioritised company size, sector, and existing inclusive practices. Data quality was maintained through real-time GPS tracking, supervisor spot-checks, and a robust thematic and statistical analysis process, which eventually informed a detailed database of private sector CSR and disability employment profiles. For more details on the data management and analysis, including greater detail on what is involved in the study, refer to the inception report, which is included as [Annexe 6](#) of this report.

4.4. Consultation Workshops

Following the completion of data collection and analysis, findings were presented to two consultation workshops, held to validate the research and to gather additional input from stakeholders who had not mostly been directly involved in the primary research.

- The first workshop was held on 1 July 2026 in Phnom Penh, facilitated by RSO, with 40 participants, comprising persons with intellectual disabilities, family members, representatives from CSOs, and consortium members.
- The second workshop was held on 21 July 2026, also in Phnom Penh, facilitated by KSH, with 17 participants from the private sector and related organisations, including representatives from small, medium, and big companies, an advisor to the Ministry of Social Affairs, Veterans, and Youth Rehabilitation (MoSVY), among others.

Both workshops followed a similar format: presentation of the nine research findings, small-group discussion to validate and elaborate on these findings, and identification of barriers, opportunities, and, where relevant, priority actions. The second workshop additionally produced content for the development of a seven-step inclusive employment pathway, co-developed with participating employers, which helped inform the inclusive employment pathway outlined in [Annexe 13](#).

Input gathered from both workshops is presented throughout [Section 5](#) in boxes clearly separated from the research findings, to distinguish consultation input from the primary evidence base of this study. Workshop input has also fed into the areas for further research outlined in [Section 6](#) and the recommendations outlined in [Section 7](#), though there it is not marked separately, but embedded alongside the research findings.

4.5. Ethical Considerations and Safeguarding

The consultancy maintained a rigorous ethical framework to ensure the safety, dignity, and privacy of all participants. Adherence to a strict “do-no-harm” principle was central to the methodology, preventing any added risk to respondents, particularly those from vulnerable groups. All data collection followed the consortium’s safeguarding policies, ensuring an environment free from harassment and discrimination regardless of disability, gender, or national origin.

[Informed Consent and Voluntary Participation](#)

Participation was entirely voluntary, with no financial incentives or compensation provided. Before any data collection commenced, enumerators provided a **Data Collection Information Sheet** outlining the project’s objectives in a language understood by the participants. Informed consent (both oral and written) was documented via a formal **Consent Form** for every individual.

The team emphasised that even if a company had agreed to participate, individual employees remained completely free to opt in or out. Participants were informed that they could refuse any specific questions, take breaks, or withdraw entirely at any point during the field visit without any negative consequences for their employment or relationship with the Consortium.

Anonymity and Data Separation

To guarantee complete anonymity, the study implemented a **dual-layer isolation protocol** to ensure no link could be established between a respondent's identity and their research data:

- **Physical Separation:** While names and positions were collected on consent forms for legal authorisation, these were stored in separate physical folders. These forms contained no dates or locations, making it impossible to cross-reference them with the electronic research data.
- **Digital Anonymisation:** Data was uploaded directly to **KoboToolbox** using non-identifiable labels (e.g., *Company 1*). Enumerators retained no access to the data once uploaded, and the research lead had no technical means to link codes back to specific entities.
- **Audio Recording Protocols:** With explicit permission, some discussions were audio-recorded to ensure accuracy. These recordings were accessible only to the research team and were deleted immediately following transcription to protect participant identities.
- **Restricted Access:** No individual company or personal data was shared with employers, government authorities, or any third party outside the research consortium.

Confidentiality in Reporting

All findings were presented in **aggregated or generalised forms**. To further protect participants, the final report never combined more than two broad characteristics (size, sector, or region) when using illustrative examples. In accordance with the consent agreement, all raw data and personal information, including names, contact details, and audio files, were securely stored and **permanently destroyed one year** after the finalisation of the study. [Annexe 7](#) and [Annexe 8](#) include the information sheet and consent forms that were used throughout the research process.

Pictures in Reporting

All pictures in this report are from the three organisations which are part of the consortium. Free and informed consent has been collected from all individuals in the pictures from the organisations themselves. As reported by the consortium, all individuals are aware that their pictures are being used publicly and have freely agreed to it.

4.6. Limitations

To ensure a transparent interpretation of the findings, it is necessary to acknowledge certain constraints that the research team faced both during data collection and during the two consultation workshops.

Data collection limitations

Unwillingness to participate: 42 companies (36%) of 115 contacted ended up participating in the study, and a slightly lower percentage of companies completed all the requested tasks (KII, FGD, SAQ). The companies' reluctance to participate in the research study was evident both before and during data collection. Many companies were hesitant to participate due to various factors, which extended data collection and led to fewer companies ultimately participating.

While it cannot be presumed all the reasons for companies being hesitant to participate, some key reasons included: **time constraints**, especially as data collection coincided with the beginning of the tourist high season; a **lack of interest** in the research study topic; a **lack of understanding** of what the research study was trying to achieve, including confusion around the difference between a physical and intellectual disability; and a perception that they might **say the wrong thing** or **get in trouble with the authorities or company management**. There were many instances of considerable back-and-forth, including in-person meetings with companies to explain the research, with some ultimately deciding not to participate, often at the last minute.

Sample size and geographical scope: Challenges related to logistics, especially since data collection was originally scheduled to take place leading up to the Chinese New Year, when many companies had staff members on leave. This meant that data collection had to be rescheduled until after the holidays. Additionally, coordinating data collection across all research groups in three separate locations (Phnom Penh, Siem Reap, and Kep) increased complexity. The focus on urban and peri-urban locations, where the majority of formal private-sector activity occurs, means the findings may not be fully generalizable to the informal economies in rural Cambodia. However, because two of these three locations (Phnom Penh and Siem Reap) represent the primary hubs for the sectors most likely to offer formal employment, the study remains a critical indicator of current inclusion trends in the formal workforce.

KIIs and FGDs: The final number of KIIs and FGDs was lower than had already been agreed with participating companies, as the data collection team visited on the day. Some companies expressed a desire to participate only in either the KII or the FGD, not both. The main reason given for this was time constraints and last-minute tasks that stopped either management or staff members from participating at the last minute.

SAQ challenges: About 50% of participating companies did not complete the SAQ sent immediately after the research team's visit.

Sample size: While the research team contacted 115 companies, the final number of companies interviewed could be viewed as an exploratory snapshot rather than a definitive national overview. FGDs and KIIs are subjective; without large-scale quantitative census data to cross-reference, it is difficult to determine the exact prevalence of the trends identified.

Consultation Workshop Limitations

Validation of Findings: The findings were validated by participants in both workshops, who confirmed that all nine reflected their own experience. It should be noted, however, that the workshops were designed to confirm and elaborate on the findings rather than to test them against contrasting evidence, and no substantive disagreement was recorded. The validation obtained should therefore be read as confirmation that the findings resonate with the stakeholders consulted, rather than as an independent test of their accuracy. Workshop input has accordingly been used in this report to deepen and prioritise the findings and not to formally revise them.

Return on Investment (ROI) claims: The study did not collect data on the cost of workplace adaptations, or on productivity, absenteeism, turnover, or retention among employees with intellectual disabilities. During the workshops, private sector participants identified uncertain ROI as a barrier to inclusion, and this study is not able to answer that question. Where cost and return are discussed in this report, they are presented as employer perceptions and as reasoning drawn from existing findings, rather than as measured evidence. This gap is outlined as a priority for further research in [Section 6](#).

5. Findings

The findings of this research study are analysed with a focus on the key thematic areas defined in agreement with the consortium, including a bio and discussion around the participating companies and **nine areas of interest**, as outlined in [Section 4.2](#) of this report. The findings aim to support DT, KSH, RSO, and their partners in shaping future programmes and advocacy efforts, while also informing practices that can strengthen the participation of persons with intellectual disabilities in private sector employment in different areas in Cambodia.

This section presents the main results in response to the research questions outlined in [Annexe 1](#), drawing on insights from private companies, CSOs, duty bearers, persons with intellectual disabilities, and their family members. For practical purposes and to facilitate the identification of the main implications of the study, these are presented in **bold**.

Additionally, each section below includes a **box containing post-research findings**. These come from the two consultation workshops and, in some cases, from further document review carried out in response to topics raised by participants. They either validate or complement the research findings and are presented in separate boxes to distinguish them from the research itself, as all of this material was gathered during the revision phase of the report, after the workshops were concluded.

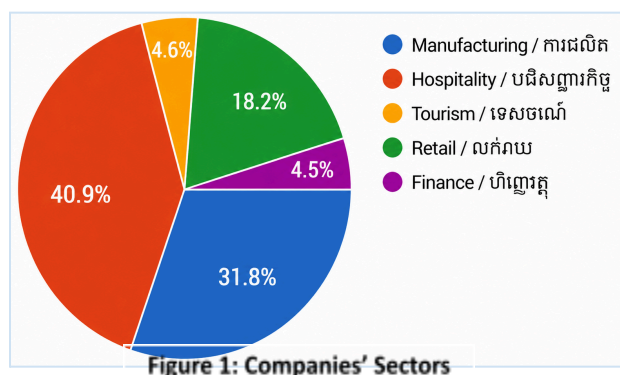
5.1. Participating Companies

Data collection with CSOs, duty bearers, and persons with intellectual disabilities and their families followed standard procedures and was conducted in collaboration with project partners, government counterparts, and beneficiaries. In contrast, private companies were recruited separately, as most had no prior affiliation with the research team. This process proved challenging, with approximately 36% of contacted companies agreeing to participate, as further outlined in [Section 4.6](#). This was not unexpected, as private companies, particularly larger ones, tend to be cautious about transparency regarding internal practices due to concerns related to reputational risk and external scrutiny.¹⁶

While reasons for non-participation were not formally provided in most cases, save for some companies that reported not having time for engagement, this pattern suggests some reluctance within the private sector to engage on topics related to disability inclusion. Supported by existing evidence on employers'

¹⁶ Organisation for Economic Co-operation and Development (2019) *OECD Business and Finance Outlook 2019*. Paris: OECD Publishing.

limited understanding of intellectual disability,¹⁷ this may reflect concerns about **addressing sensitive internal practices**, and a relatively **low prioritisation of disability inclusion** within company agendas.



considerations.¹⁵ Tourism-related businesses were also less visible as a distinct category, as many of these companies identified themselves under the broader hospitality sector, particularly hotels and restaurants.

While the research design initially aimed to ensure balanced sectoral representation, variations in willingness to participate required a more flexible approach. As a result, the final sample reflects those companies that agreed to engage in the study instead of a strictly proportionate distribution across sectors.

Most participating entities were fully private businesses but, as outlined in [Section 4.6](#), only about 50% of all participating companies responded to the SAQ. Out of these, all businesses with a social mission completed the SAQ, and non-response was observed only among fully private sector companies. This suggests a higher level of engagement from organisations already oriented towards social objectives, which indicates a greater openness to inclusion initiatives. This pattern is consistent with the broader landscape in Cambodia, where initiatives employing persons with intellectual disabilities are largely led by CSOs, often through affiliated social businesses.¹⁸ This may reflect both the more **proactive role of civil society** in advancing inclusion and the **limited engagement of private businesses** in this area.

Participating companies were located in both Northwest and Central Cambodia, with the majority (65%) based in Central Cambodia. As shown in [Figure 1](#), companies from the hospitality and manufacturing sectors were more represented in the sample, while participation from the finance sector remained limited, indicating a greater level of caution among finance companies, which are often **more sensitive to external scrutiny and reputational**



Figure 2: Person with Intellectual Disabilities working at a social business in Phnom Penh

¹⁷ International Labour Organization (2022) *EmployAbility: tapping the potential of persons with disabilities in Asia and the Pacific – a guide for employers*. Geneva: International Labour Organization.

¹⁸ People's Action for Inclusive Development (2023) *Engaging persons with intellectual and developmental disabilities in employment - an exploratory study from Cambodia*.

Additionally, most participating companies (70%) were small companies with fewer than 50 employees. This suggests that smaller companies are comparatively more open to engaging in discussions on disability inclusion and **potentially more receptive to exploring practical approaches to the inclusion of persons with intellectual disabilities in their workforce.**

Regarding the current employment of persons with disabilities more broadly, a similar pattern emerged among SAQ respondents. All companies employing at least one person with a disability completed the SAQ, while non-response was observed only among those without such experience. This may suggest that **companies already engaging in disability inclusion are more willing to participate in discussions** and potentially more open to expanding their practices to include persons with intellectual disabilities.

Overall, around 20 per cent of participating companies reported employing at least one person with a disability, while only one company (2.5%) out of 42 reported employing a person with an intellectual disability. This highlights an additional layer of exclusion within the broader disability group from participating companies, which indicates that **persons with intellectual disabilities may face more significant barriers to accessing employment.** This is consistent with existing evidence indicating that persons with intellectual disabilities encounter heightened challenges in accessing decent work.¹⁹ As further explored in the sections below, these increased barriers appear to stem from a range of factors, including stigma and discrimination, which in turn contribute to lower levels of commitment required to support their inclusion in the workplace.

5.2. Knowledge, Attitudes, and Perceptions

Knowledge and perceptions of private sector companies regarding persons with intellectual disabilities appear to be relatively consistent in terms of definition, but often coexist with stigma, misconceptions, and limited practical understanding. These perceptions shape company attitudes, which range from openness to inclusion to concerns related to productivity, safety, and the need for additional support. Together, these factors highlight the importance of broader organisational and cultural changes within companies as a foundation for meaningful inclusion.

Knowledge and Perceptions around Intellectual Disabilities

According to both employers and employees from participating companies, persons with intellectual disabilities were generally described as individuals with cognitive and learning limitations (e.g., *'slow thinking'* or *'difficulty understanding instructions'*), often associated with communication and social barriers, such as difficulty expressing themselves, interacting with others, or a tendency to remain isolated. They were also frequently linked to emotional and behavioural instability, including being easily anxious or overwhelmed. These perceptions are comparatively aligned with definitions provided by the

¹⁹ International Labour Organization (2022) *EmployAbility: tapping the potential of persons with disabilities in Asia and the Pacific – a guide for employers*. Geneva: International Labour Organization.

WHO²⁰ and the AAIDD²¹, which describe intellectual disability as involving reduced ability to understand new or complex information, learn new skills, cope independently, and adapt behaviour. This alignment suggests that participants were able to **engage with the topic based on a definition of intellectual disability that was broadly shared across stakeholders** and generally well understood, supporting the relevance and consistency of the data collected.

Beyond this general understanding, and despite the clarity of initial definitions, some responses also revealed underlying stigma related to intellectual disabilities. Several employers and employees placed strong emphasis on traits such as aggressiveness and irritability, suggesting a degree of fear or discomfort in interacting with this group. Others drew comparisons with child-like behaviour, as illustrated by one employer who stated:

‘A group of people who are older, but their thinking is as low as a child’ - KII with an employer

This indicates that, while there is a basic understanding of intellectual disability, it is often accompanied by **perceptions that can reinforce stigma and discrimination**. At the same time, a few employees expressed more positive views, recognising potential strengths and abilities, as one employee noted:

‘They may be born with a certain talent and have a special ability compared to “normal people” in some skills.’ - FGD with employees

Employees also frequently described persons with intellectual disabilities as individuals requiring constant support, which aligns with one of the main barriers identified by companies regarding their inclusion in the workforce. This perception is further reflected in a range of concerns expressed by both employers and employees, including expectations of reduced productivity, safety risks within the work environment, and communication challenges. Additional concerns included the perceived need for close supervision, repetitive instructions, and potential difficulties in social interaction and teamwork.

These perceptions reinforce the perspectives identified above, suggesting that, although respondents are generally aware of who persons with intellectual disabilities are, there is a **limited understanding of how to engage with them in practice**, as well as **limited experience of interacting with this population**.

Attitudes Towards Persons with Intellectual Disabilities

Evidence suggests that private employers often lack awareness or prioritisation of hiring persons with intellectual disabilities.²² Employers identified the main reasons for this as the perceived absence of suitable roles and the fact that they had not previously considered this possibility, as outlined in [Figure 3](#). This reinforces the **limited awareness of the capacity of persons with intellectual disabilities and the low engagement of employers** in relation to their inclusion in the workforce.

²⁰ World Health Organization (no date) *Disability*. Available at: https://www.who.int/health-topics/disability#tab=tab_1 (Accessed: 1 April 2026).

²¹ American Association on Intellectual and Developmental Disabilities (no date) *Definition of intellectual disability*. Available at: <https://www.aaidd.org/intellectual-disability/definition> (Accessed: 1 April 2026).

²² People's Action for Inclusive Development (2023) *Engaging persons with intellectual and developmental disabilities in employment - an exploratory study from Cambodia*.

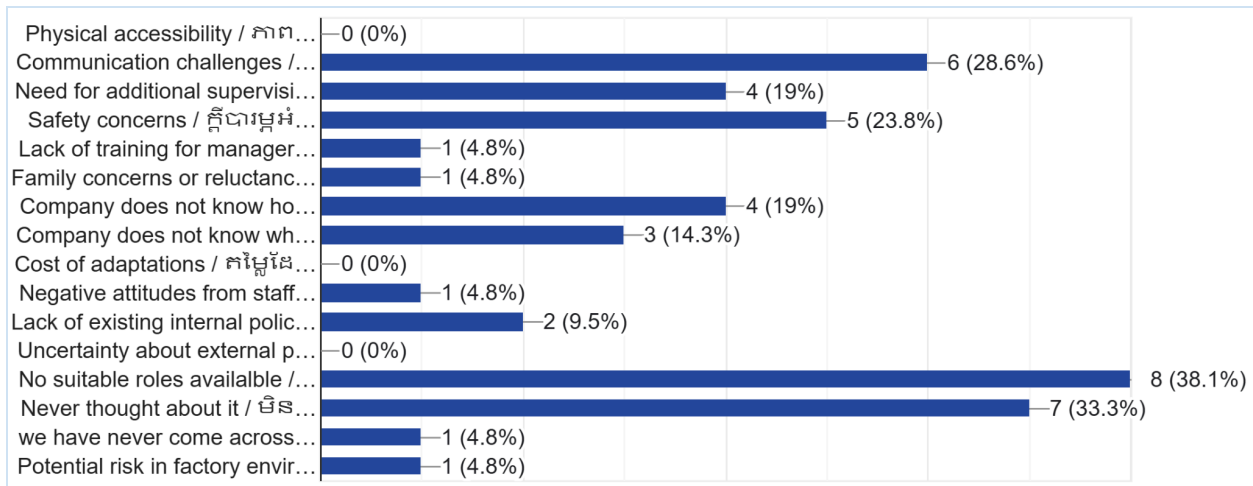


Figure 3: Main reasons why companies have not hired persons with intellectual disabilities.

Note: Chart labels are truncated due to space limitations; the most relevant options are discussed in the narrative, and full response options are available in [Annexe 5](#).

Interviews with CSOs and duty bearers further supported these findings, as participants highlighted that companies often perceive the hiring of persons with intellectual disabilities as ‘counterproductive’, burdensome, and associated with behavioural challenges and discomfort in social interactions.

When asked about the feasibility of employing persons with intellectual disabilities and the factors influencing their willingness or reluctance to do so, most employers and employees reiterated the barriers outlined in [Figure 3](#). Particular emphasis was placed on the perceived need for constant supervision and the lack of technical knowledge to effectively engage with persons with intellectual disabilities in the workplace. These perceptions appear to reinforce generalised assumptions that **persons with intellectual disabilities require significant support and are unable to work independently.**

Although supervision may indeed be required in some cases, these generalised perceptions and associated stigma can **limit initial buy-in from companies**. Such buy-in is a first step towards inclusion, reflecting a willingness to engage and openness to receiving the support needed to implement inclusive practices. In many cases, this lack of buy-in appears to prevent companies from considering the employment of persons with intellectual disabilities even before efforts are made. While other structural and operational barriers remain significant, early engagement and buy-in may increase the likelihood that companies are willing to explore adjustments, reinforcing the importance of broader **organisational and cultural changes within companies.**

From the families’ perspectives, interviews revealed that, although families expressed a desire for their sons and daughters to be employed, they often have limited confidence in the capacity of young adults with intellectual disabilities to engage in employment. Families frequently highlighted cognitive and communication barriers, emotional instability, and a perceived lack of independent living skills as factors contributing to exclusion. For example:

'I think my child has a hard time earning a living because he is weak in thinking, weak in listening, speaks not clearly, thinks slowly, and has difficulty communicating with others.' - KII with a family member

They also revealed the need for emotional support on top of work skills and support from organisations to help their sons and daughters to be included, for example:

'I think he [my son] will have a hard time finding a job [...] But if the organisation helps him develop his skills, he will be able to get a job.' - KII with a family member

These perspectives suggest a level of **doubt from families**, together with **limited access to information**, which may affect their confidence in their sons' and daughters' ability to seek and sustain employment.

Persons with disabilities themselves expressed a clearer aspiration for employment, despite concerns about discrimination, stigma, difficulty communicating, social exclusion, and negative attitudes in the workplace, associating work with individual identity and achievement. For those working, it is associated with happiness and comfort, as, for example:



Figure 4: Person with Intellectual Disabilities working at a restaurant in Phnom Penh

'I feel happy when I work because I can earn an income to support myself and my family.' - KII with a person with intellectual disabilities

For the ones not working, it is associated with being 'like everyone else' and avoiding being 'useless':

'I want to work like everyone else, so that people don't think I am useless' - KII with a person with intellectual disabilities

These findings highlight the importance of creating employment opportunities and ensuring emotional support and a welcoming work environment. They also point to the need for **broader organisational and cultural shifts within companies**, which form the foundation for the meaningful inclusion of persons with disabilities, particularly those with intellectual disabilities.

Company Culture

Although not initially identified as a core theme of this research, the need for commitment from senior leadership emerged clearly from the data. Employers, employees, CSOs, and duty bearers all highlighted that hiring persons with intellectual disabilities is often perceived as a burden rather than an advantage

for companies. This perception appears to be linked to a limited understanding of the potential benefits of inclusive employment, including its contribution to productivity, staff retention, and company reputation, as highlighted in existing initiatives such as EmployAbility and CARE.^{23,24}

These findings suggest that, beyond raising awareness of the importance of inclusion, demonstrating its practical and business advantages is critical to securing **initial buy-in**. Evidence indicates that companies are more likely to engage when inclusion is framed not only as the right thing to do, but also as a **beneficial and viable business practice**. Therefore, securing buy-in and fostering organisational culture change appear to be necessary first steps, as current knowledge, attitudes, and perceptions often remain barriers to inclusion. In this context, technical solutions such as policies, guidelines, or workplace adaptations are unlikely to be effective in isolation. Without a shift in company culture and leadership commitment, such measures may not be prioritised or implemented in practice, whereas once companies are willing to engage, they may be more inclined to invest in and sustain the adjustments required for the inclusion of persons with intellectual disabilities.

The findings were confirmed by both workshop groups. Participants also raised the following points:

- A need for **practical information** on the capacities, skills, and employment potential of persons with intellectual disabilities.
- A request for **clarification of the difference between intellectual disability and autism**.
- **Increasing employer knowledge and understanding** was placed among the highest priorities for action in both consultations, directed at employers and at the wider public.

Box 5.2: Knowledge, Attitudes, and Perceptions - Workshop Consultation Inputs

5.3. Organisational Roles and Employee Training

Organisational roles for persons with intellectual disabilities are often shaped by assumptions about their capacities, resulting in a concentration in lower-skilled and non-customer-facing tasks, coupled with an understanding that roles should be aligned with individual abilities. However, limited awareness and internal capacity continue to influence how these roles are defined and supported within companies.

Roles of Persons with Intellectual Disabilities

According to participating companies, persons with intellectual disabilities are generally considered more suited to tasks that are manual, repetitive, and require lower cognitive demand. These are often described as simpler roles involving physical activity and limited decision-making.

²³ International Labour Organization (2022) *EmployAbility: tapping the potential of persons with disabilities in Asia and the Pacific – a guide for employers*. Geneva: International Labour Organization.

²⁴ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and CARE Cambodia (2024) *Promoting the inclusion of persons with disabilities in the garment, footwear and travel goods sector: Sustainability recommendation paper*. Phnom Penh: GIZ Cambodia..

‘Employees with intellectual disabilities can only do packing because packing does not require as much thought and responsibility as office work, making it easier for them.’ - KII with an employer.

‘Don’t try to make them think too much’ - FGD with employees

As illustrated in [Figure 5](#) below, employers most frequently identified roles such as cleaning, packaging, and gardening as suitable areas of employment for persons with intellectual disabilities.

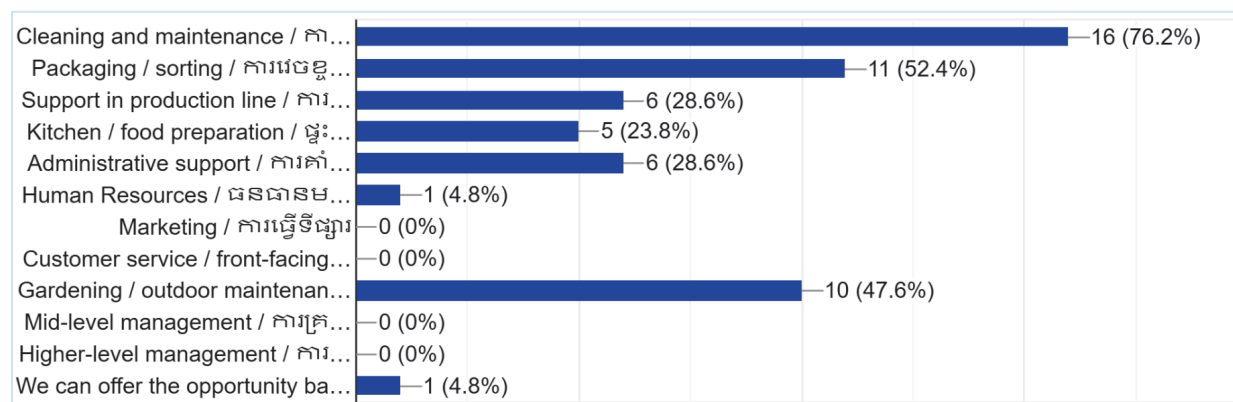


Figure 5: Roles persons with intellectual disabilities could potentially occupy within companies

While this reflects a recognition that individuals with cognitive difficulties may benefit from less cognitively demanding tasks, it may also **reduce companies’ interest in hiring**, as the perceived value of these roles within business operations can be limited.²⁵ Persons with intellectual disabilities are often associated with support or ‘back-of-the-house’ roles, involving limited customer interaction and reduced communication requirements, such as document handling or printing. This framing may further **narrow the range of employment opportunities available to them**. As highlighted by one employee:

‘Can work in the cleaning field because the work is easy, doesn't involve meeting many guests, doesn't require a lot of communication, doesn't take up much time, and doesn't require a lot of thinking about work.’ - FGD with employees.

However, where the roles imagined for persons with intellectual disabilities are confined to tasks of this kind, **the contribution and the return that inclusion could generate are limited**, with a corresponding effect on company profits.

On the other hand, some companies expressed a merit-based perspective, emphasising that roles should be aligned with individuals’ abilities and characteristics. This reflects an understanding that **inclusion should go beyond presence in the workplace and focus on meaningful contribution**. For example:

‘They can do hygiene because they don’t use their brain much. This is not discrimination, it's about their actual ability.’ - KII with an employer.

²⁵ International Labour Organization (2022) *EmployAbility: tapping the potential of persons with disabilities in Asia and the Pacific – a guide for employers*. Geneva: International Labour Organization.

'For employees with disabilities, it depends on their level of expertise and their characteristics.' - KII with an employer.



Figure 6: Person with Intellectual Disabilities working at a restaurant in Phnom Penh

This perspective is relevant in **distinguishing meaningful inclusion from tokenistic practices**, where individuals are hired solely to meet quotas without consideration of their actual role or contribution. It is then important that such role matching is based on individual assessments rather than generalised assumptions about the capacities of persons with intellectual disabilities. In some cases, for example, companies expressed the view that there were no suitable roles for persons with intellectual disabilities within their operations, such as the small manufacturing company below:

'For our company, there is no area where employees with intellectual disabilities can work because our company requires employees to be fully developed both mentally and physically, as well as have high memory and skills in each area.' - KII with an employer

This is further reinforced by statements reflecting a lack of understanding and experience in engaging with this population:

'We don't know what to do with him because we don't understand him, and we don't know who has had this problem before, so we don't know what to do with him.' - KII with an employer

Overall, these findings suggest that **companies may not yet have the information or experience needed to accurately assess the capacities of persons with intellectual disabilities and therefore rely on generalisations**, as activities illustrated in [Figure 6](#). This is a natural response in the absence of direct exposure or understanding. As such, these perceptions point to the need for targeted awareness-raising and capacity-building efforts, reinforcing the importance of working closely with companies to strengthen their understanding of the capacities of persons with intellectual disabilities and the range of roles they can fulfil.

An interesting example emerges from the only company employing a person with an intellectual disability. It is a small company, with fewer than 50 staff members working in hospitality, which identified 'customer service/front-facing roles' (see [Figure 7](#)) and even 'mid-level management' as potential areas of work. This contrasts with the views of companies not employing persons with intellectual disabilities, none of which identified these roles as suitable, and suggests that direct experience can shift perceptions of what persons with intellectual disabilities can do, often beyond initial expectations. It also reinforces the **importance of appropriate assessment and support mechanisms to identify individual strengths and match them to meaningful roles**, highlighting the need for companies to have access to technical guidance when assigning tasks and responsibilities.



Figure 7: Two persons with Intellectual Disabilities working in a front-facing role at a market in Kep

Awareness Raising

Understanding the needs of persons with intellectual disabilities and addressing stigma remains challenging across different contexts. Companies often lack awareness of how to create inclusive environments and show limited interest in hiring persons with intellectual disabilities, which represents a significant barrier to employment.²⁶ None of the participating companies reported having conducted awareness-raising training for staff on working with persons with intellectual disabilities. This suggests both a **lack of prioritisation**, which may be expected given the absence of current employees with intellectual disabilities, and **limited internal capacity** to take this forward.

Both employers and employees highlighted the need for initial training on the characteristics, needs, and capacities of persons with intellectual disabilities to support better understanding. This could then be followed by more specific training on communication, as well as emotional and behavioural aspects, alongside broader awareness-raising to address discrimination. While some stigma regarding roles and capacities remains, these findings suggest that it is largely stemming from limited exposure and understanding. Employers and employees indicated that persons with intellectual disabilities could contribute more meaningfully, but that they **lack the practical knowledge and tools to both recognise the value of and support this inclusion**.

At the same time, companies reported limited capacity to design and deliver such training internally, pointing to a reliance on external organisations to provide technical support and highlighting the role of **CSOs in supporting inclusive employment** directly with companies. However, as outlined in [Section 5.2](#), before any broader awareness-raising takes place, there is a need to engage company management to build buy-in and support organisational change, which is a recurrent finding from this study.

²⁶ People's Action for Inclusive Development (2023) *Engaging persons with intellectual and developmental disabilities in employment - an exploratory study from Cambodia*.

The findings were confirmed by both workshop groups. Participants also raised the following points:

- Employers reinforced **adapting positions to individual abilities** as a practical means of widening the range of roles available.
- Participants noted the **absence of role models and documented good practice** to help motivate young people towards employment.

Box 5.3: Organisational Roles and Employee Training - Workshop Consultation Inputs

5.4. Recruitment and Hiring

Recruitment and hiring practices are largely shaped by a reliance on external referrals, standardised processes, and limited adaptations to accommodate persons with intellectual disabilities. These approaches often reflect low confidence in candidates' abilities and a preference for observable proof before employment is considered. Together, these dynamics contribute to restricted access to employment and reinforce barriers within company recruitment systems and reliance on external bodies such as CSOs as the main responsible bodies for the employment of persons with intellectual disabilities.

Job Applications

Data collected from private companies indicates that their preferred approach to hiring persons with intellectual disabilities is through referrals from CSOs and government actors, with very few companies identifying open job announcements as a pathway, as outlined in [Figure 8](#) below. This reflects a tendency among companies to position external actors as responsible for identifying candidates and facilitating access to employment. As a result, **responsibility for inclusion is largely shifted away from companies**, with hiring more likely to occur only when driven, guided, or requested by duty bearers and CSOs, rather than as part of companies' own internal commitments or recruitment practices.

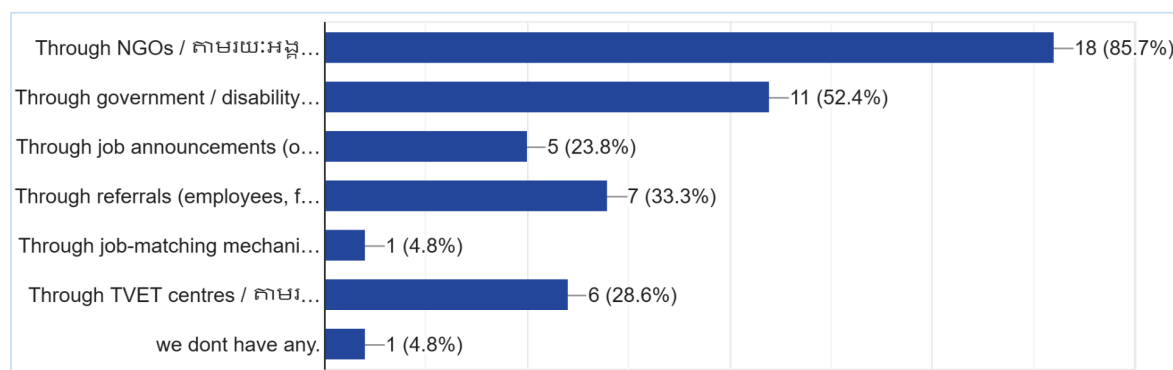


Figure 8: Companies' preferences for job applications/referrals

Note: Chart labels are truncated due to space limitations; the most relevant options are discussed in the narrative, and full response options are available in [Annexe 5](#).

Although this shift in responsibility is understandable, particularly among companies with limited experience or awareness of the rights and capacities of persons with intellectual disabilities, it may contribute to further exclusion. Individuals who are not supported by CSOs or government programmes

may have limited access to job information and face greater barriers when approaching companies independently, thereby **reducing their access to employment**.

This is further compounded by, and may help explain, the lack of confidence among many persons with disabilities to apply for positions, as reported by employees, duty bearers, and persons with disabilities themselves. In contexts where companies expect referrals from intermediaries rather than encouraging direct applications, this low confidence may become an even greater barrier, as **individuals may feel less welcome or entitled to apply independently**.

Hiring Processes

The SAQ with participating organisations found that most companies (28%) would select persons with disabilities based on attitude, motivation, and willingness to learn, followed by assessing individual strengths and matching them to appropriate tasks (24%), and determining suitability through a trial work period (19%). The only company currently employing a person with intellectual disabilities reported that individuals would be expected to have the same capacity as their peers for similar tasks, an option not selected by any organisations without such experience. This contrast suggests that companies without direct experience may question the reliability of self-reported or externally assessed capacities, including those communicated by referring organisations, and may **require observable proof of abilities before considering employment**. Although this finding is not unexpected, given the limited experience many companies have in working with this population, it still points to a **broader gap in understanding of the diverse capacities of persons with intellectual disabilities, with a tendency to generalise and underestimate their abilities**.

Beyond what may be understood as ‘reinforced stigma’, most companies rely on a ‘one-size-fits-all’ recruitment process. While these processes are described as non-discriminatory, in that they are open to all applicants, they generally **do not include accommodations**, as reported by most respondents. This is further shaped by companies’ reliance on referrals rather than open recruitment, as outlined above, which can **reduce the perceived need to adapt recruitment processes** and, in practice, limits their implementation.

Hiring Criteria

Participating employers and employees reported that recruitment criteria are often set too high and that job descriptions are not adapted to the needs of persons with intellectual disabilities, as reflected in the statements below:

‘The problem that hinders the recruitment of employees with intellectual disabilities is that each company's recruitment requirements are too high, not compatible with the skills of employees with intellectual disabilities.’ - KII with an employer

‘Applying for jobs in a company is difficult for people with intellectual disabilities because the general job does not easily match their needs [...] Companies have specific requirements, unless they encourage [participation] of people with [intellectual] disabilities.’ - FGD with employees

This further highlights assumptions that persons with intellectual disabilities are not capable, alongside a limited understanding of their potential, as reported by CSOs and duty bearers. While the need for adapted recruitment criteria and job descriptions is recognised and can be considered a reasonable accommodation, there is a prevailing perception among companies that such adaptations would be too difficult to implement or that persons with intellectual disabilities would still not be able to meet requirements. This may discourage companies from attempting to introduce adjustments, **reinforcing misconceptions and limiting opportunities for inclusion across different areas of company practice.**

Potential Adaptations

All stakeholders reported very similar potential adaptations to recruitment and hiring processes, as outlined in [Table 2](#) below, which highlights the proposed adaptation and some statements from participating stakeholders that describe and support it.

Adaptation	Brief Statement/Description
Trial Periods	<i>'If the person has a mild intellectual disability and is capable of working, the company will give them a trial period of one week. If they do well at their job, they will be accepted for full employment.'</i> - KII with an employer
Practical Testing	<i>'There will be an oral interview. There will be a practical ability test to see if he can do the job or not.'</i> - KII with an employer *This testing would be during the interview and not on a trial period.
Job-Matching	<i>'Look at their skills and what they are good at or what their unique characteristics are and find out what skills or types of work they can do that are appropriate for their skills and abilities.'</i> - KII with an employer
Disability Assessment	<i>'Companies assess the suitability of candidates with intellectual disabilities for the job by looking at work experience, knowledge, skills, and the <u>level of intellectual disability</u>, whether mild or severe.'</i> - KII with an employer
Referrals from CSOs	<i>'The organisation should first contact the company to help people with intellectual disabilities work for the company.'</i> - KII with a CSO representative <i>'The organisation advises what the child can do'</i> - KII with a family member
Waiving the selection process	<i>'Waiving the company's application requirements for people with intellectual disabilities'</i> - KII with a CSO representative

Table 2: Suggested adaptations to current recruitment and hiring processes

Although certain adaptations, such as waiving selection processes, may unintentionally reinforce stigma by assuming that persons with intellectual disabilities are unable to participate in recruitment procedures, most adjustments are relevant and can contribute to making employment more accessible.

Referrals from CSOs were strongly emphasised by families, persons with disabilities, and CSOs, highlighting a continued reliance on external actors to facilitate access to employment. This further reflects a **limited willingness among companies to take an active role in inclusive recruitment** and,

consequently, in **providing necessary accommodations**. As noted earlier, this is expected given that companies have not been exposed to this group before and reinforces the need to strengthen buy-in at the management level to enable more proactive engagement in inclusive employment practices.

The findings were confirmed by both workshop groups. Participants and further research also brought about the following points:

- The **absence of role models and documented good practice** to motivate young persons with intellectual disabilities towards seeking employment.
- Recommendations from workshop participants to **adapt recruitment to candidates' needs**, including simple language and visual advertisements, pre-interview discussions to identify support needs, and assessment based on skills and potential.
- Workshop participants proposed expanding **internship and apprenticeship opportunities** as an entry point into employment, allowing both the company and the candidate to build confidence before a permanent commitment.
- Subsequent desk review identified that an Inter-ministerial Circular 005 requires institutions and legal entities with a disability recruitment obligation to prepare a simplified application form facilitating applications from persons with disabilities, and to consult them on recruitment, working environment, training, and personal support.²⁷ **The recruitment practices reported by participating companies fall outside this requirement**, which most appeared unaware of.
- Participants asked for clarification of the evidence supporting the findings on recruitment barriers. These draw on KIIs and FGDs, supported by SAQ responses, and are consistent with earlier research in Cambodia reporting that **placement of persons with intellectual disabilities depends largely on personal contacts and individual advocacy**.²⁸

Box 5.4: Recruitment and Hiring - Workshop Consultation Inputs

5.5. Workplace Accessibility

Workplace accessibility is shaped by a partial understanding of the specific barriers faced by persons with intellectual disabilities, with companies often identifying general accessibility features while overlooking those more relevant to persons with **intellectual** disabilities. This is accompanied by a tendency to attribute challenges to the individual rather than to the workplace, reflecting a limited application of the social model of disability. Together, these dynamics influence how accessibility is interpreted and implemented, with implications for the effectiveness of inclusive workplace practices.

²⁷ Royal Government of Cambodia (2012) *Inter-ministerial Circular No. 005 SR.OR.YU/OR.NOR on Facilitation for the Work of People with Disabilities*, 20 September 2012. Phnom Penh: Ministry of Social Affairs, Veterans and Youth Rehabilitation and Ministry of Labour and Vocational Training.

²⁸ People's Action for Inclusive Development (PAfID) (2023) *Engaging persons with intellectual and developmental disabilities in employment: an exploratory study from Cambodia*. Phnom Penh: PafID.

Physical Accessibility

As outlined in [Figure 9](#) below, there appears to be some confusion in understanding physical accessibility in relation to persons with intellectual disabilities. While more than half of respondents identified issues such as a lack of clear signage or visual instructions, and 38% highlighted complex layouts that are difficult to navigate, a significant proportion still referred to more general accessibility features, such as accessible toilets, step-free access (ramps and lifts), and hazardous or cluttered pathways. Although these contribute to overall accessibility, they are more directly relevant to persons with physical impairments than to those with intellectual disabilities.

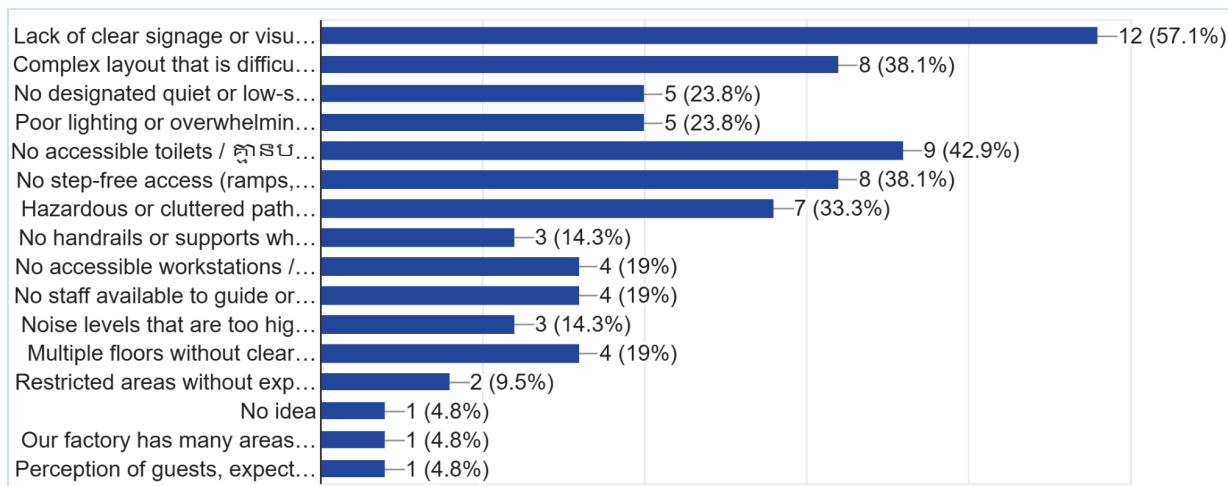


Figure 9: Main identified physical barriers to persons with intellectual disabilities by companies

Note: Chart labels are truncated due to space limitations; the most relevant options are discussed in the narrative, and full response options are available in [Annexe 5](#).

These findings suggest that, **while companies have some exposure to disability inclusion, there remains a limited understanding of the specific environmental barriers faced by persons with intellectual disabilities.** In contrast, the only company currently employing a person with an intellectual disability identified additional, more relevant challenges through a separate section of the SAQ, which are not reflected in the chart above. These included a lack of clear signage, the absence of quiet or low-stimulation areas, high noise levels, multi-floor layouts without clear directions, and restricted areas without explanation. This indicates a more nuanced understanding of accessibility needs, likely informed by direct experience, and reinforces earlier findings that **engagement and practical exposure can support more accurate identification of barriers and appropriate responses.**

On the other hand, when respondents were prompted with specific accessibility options, their responses became more aligned with the needs of persons with intellectual disabilities, as shown in [Figure 10](#) below. This suggests that, **when guided and provided with concrete examples, both staff and management are better able to recognise relevant accessibility requirements.**

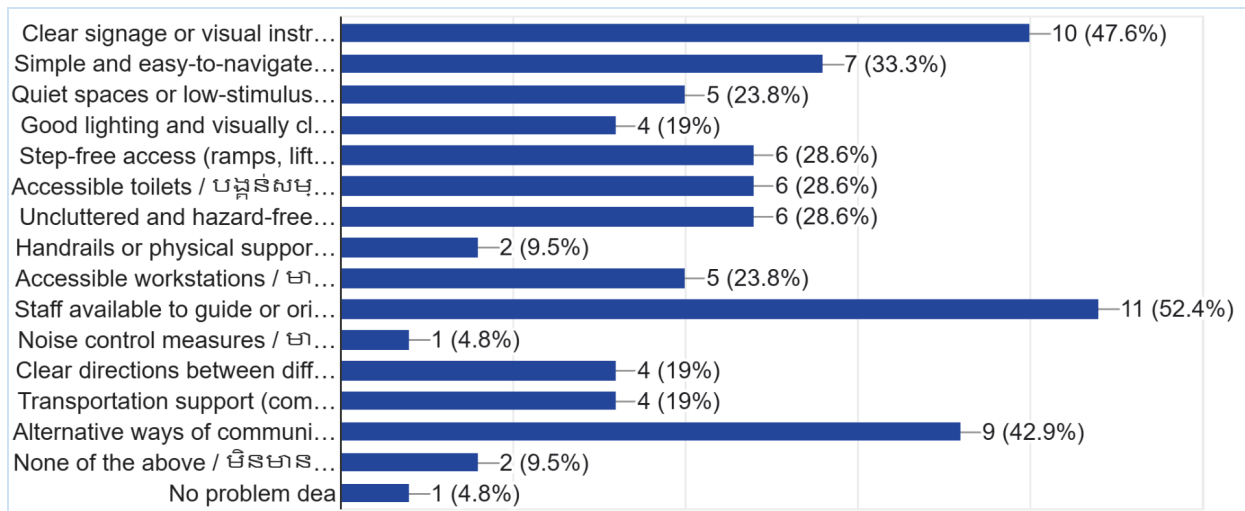


Figure 10: Main identified accessibility features for persons with intellectual disabilities by companies

Note: Chart labels are truncated due to space limitations; the most relevant options are discussed in the narrative, and full response options are available in [Annexe 5](#).

The most frequently identified features included the availability of staff to guide or orient persons with intellectual disabilities, as well as clear signage, visual instructions, and alternative forms of communication. This supports further findings that employers tend to feel more comfortable when persons with intellectual disabilities are supervised and reflects some of the main concerns raised in the KIIs, which are those related to communication and social interaction. However, other important measures, such as appropriate lighting, quiet spaces, and noise control, were less frequently mentioned, indicating **remaining gaps in understanding of the full range of accessibility needs**.

Beyond the Physical Environment

The most significant accessibility challenge identified by employers and employees relates to communication, including difficulties in understanding and guiding persons with intellectual disabilities, managing behaviour, and explaining complex work instructions. Concerns were also raised regarding interactions with guests and clients, who may face challenges in communicating with persons with intellectual disabilities, positioning communication as a key perceived barrier to employment. As one employer noted:

They have difficulties understanding the work and communicating with guests - KII with an employer.

Although the question on accessibility for KIIs was framed around ‘*environmental and physical factors within the workplace*’, most responses focused on **perceived limitations of persons with intellectual disabilities rather than on barriers created by the work environment**. These included references to difficulties in behaviour management, safety concerns, and limited ability to perform tasks, suggesting that **challenges are often attributed to the individual rather than to the accessibility of the workplace itself**. This represents an important gap in understanding, where disability is perceived as inherent to the individual rather than as shaped by environmental barriers.

The International Classification of Functioning, Disability and Health (ICF)²⁹ frames disability as the result of the interaction between an individual's impairment and the barriers present in their environment. From this perspective, the difficulty expressed by companies in identifying accessibility barriers, even when prompted, points to a broader gap in awareness of the social model of disability. Strengthening this social understanding of disability is critical for the development of inclusive practices, as it shifts the focus from changing the individual to adapting the environment. This suggests that **awareness-raising and capacity-building efforts should prioritise promoting this perspective**, supporting companies to recognise that reducing environmental barriers can enable participation, rather than expecting persons with intellectual disabilities to adapt to existing conditions or deciding not to hire them based on perceived limitations.

The findings were confirmed by both workshop groups and were further reinforced by participant input. Participants raised the following points:

- Accessibility is **generally understood as “provision for wheelchair users”**, with behavioural support, communication, assistive devices, and sensory support (e.g., lighting and loud noises) absent from the discussion.
- Employers said **accessibility remains unclear when applied to intellectual disability**, and asked CSOs for practical examples and guidance, such as adapting communication methods, simplifying instructions, and adjusting sensory conditions in the work environment.
- The desk review carried out after the workshops supports this observation and the findings in this section. **Government inspection criteria for disability certification address ramps and handrails, adapted desks and technical assistance, parking, and accessible sanitation.**³⁰ The criteria are mostly physical, and practically do not address communication, instruction, sensory environment, or workplace supervision, which were the accommodations most frequently identified by participants in both consultations as needed specifically by persons with intellectual disabilities.

Box 5.5: Workplace Accessibility - Workshop Consultation Inputs

5.6. Inclusive Adaptations

As outlined by the social model of disability, framed through the ICF, promoting inclusion requires adapting environments to address the barriers that limit participation. These barriers take multiple forms, including attitudinal barriers (such as stigma, stereotypes, and discrimination), physical barriers (such as inaccessible infrastructure and layouts), communication barriers (such as lack of clear, accessible information and communication challenges), and institutional barriers (such as policies and practices that do not account for diverse needs), and are recognised as key factors contributing to the exclusion of

²⁹ World Health Organization (2001) *International Classification of Functioning, Disability and Health (ICF)*. Geneva: WHO.

³⁰ Garment Manufacturers Association in Cambodia (GMAC) (2019) *Legal Pointer: Obligation of Employers to Hire Workers/Employees with Disabilities*. Phnom Penh: GMAC Legal and Labour Department.

persons with disabilities from social and economic participation.³¹ Persons with intellectual disabilities often face more pronounced attitudinal, communication, and institutional barriers, which can further limit their participation, particularly in employment contexts.³²

The identified inclusive adaptations in this study are shaped by a combination of approaches that address both **environmental barriers** and **individual support needs**, with stakeholders proposing a wide range of measures across these areas. There is, however, a stronger tendency to emphasise individual-level adaptations, such as training, mentorship, and guidance, reflecting a **focus on preparing persons with intellectual disabilities to meet existing workplace demands and not necessarily addressing workplace barriers to their participation**. Together, these dynamics influence how inclusion is operationalised, with implications for the balance between adapting individuals and transforming work environments to enable effective participation.

Inclusive Adaptations by Barrier

All stakeholders proposed a range of inclusive adaptations relevant to persons with intellectual disabilities. [Table 3](#) below summarises the main suggestions, organised according to the types of environmental barriers they aim to address, with the inclusion of two additional categories (in brown). These reflect adaptations focused more on supporting individuals to adjust, rather than on changes to the surrounding environment, and were included as they emerged from the data and did not clearly fit within the environmental barrier categories.

Inclusive Adaptations Addressing Attitudinal Barriers
• Promotion of an inclusive workplace culture • Implementation of anti-discrimination policies • Anti-discrimination training and awareness raising • Management of external expectations (e.g., from guests)
Inclusive Adaptations Addressing Communication Barriers
• Introduction to alternative ways of communication • Use of simple communication • Accessible information with more inclusive signage, guidelines, etc.
Inclusive Adaptations Addressing Institutional Barriers
• Modified recruitment and selection processes • Compliance with government-established quotas
Inclusive Adaptations Addressing Work-specific Barriers (individual level)
• Mentorship and continuous guidance

³¹ United Nations (2006) *Convention on the Rights of Persons with Disabilities*. New York: United Nations General Assembly.

³² World Health Organization and World Bank (2011) *World Report on Disability*. Geneva: WHO.

- Role adaptations
- Skills-matching (focus on 'easier' and more 'suitable' tasks)
- Skills development and training
- 'Specialised' training
- External support systems (e.g., CSOs)

Inclusive Adaptations Addressing Difficulties of Persons with Intellectual Disabilities

- Psychological support and encouragement

Table 3: Proposed Inclusive Adaptations (by all stakeholders)

CSOs participating in the study tended to propose strategies focused on environmental changes, particularly in addressing attitudinal, communication, and institutional barriers (highlighted in **blue** in [Table 3](#)). These included modifications to recruitment and selection processes, strategic job matching, communication adaptations, and efforts to promote inclusive workplace cultures. Duty bearers expressed similar views, while also emphasising the importance of compliance with existing policies and disability inclusion quotas. Together, these perspectives suggest a focus on **adapting the work environment** to enable the participation of persons with intellectual disabilities.

Companies also recognised the importance of creating supportive environments and referred to several environmental adaptations, particularly those related to communication and anti-discrimination initiatives. However, unlike CSOs and duty bearers, they more frequently emphasised adaptations focused on direct support for individuals on top of the changes to the surrounding environment. These included mentorship, supervision, role adjustments, task simplification, and specialised training (highlighted in **brown** in [Table 3](#)). This suggests a tendency to focus on supporting individuals to adapt to existing work environments, rather than prioritising organisational and structural changes to the environment. While companies acknowledge the need for such changes, the data indicates that **their approaches often place greater emphasis on adapting individuals' capacities to meet workplace demands**.



Figure 11: Person with Intellectual Disabilities working in a jam factory in Phnom Penh and performing an activity which was adapted and tailored to his skills and needs

[Figure 12](#) further illustrates this trend, as the most frequently identified adaptations by companies include job coaching, mentorship, and step-by-step instructions, which require relatively limited changes to existing systems. In contrast, adaptations such as modified work schedules or adjusted job duties, which may require more structural adjustments, were less frequently prioritised.

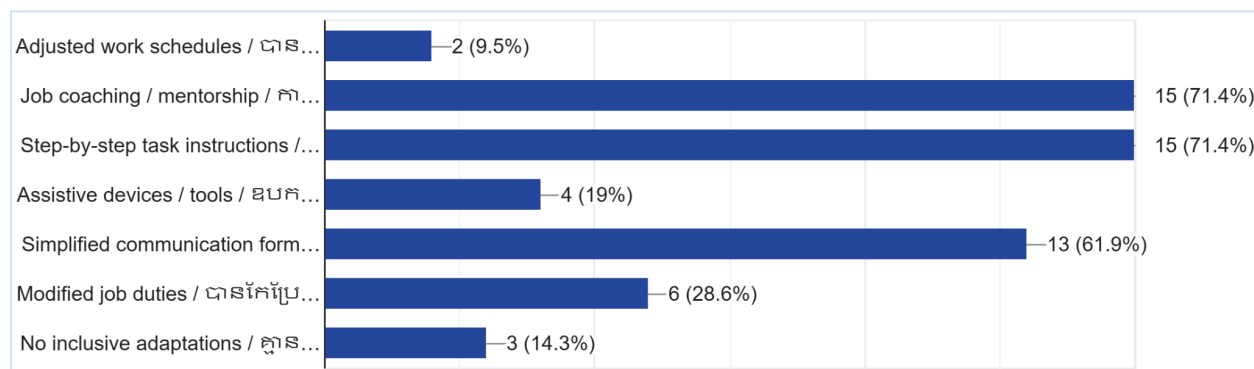


Figure 12: Most important inclusive adaptations, according to companies

In practice, there is a risk that this results in a greater emphasis on preparing individuals for work, often at the expense of adapting the work environment. While these measures are relevant and can facilitate inclusion, the social model of disability, a model adopted by the WHO through the ICF, offers a different perspective. The ICF framework emphasises that disability arises not from the individual's impairment alone, but from the interaction between the individual and a non-enabling environment, which creates barriers to participation.³³ When responsibility is placed primarily on the individual, there is a risk that the need for changes in the work environment is overlooked. Therefore, while preparing persons with intellectual disabilities for employment is important, a greater **balance is needed between individual preparation and environmental adaptation to support more effective and inclusive outcomes.**

From the perspectives of families and persons with intellectual disabilities, there is a combination of expectations. Families highlighted the importance of changes in workplace culture, while also emphasising the need for encouragement, training, and mentorship for their family members. Persons with intellectual disabilities, on the other hand, placed greater emphasis on individual development, highlighting the need for mentorship, guidance, training, emotional support, and assistance from CSOs and other external support systems. This may reflect a prevailing understanding of inclusion, also among families and persons with intellectual disabilities, that is **more closely linked to individual preparation, with less emphasis on the role of environmental adaptations in enabling participation.**

The findings reflect a nuanced and multi-layered picture of how inclusive adaptation is understood across different stakeholders. While companies, families, and persons with intellectual disabilities all recognise the importance of inclusive adaptations, there is a shared tendency to place greater emphasis on individual-level adjustments, such as training, mentorship, and support. For companies, this emphasis is often shaped by operational priorities, including productivity and performance requirements, which may limit the extent to which structural adaptations are considered feasible. For persons with

³³ World Health Organization (2001) *International Classification of Functioning, Disability and Health (ICF)*. Geneva: WHO.

intellectual disabilities and their families, this focus on individual preparation may reflect lower levels of confidence in their own or their family members' capacities, leading to an understanding of inclusion that prioritises readiness for work over changes in the work environment. In contrast, CSOs and, to some extent, government actors place stronger emphasis on addressing structural and environmental barriers to inclusion, while also recognising the role of individual support.

These differing perspectives do not necessarily contradict each other, but rather point to the need for a more balanced approach. Strengthening inclusion may therefore require **bridging these views through collaborative efforts that build confidence and capacity, while also promoting organisational and structural changes through inclusive adaptations to the work environment**. This includes supporting companies to explore feasible adaptations within their operational contexts, while ensuring that persons with intellectual disabilities are supported **without placing the full responsibility for inclusion on the individual**.

Inclusive Adaptations by Sector

Although all sectors reflected a combination of approaches that include both environmental adaptations and support to individuals, in the manufacturing sector, there was a stronger emphasis on individual-level adaptations, with companies focusing on preparing persons with intellectual disabilities to meet existing job demands. Some companies highlighted that inclusive adaptations may not be feasible due to the nature and pace of production, which requires consistency, speed, and high performance and safety standards, reflecting a **greater tendency to assess individuals' capacity to work under existing conditions rather than to consider adjustments to workflows or operations**. As one employer noted:

'The company cannot adjust or support them during their work because the type of work in our company requires them to have experience, high patience, etc. We only test them to see how much they can do according to the company's conditions.' - KII with an employer of a manufacturing company

In contrast, companies in the hospitality and retail sectors appeared more open to considering environmental and organisational adaptations. These sectors more frequently referred to inclusion in terms of providing opportunities, contributing to social outcomes, and supporting individuals' independence and livelihoods, as highlighted by an employer below:

'We would be open to introducing reasonable adaptations.' - *'Simplified written instructions, visual task checklists, and clear and structured feedback processes'* - KII with an employer of a hospitality company

While expectations around performance remain, **the nature of the work may allow for more flexibility in task allocation and workplace adjustments**, creating greater space for inclusive practices. This suggests that these sectors may offer more immediate entry points for piloting and strengthening inclusive employment initiatives. For the finance and tourism sectors, the available data were more limited, and no clear pattern could be identified.

Decision-Making Processes

Employers generally reported openness to providing inclusive adaptations, often linked to a desire to support persons with disabilities to gain independence, contribute to their families, and reduce poverty. Many respondents framed these adaptations within CSR, humanitarian support, and compliance with legal requirements. However, this willingness was often conditional on **maintaining productivity levels and avoiding potential safeguarding risks**. As one employer noted:

‘The company is willing to make adjustments only if the employee with intellectual disabilities has work experience, knowledge, and skills that are appropriate to the company’s needs.’ - KII with an employer.

The SAQ findings reflect a similar pattern, with companies indicating willingness to implement adaptations primarily when linked to safety considerations (including safeguarding the organisation from risks associated with potential accidents), management commitment, availability of external support, and CSR initiatives, as outlined in [Figure 13](#) below.

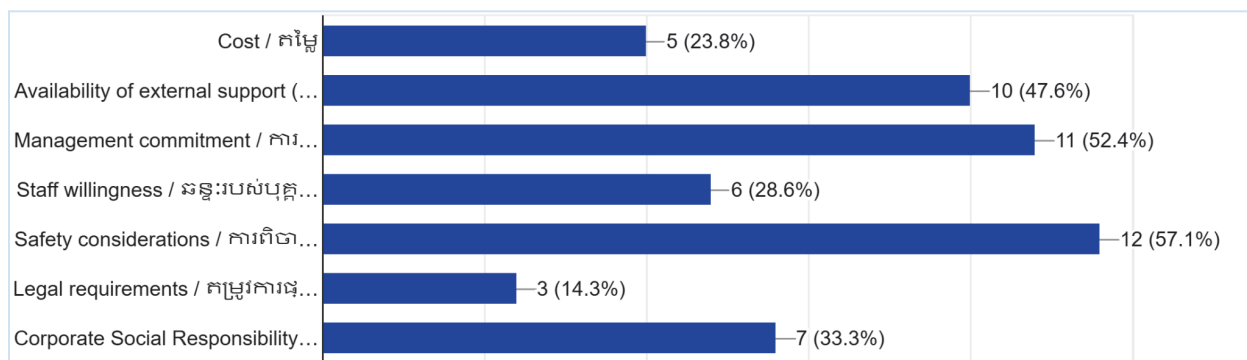


Figure 13: Main factors that would influence companies’ decision to introduce inclusive adaptations

One notable finding in [Figure 13](#) is that management commitment was mentioned by more than half of the respondents as a key factor in implementing adaptations. Employers indicated that introducing adaptations for persons with intellectual disabilities may involve additional time and resources, and that it can only be done if approved by the general management. This is consistent with management commitment ranking above external support and CSR in these decisions, which suggests that the barrier to adaptation may be decisional before it is financial. As such, this indicates a **clear need for internal buy-in, particularly at the management level, before such measures are adopted**. This reinforces a point made several times across this report: **embedding inclusion within organisational culture is a key step in enabling companies to move towards the practical implementation of inclusive adaptations**.

The findings were confirmed by both workshop groups. Participants also raised the following points:

- Similar to findings from the accessibility session, behavioural support, communication adaptation, assistive devices, and sensory support were identified as the **adjustments most often absent**.

- Participants in the first consultation said **the government and the private sector should carry greater responsibility** rather than relying primarily on CSOs, while recognising CSOs as continuing technical partners.
- Employers noted that **organisational change may require significant investment with an uncertain return**. That is also outlined in the decision-making process above, which outlines how buy-in and commitment to employment are essential to ensure management willingness to make financial commitments.

Box 5.6: Inclusive Adaptations - Workshop Consultation Inputs

5.7. Training and Development

Training and development practices reflect a desire for a combination of individualised and group-based approaches, with a general preference for adapting existing group training structures while also recognising the benefits of individualised support. Across modalities and adaptations, there is a stronger emphasis on supporting persons with intellectual disabilities to adjust and acquire skills, rather than on modifying training environments. At the same time, limited internal capacity and strong reliance on external actors highlight the need for coordinated efforts and clearer distribution of responsibilities to support more inclusive and sustainable training practices.

Training Modalities

Companies reported that training is generally designed for all employees, without discrimination. When considering specific training for persons with intellectual disabilities, however, most SAQ respondents indicated a preference for maintaining the same training structure with adapted materials (43%), while others suggested separate training tailored specifically to persons with intellectual disabilities (33%). This reflects a pattern observed across employers, employees, families, and persons with intellectual disabilities, **where both individualised and group-based training approaches were considered**.

Training designed exclusively for persons with intellectual disabilities was often preferred in relation to learning needs and effectiveness. Respondents highlighted that individualised training can allow for a tailored pace, reduced pressure, and more focused instruction. This perspective was also reflected among persons with intellectual disabilities, who expressed a preference for learning in environments where they could better follow content and receive additional support, as outlined by these examples:

‘Studying independently because it is easier for him to obtain information and knowledge, and he thinks he will not be pressured by others.’ - FGD with Employees

‘[I] want to study separately because it is easier to quickly acquire knowledge.’ - KII with a person with intellectual disabilities

‘[I] think that he can learn separately because he has difficulty understanding [...]. Therefore, he needs to spend a long time in training, needs to pay more attention to teaching, and needs to be reminded about the lessons taught.’ - KII with a family member.

At the same time, joint training with other employees was associated with social benefits, including a sense of inclusion, relationship-building, and team cohesion. Employees noted that shared training can help persons with intellectual disabilities feel “included”, “warm”, and “not abandoned”.

‘We want them to feel included with other employees and not discriminated against. We want them to feel warm like other employees. We want them to feel compassion and love from the outside world.’ - FGD with employees.

Families and persons with intellectual disabilities also recognised the value of joint training. However, persons with intellectual disabilities specifically highlighted concerns related to potential discrimination and limited attention from trainers in group settings. This may lead them to prefer individualised learning as a primary approach, with group participation as a complementary element once confidence and understanding are built.

Overall, the findings suggest that a **complementary approach to training modalities may be most effective**, as **combining individualised support with opportunities for joint training** can help ensure both effective learning and meaningful inclusion. One family member summarised it quite well:

‘You should teach him to be together because it makes him feel warm. There are many people to join him. He is happy. But you should teach him more separately when he doesn't understand or doesn't follow a certain point.’ - KII with a family member

Training Adaptations

Findings on training adaptations largely reflect the broader patterns identified in [Section 5.6](#). As outlined in [Figure 14](#) below, companies most frequently referred to hands-on demonstration, peer support systems, and one-to-one coaching as key strategies, which aligns with earlier findings on the need for close supervision for persons with intellectual disabilities. While some respondents also mentioned adaptations such as providing extra time for learning and using simplified materials, these were primarily identified by hospitality and retail companies, with only three manufacturing companies referring to such measures. Overall, training adaptations also tend to focus on supporting individuals to adjust and acquire the required skills, rather than on modifying the training environment itself, reinforcing the broader **emphasis on individual-level adaptations observed across the data, especially in the manufacturing sector**.

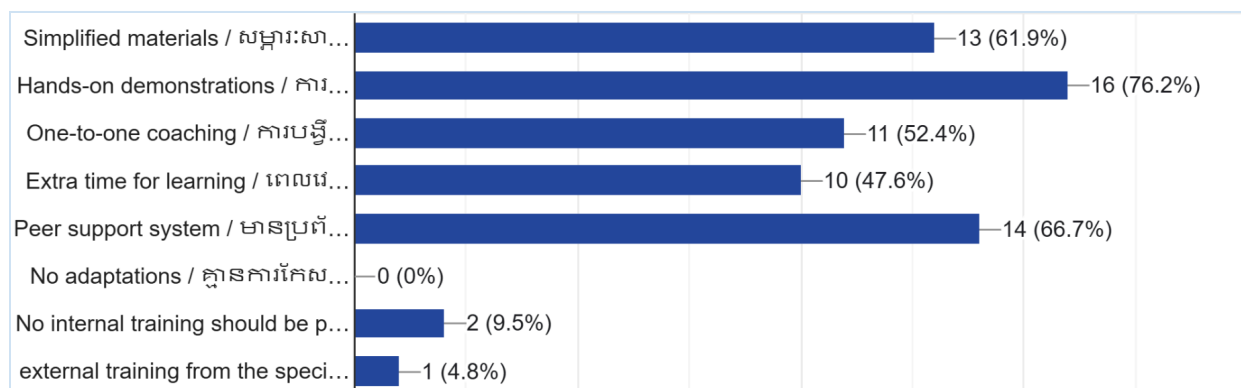


Figure 14: Training Adaptation Strategies

Note: Chart labels are truncated due to space limitations; the most relevant options are discussed in the narrative, and full response options are available in [Annexe 5](#).

Employers and employees consistently reported limited capacity to provide adapted training for persons with intellectual disabilities. They highlighted a lack of experience, as well as constraints in time and resources, which make it difficult to design and deliver appropriate training without additional support. This is further supported by findings from CSOs, which emphasise that many employers do not have the specialised capacity required to train persons with intellectual disabilities and would require external guidance and support to do so effectively. These findings suggest a **range of adaptation needs for internal training** and, above all, a **strong reliance on external actors, particularly CSOs**, to support the preparation of persons with intellectual disabilities for employment.

Training Responsibilities

Most stakeholders agreed that training should be a shared responsibility among the actors mentioned in [Table 4](#) below, each contributing according to their role and expertise. This reflects a **complementary approach where technical knowledge, policy frameworks, and practical implementation are brought together to support effective training** for persons with intellectual disabilities, as outlined in [Table 4](#).

Stakeholder	Responsibility
CSOs	● Provide technical expertise on disability inclusion ● Support companies to adapt training content and methods ● Ensure training approaches are inclusive and responsive to the needs of persons with intellectual disabilities
Government	● Develops and enforces policies for inclusion and capacity building ● Provides baseline training through TVET centres ● Promotes non-discrimination ● Acts as a bridge between CSOs and companies for specialised training support
Companies	● Deliver job-specific training ● Provide practical, on-the-job learning ● With support from CSOs, implement adapted training approaches tailored to job requirements within the workplace.

Table 4: Stakeholders' Training Responsibilities

These findings indicate that training, and more broadly the inclusion of persons with intellectual disabilities, is understood as a shared responsibility across stakeholders. However, while companies are expected to deliver job-specific training and the government is expected to promote policies and non-discrimination, neither is seen as having the capacity to fully address training needs independently. Instead, there is a **strong reliance on CSOs as the main providers of technical expertise**, with the government acting as a bridge to connect this expertise to companies.

This indicates two key considerations. First, the need for **coordinated efforts**, where each stakeholder plays a complementary role in supporting inclusive training and employment practices. Second, the need for **CSOs to actively support and advocate for government ownership**, including strengthening technical capacity within public systems such as TVET centres, to reduce reliance on CSOs.

The findings were confirmed by both workshop groups. Participants also raised the following points:

- **Individual and group training** were both said to remain necessary depending on individual needs, supporting the mixed approach described in this section.
- Employers asked for clarification of **education and vocational training pathways** and how these connect to suitable job opportunities. This was not an area investigated by this study, but [Section 6](#) outlines how it may inform further research efforts.

Box 5.7: Training and Development - Workshop Consultation Inputs

5.8. Company Policies and Practices

Company policies on inclusion are shaped by a perception among employers that existing frameworks are already sufficiently inclusive, often grounded in merit-based approaches that prioritise individual capacity over environmental adaptation. At the same time, the lack of formal policies and monitoring mechanisms across many companies suggests that inclusion is often informal and not systematically implemented. Together, these highlight a gap between perceived and practical inclusiveness, while underscoring the importance of buy-in and implementation of formal policy development.

Inclusive Policies Implementation

Some employers referred to existing policies as already being inclusive of all persons, including those with intellectual disabilities, suggesting that there is no need for disability-specific measures. This perspective is often grounded in a merit-based approach, where inclusion is seen as dependent on an individual's ability to meet job requirements. As one employer noted:

'There is no change [in policies] because the workplace is already determined without prejudice or discrimination, as long as he has the knowledge and ability.' - **KII with an employer**

This reflects a tendency, as also observed in [Sections 5.6](#) and [5.7](#), to place greater emphasis on the individual's capacity to adapt to existing workplace conditions. Companies express a sense of openness and fairness in welcoming persons with intellectual disabilities who are able to meet these conditions, rather than the need to adjust the environment itself. While this approach may appear equitable in principle, it may **limit opportunities for persons with intellectual disabilities**, particularly where access to learning and work is already constrained. Without more intentional efforts to include, **companies may be less likely to invest in building the capacity of individuals who do not initially meet expectations**.

In addition to reports that there is no need to change existing policies, quantitative SAQ data indicate that 68% of companies do not have any policy related to the inclusion of persons with disabilities,

whether intellectual or otherwise. Furthermore, nearly 40% of companies reported no monitoring of diversity and inclusion practices within their organisation. Among those that do monitor inclusion, more than half rely primarily on informal feedback mechanisms, with only 38% using more formal approaches such as regular reporting and human resources monitoring, as outlined in [Figure 15](#) below.

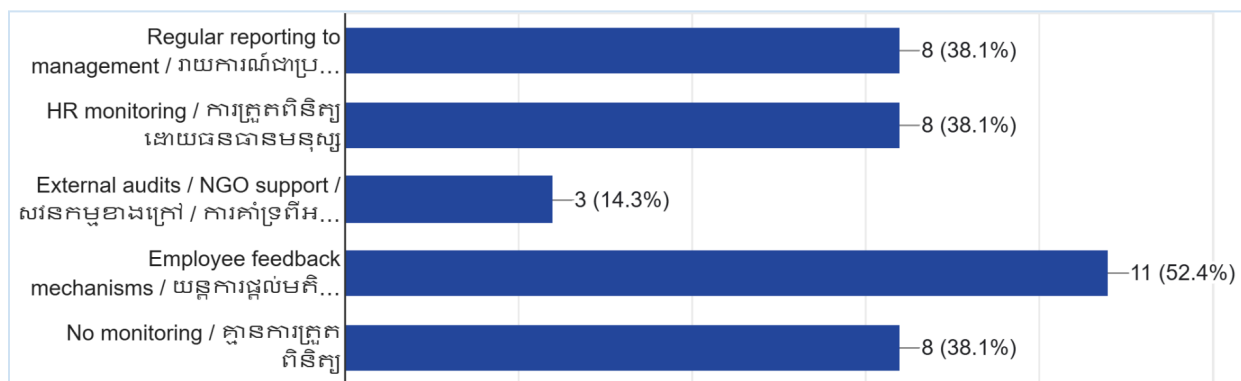


Figure 15: Monitoring of inclusive practices across companies

This suggests that, although many companies perceive their existing policies as sufficiently inclusive or see no need to make them more specific towards persons with intellectual disabilities, such **policies may be too general, informal, or not enforceable on a daily basis**. As a result, this can make **it difficult to ensure consistent implementation processes and to hold different departments of the company accountable**.

Interestingly, the only company identified as employing persons with intellectual disabilities reported neither a formal inclusion policy nor a structured monitoring mechanism. While this is based on a single case, it suggests that **inclusive practices may, in some instances, emerge from organisational culture and internal commitment rather than from formalised policies alone**.

Taken together, these findings suggest that while **formal policies can support structure, accountability, and sustainability, they are unlikely to be effective without internal buy-in**. Building this commitment continues to appear to be a critical first step, with policies potentially following as inclusion becomes more embedded within organisational practices.

Inclusive Policy Themes

While stakeholders were asked specifically about company policies that could support the inclusion of persons with intellectual disabilities, responses often focused more broadly on actions and practices. This may suggest that the distinction between policies and practices was not always clearly interpreted by respondents, with many framing their answers in terms of **what companies should do in practice rather than formal policy measures**.

Across stakeholders, this resulted in a stronger emphasis on practical approaches to inclusion, including inclusive recruitment practices, awareness and sensitisation, skills-to-task matching, specialised training, capacity building, supportive workplace cultures, and adaptive job placement. This suggests that stakeholders may place **greater importance on how inclusion is implemented in practice, rather than**

on how it is formalised in policy. This aligns with findings from [Section 5.10](#), which point to broader challenges in translating policies into effective implementation, **reinforcing the importance of practical approaches to inclusion within companies.**

The findings were confirmed by both workshop groups. Participants also raised the following points:

- Companies were said to **lack specific, written policies on intellectual disability inclusion**, relying instead on general non-discrimination or CSR commitments that do not address intellectual disability directly.
- Participants called for **strengthened implementation of existing disability strategies and regulations**, rather than the introduction of new ones. It is worth noting that existing frameworks address disability broadly and do not contain provisions specific to intellectual disability, a gap identified in [Section 5.10](#). The call for enforcement therefore points to strengthening a framework that does not yet address this population directly.

Box 5.8: Company Policies and Practices - Workshop Consultation Inputs

5.9. Enabling Environment

Strong reliance on CSOs for technical support continues to shape the inclusion of persons with intellectual disabilities in employment, while government involvement is more associated with incentives and policy encouragement. At the same time, incentive-driven approaches risk leading to tokenistic inclusion if not accompanied by meaningful roles and adequate support, and gaps remain in areas such as social services, capacity building, and policy enforcement. Perspectives from families and persons with intellectual disabilities further reinforce the central role of CSOs and households, while pointing to the need for more consistent, practical, and enforced support from government systems.

[External Support](#)

Findings show a strong reliance on external actors to support the inclusion of persons with intellectual disabilities in employment. As illustrated in [Figure 16](#), the vast majority of companies (85%) identified CSOs as their primary source of support, followed by government agencies. CSOs are mainly expected to provide technical support, including targeted vocational training, awareness-raising and advocacy, job matching, and ongoing mentorship to supervisors, reflecting patterns observed in previous findings in the report. In contrast, government actors are more often associated with broader support and incentives, as further highlighted in the next section.

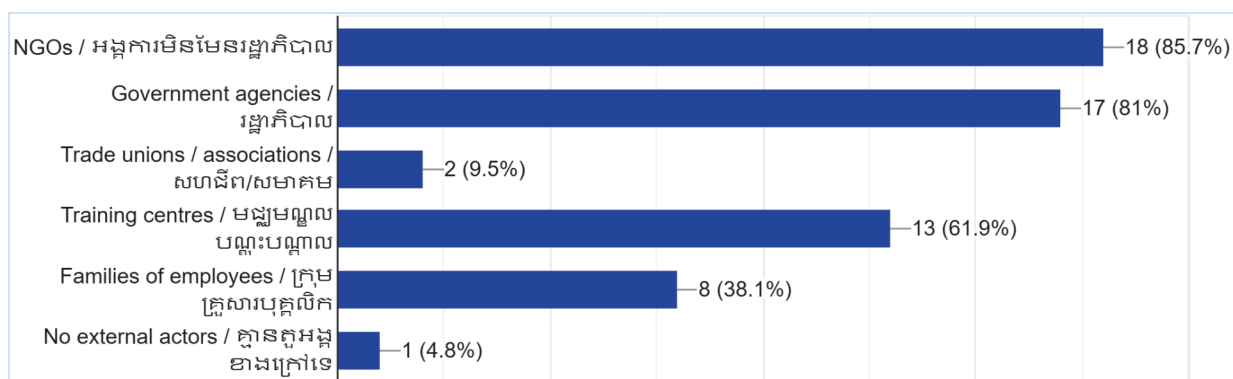


Figure 16: Actors expected to support companies for the inclusion of persons with intellectual disabilities

Overall, these findings indicate a **continued and significant dependence on CSOs, particularly for technical aspects of inclusion**. While it is positive that companies also recognise a role for government agencies, this support is perceived differently and remains secondary to CSO involvement.

Government Support and Incentives

Employers expressed clear expectations for government support in the form of incentives to promote the inclusion of persons with intellectual disabilities. These include tax reductions, official recognition, certification schemes, public visibility, and other forms of reputation-building support. While these expectations are understandable and reflect common private sector motivations, they also suggest that **inclusion is often viewed through a business-oriented lens, where hiring persons with intellectual disabilities is linked to external benefits for the company**.

This perception is not inherently negative and can serve as an entry point for engagement. However, it raises the risk that incentives become the primary driver for inclusion. As highlighted by CSOs, this may lead to **tokenistic practices, where persons with intellectual disabilities are hired to meet expectations or access benefits, without being provided with meaningful roles or adequate support**. This reinforces the importance of ensuring that incentive-based approaches are accompanied by efforts to promote genuine inclusion, where employment is both substantive and sustainable.

In addition, companies highlighted the need for broader social support to enable persons with intellectual disabilities to access and sustain employment. This includes support such as healthcare, transportation, and other services that facilitate participation in the workforce. Employers noted that, without such support, the cost of addressing all needs internally can become a barrier to hiring, particularly for smaller businesses. **This points to an important role for the government in strengthening the enabling environment, not only through incentives but also through direct investment in the conditions that allow persons with intellectual disabilities to work.**

However, this expectation was not strongly reflected in the perspectives of duty bearers themselves. Government actors primarily framed their role around job matching, identification of candidates, and recognition mechanisms, with no reference to strengthening the capacities of persons with disabilities or providing the necessary support services. This contrast points to a **gap in government service provision**,

particularly in relation to the support required for persons with intellectual disabilities to access and sustain employment.

Families and Persons with Intellectual Disabilities

Families highlighted the importance of official disability certification and assessment processes to help companies better understand the abilities and support needs of persons with intellectual disabilities prior to recruitment. According to family members, such mechanisms could facilitate job matching and provide employers with greater confidence when hiring. **MoSVY already has such mechanisms, such as the Disability Card initiative³⁴** through which persons with disabilities are identified by local social affairs offices. This information could be used to support companies in identifying persons with intellectual disabilities who may be seeking employment.

While these practices could support more targeted recruitment, they also raise concerns around **potential labelling and stigma, as individuals may be defined primarily by their limitations**. On the other hand, if analysed more practically, these types of certificates could instead function more like a CV, focusing on what a person can do in a work context, as any other person, rather than emphasising their disability or what they cannot do. This need for a ‘disability certificate’ then suggests that families may still place emphasis on the need for employers to understand the disability itself in order to know how to engage with the individual. This **contrasts with the social model of disability** discussed in [Sections 5.6 and 5.7](#), which emphasises reducing barriers and recognising capacities rather than defining individuals through their impairments.

Lastly, persons with intellectual disabilities identified CSOs and family members as their main sources of support, particularly for training, encouragement, and day-to-day guidance. There was limited reference to companies, communities, or government actors as sources of support, **indicating that existing support systems remain largely internal**. At the same time, they expressed the need for more inclusive policies, practices, and broader social support from the government. However, this support is not currently being provided in a consistent or practical way, leaving **gaps in areas such as access to services and policy enforcement**, as outlined in [Section 5.10](#) below.

The findings were confirmed by both workshop groups. Participants and further research also brought about the following points:

- Employers said the government should take a larger role through **policy, incentives, and regulatory frameworks**. However, as set out above, incentive-based approaches can serve as an entry point for engagement, but they carry the risk of tokenistic practices if they become the primary driver for inclusion.
- Participants across both consultations asked for **documented role models**, for two distinct purposes: to motivate young people and families, and to give employers peer evidence that

³⁴ Ministry of Social Affairs, Veterans and Youth Rehabilitation (2023) *October 31*. Available at: <https://mosvy.gov.kh/en/october-31> (Accessed: 29 April 2026).

inclusive employment works.

- Participants in the first consultation identified the **Disability ID Card as a missing element**, describing it as a means of formal identification and of access to services and employment. However, this sits alongside the concern set out above that certification can define individuals primarily through their impairment and should be considered carefully.
- A participant in the second consultation asked that the framing of tokenism shift from the **absence of decision-making power towards the importance of meaningful consultation and participation** of persons with intellectual disabilities in decisions that affect them. Since decision-making power is not always attainable, as it varies depending on position, hierarchy, and individual capacity to make decisions, the finding is retained as presented above, and the participation formulation is presented in the recommendations in Sections [7.2](#) and [7.5](#).
- Participants in the first consultation workshop also identified barriers preceding the workplace, including **transport to and from work, limited access to education and vocational training, household poverty, and gaps in social protection**. This study was scoped to company-level factors and did not investigate these, and participants raised them as prior conditions shaping whether employment is reachable at all. Transport and access to education and training are previously documented in the Cambodian context^{35,36}, and both are noted as areas for further research in [Section 6](#).
- Participants also identified a need for **stronger labour market information on available roles and opportunities**, and for **closer collaboration between public and private stakeholders** in making that information usable for both employers and jobseekers.

Box 5.9: Enabling Environment - Workshop Consultation Inputs

5.10. Inclusive Legal Framework

Findings show that companies show low awareness of key disability laws and policies, which suggests weak enforcement, and existing frameworks do not adequately address persons with intellectual disabilities, increasing the risk of their exclusion. Duty bearers are aware of these gaps and of limited enforcement, including the preference of some companies to pay fines rather than hire, but this has not yet translated into concrete action. At the same time, challenges in identifying persons with disabilities, particularly those with intellectual disabilities, are often used to justify low compliance, highlighting the need to strengthen enforcement and practical support.

[Internal Policy Enforcement](#)

Findings show low levels of awareness of key legal and policy frameworks among companies. Less than half of respondents were aware of the 2010 decree on quotas for the recruitment of persons with

³⁵ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and CARE Cambodia (2024) *Promoting the inclusion of persons with disabilities in the garment, footwear and travel goods sector: Sustainability recommendation paper*. Phnom Penh: GIZ Cambodia.

³⁶ People's Action for Inclusive Development (PAfID) (2023) *Engaging persons with intellectual and developmental disabilities in employment: an exploratory study from Cambodia*. Phnom Penh: PafID.

disabilities, while only 38% were familiar with the Cambodian National Employment Policy and 33% with the Law on the Protection and Promotion of the Rights of Persons with Disabilities. Notably, 33% of companies reported not being aware of any of the policies included in the SAQ. This indicates that **many companies are operating with limited knowledge of existing legal frameworks, including those that directly relate to their obligations and to disability inclusion**. This lack of awareness also **suggests limited enforcement**, as policies that are not even known by duty bearers are unlikely to be enforced in practice.

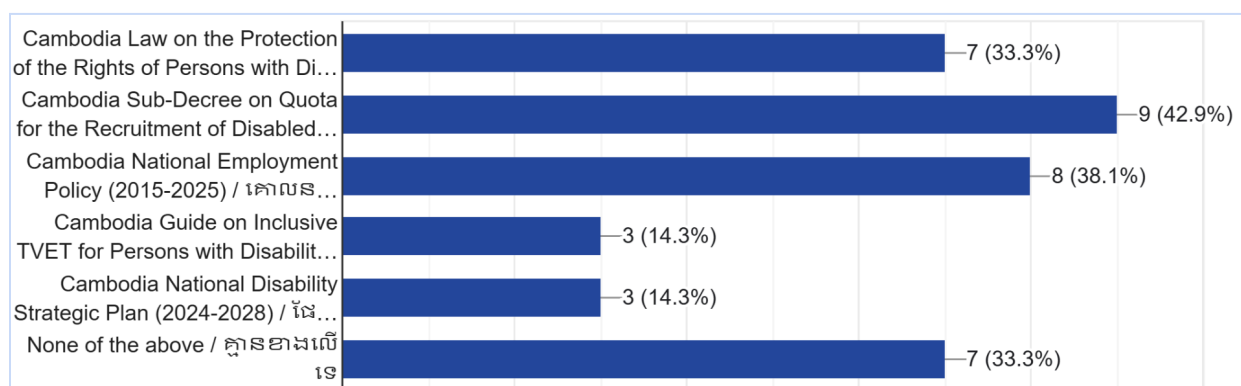


Figure 17: Familiarity of companies with disability inclusive policies

An additional finding from the review of policies during secondary research is that, while persons with intellectual disabilities are mentioned within these policies, there is no specific legal framework that addresses their inclusion in employment. Existing policies tend to refer broadly to persons with disabilities without differentiating between types of disabilities. For example, the quota system requires that 1% of employees in private companies with at least 100 employees are persons with disabilities, but does not specify which groups should be prioritised. In practice, this may lead companies to prioritise individuals whose inclusion requires fewer adjustments. As a result, **persons with intellectual disabilities, who may require more structured support³⁷, risk being excluded even within existing inclusion measures**.

Role of Duty Bearers

Duty bearers demonstrated a strong level of awareness of existing legal frameworks, including quota systems and broader legislation related to persons with disabilities. They also recognised key limitations within these frameworks, particularly the lack of specific provisions addressing persons with intellectual disabilities and the challenges related to policy enforcement.

In practice, it was acknowledged that quota systems are not consistently implemented and that some companies, particularly larger ones, may opt to pay fines rather than hire persons with disabilities, as this requires less operational adjustment. As one duty bearer noted:

³⁷ International Labour Organization (2022) *EmployAbility: tapping the potential of persons with disabilities in Asia and the Pacific – a guide for employers*. Geneva: International Labour Organization.

‘Some companies are willing to not accept people with disabilities to work but are willing to pay contributions [fines] to the government.’ - KII with a duty bearer

While this level of awareness is important, it has not yet led to concrete action. There is a need to move beyond recognising these gaps and start addressing them in practice, particularly by **improving the enforcement of existing laws and policies, making regulations more relevant to persons with intellectual disabilities, and potentially increasing fines so they are not worth paying.**

Some duty bearers expressed a willingness for the government to provide incentives to encourage companies to hire persons with intellectual disabilities, as illustrated by one government representative:

‘The government is considering ways to help people with intellectual disabilities, such as incentives for companies and possibly tax breaks for companies that hire people with intellectual disabilities [and] certificates of appreciation to companies for hiring people with [intellectual] disabilities.’ - KII with a local government representative

While this reflects a positive direction, tax-related incentives were mentioned by only one respondent, with most others focusing on recognition mechanisms such as certificates of appreciation and public visibility. Although these forms of recognition may encourage companies to engage in more inclusive practices, they remain voluntary and do not constitute enforceable measures. As such, there may still be a need for **stronger policies and regulatory mechanisms** to support more consistent implementation of inclusive employment practices.

Lastly, duty bearers also pointed to practical challenges faced by companies in identifying and reaching persons with intellectual disabilities for employment. As one respondent noted below:

‘All private companies lack information to finding people with disabilities to work within their private companies.’ - KII with a duty bearer

According to duty bearers, companies say that this is a challenge that is even more pronounced for persons with intellectual disabilities. However, while these constraints are valid and reflect gaps in existing systems, they also **tend to be used as a justification for limited compliance with current regulations.** This highlights the need to work more closely with companies on identifying persons with intellectual disabilities, alongside continued awareness raising and efforts to build genuine buy-in, so that these justifications are reduced over time.

Informal Sector Role

Analysis of existing legal frameworks, such as the 2010 Sub-Decree³⁸ and the NDSP3³⁹, highlights a lack of specificity regarding persons with intellectual disabilities, which contributes to their continued exclusion from formal employment in Cambodia. As reported by the consortium commissioning this study,

³⁸ Royal Government of Cambodia (2010) *Sub-Decree on quota for recruitment of persons with disabilities*. Phnom Penh: Royal Government of Cambodia.

³⁹ Royal Government of Cambodia (2024) *National Disability Strategic Plan 2024–2028*. Phnom Penh: Disability Action Council.

registered companies rarely employ persons with intellectual disabilities due to persistent barriers, including limited awareness, lack of appropriate support, and employer concerns.

In response to this need, the consortium reported the following:

*‘An informal ecosystem has emerged, driven by CSOs and small, often unregistered businesses (e.g., street vendors, micro-enterprises), which provide basic work opportunities, skills development, and symbolic income. These employers typically engage persons with intellectual disabilities in simple, repetitive tasks that align with their capacities and are often less attractive to the general workforce. This creates a niche where they can contribute effectively, often with lower turnover compared to other employees.’ - **Statement provided by the consortium which hired this consultancy.***

They further mention that CSOs play a key intermediary role by offering sheltered pre-vocational training and facilitating job placements, while also developing income-generating activities (social business models) to support sustainability. However, the absence of a clear legal framework for such models limits their scalability and recognition.

While the informal sector should comply with regulations, its critical role in supporting inclusion highlights the need for more enabling policies. Introducing measures such as simplified registration processes and tax incentives could help formalise and expand inclusive employment practices. In addition, implementing small-scale actions that can be replicated and expanded can help establish inclusive initiatives, which is a core element of this study’s recommendations as outlined in [Section 7](#).

The findings were confirmed by both workshop groups. Participants and further research also brought about the following points:

- Participants called for a **stronger legal and policy framework specific to intellectual disability**, and for enforcement of existing provisions rather than the introduction of new ones, similarly to [Section 5.8](#).
- Desk review carried out after the workshops adds detail to the finding that **finances remain affordable**. Sub-Decree 108 sets the contribution at 40 per cent of a worker's monthly basic minimum wage for each unfilled place. Reported figures indicate that approximately 1.3 billion riel was collected in 2023 from 80 companies that had not met the requirement, equivalent to roughly USD 4,000 per company for the year.⁴⁰ Although not specified in the report, this cost may be lower than hiring a person at minimum wage plus benefits and ensuring all of their accommodation needs, which supports the observation that the contribution is affordable enough to function as an alternative to compliance rather than as a deterrent.

Box 5.10: Inclusive Legal Framework - Workshop Consultation Inputs

⁴⁰ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and CARE Cambodia (2024) *Promoting the inclusion of persons with disabilities in the garment, footwear and travel goods sector: Sustainability recommendation paper*. Phnom Penh: GIZ Cambodia.

6. Areas for Further Research

This study identified several areas that fall outside its scope and that would strengthen the evidence base for inclusive employment in Cambodia. These were mainly outlined by partners during the workshop consultations and are outlined below with suggestions for future research which could cover them.

- **Lack of evidence on the cost and return of inclusive employment at company level.** Private sector participants identified uncertain ROI as a barrier to inclusion, particularly where a company has no prior experience of employing persons with disabilities. This study collected no data on the cost of workplace adaptation, or on productivity, absenteeism, turnover, or retention, and no such evidence currently exists for Cambodia for any disability type. Generating it would directly address a barrier that companies themselves have named.
- **Education and vocational training pathways.** The pathways themselves and how these connect to available roles in the labour market were raised by participants in both consultation workshops and were not investigated here. Transport to and from the workplace was similarly raised as a barrier preceding employment and falls outside the scope of this study. Both would be valuable topics for future research engagements.
- Private sector participants also called for a **larger sample, broader provincial coverage, and comparison with international good practice**, all of which would extend the reach of these findings. Due to budget and time constraints, this research could not reach more than the three provinces it covered. However, larger research efforts may be valuable in taking a more accurate picture of inclusive employment efforts for persons with intellectual disabilities in Cambodia.
- Workshop participants also suggested including the **perspectives of medical and rehabilitation professionals**. This study prioritised the perspectives of employers, persons with intellectual disabilities and their families, CSOs, and duty bearers, consistent with its social framing of disability as arising from the interaction between individuals and their environment rather than from impairment alone. Although future research may take a different approach, it is recommended that this current approach is maintained, as the social model of disability is the one being most widely used and corroborated by international actors such as the WHO⁴¹ and the UNCRPD⁴².

7. Recommendations

The recommendations below are addressed to five different groups, all of whom participated in all phases of this study. The first group is the **consortium**, and the recommendations are framed as actionable next steps, as the consortium organisations are the only ones able to initiate the work described in [Section 7.1](#). Those directed at **persons with intellectual disabilities and their families, companies, government, and CSOs** are offered as guidance, since none of these actors is formally committed by this study and its recommendations. This differentiation in recommendations is deliberate

⁴¹ World Health Organization (2001) *International Classification of Functioning, Disability and Health (ICF)*. Geneva: WHO.

⁴² United Nations (2006) *Convention on the Rights of Persons with Disabilities*. New York: UN General Assembly.

and reflects where responsibility currently sits and which groups can be expected to act on these recommendations as a result of this study, which for now is only the consortium organisations.

This section is longer than a conventional recommendations chapter because it addresses **five distinct audiences**, each requiring a different level of detail. The recommendations for the consortium are the most detailed, as they are the only ones framed as actionable next steps. Those for the remaining groups are broader and are grouped by theme so that each stakeholder can locate what applies to them without reading the section in full.

7.1. For the consortium

The recommendations below include general recommendations, items which were requested by workshop participants, and recommendations that are specific to each thematic area. They aim to support the implementation of sub-objectives 2 and 3 of this study, strengthening the capacities of key stakeholders in the field of intellectual disabilities, and promoting greater private sector engagement in inclusive employment initiatives.

General Recommendations

These are general recommendations that primarily target actions the consortium would take alongside companies, the informal sector, and persons with intellectual disabilities, as these are the groups the consortium works with directly.

Prioritise building **company buy-in** as a foundation for inclusive employment

Previous initiatives in Cambodia have supported employment for persons with intellectual disabilities, and some implementers have judged their efforts unsuccessful, citing limited employer interest as one of the barriers to employment.⁴³ These are supported by the findings of this research, which also reinforce the importance of treating employer commitment as the starting point for inclusive employment. On that note, the consortium should prioritise working directly with companies to **build genuine buy-in** for the inclusion of persons with intellectual disabilities, recognising this as a prerequisite for any sustainable change. This requires moving beyond one-off awareness activities and investing in continuous engagement with companies to build trust, understanding, and commitment over time.

- **Targeted engagement and practical support:** The consortium holds technical expertise and is well-positioned to provide direct support to companies. A practical approach for the next phase of the project would be to select a small number of companies and work closely with them to develop inclusive practices. These companies can then serve as examples of what inclusion looks like in practice and, over time, may support or mentor other companies in adopting similar approaches.
- **Awareness raising as a gradual and collaborative process:** Awareness raising alone is not enough. There needs to be joint work with companies to build awareness together, gradually and in a practical way, to **generate buy-in**. Companies need to understand the advantages of hiring persons

⁴³ People's Action for Inclusive Development (PAfID) (2023) *Engaging persons with intellectual and developmental disabilities in employment: an exploratory study from Cambodia*. Phnom Penh: PafID.

with intellectual disabilities, see real examples, and develop confidence in the process. This should happen before expecting changes in policies, inclusive adaptations, or other organisational practices.

Strengthen and structure the role of the **informal ecosystem** as a pathway to inclusive employment.

Informal ecosystems driven by CSOs and small-scale businesses that provide work opportunities, skills development, and income-generating activities for persons with intellectual disabilities should be strengthened and structured as a stepping stone towards formal private sector inclusion. This includes supporting these actors to refine inclusive practices and document models that can be transferred to larger companies, contributing to the implementation of the buy-in approach outlined above. This prioritisation reflects the greater openness to inclusion found among smaller and informal actors, as discussed in [Sections 5.1](#) and [5.10](#).

Strengthen empowerment and **understanding of disability among persons with intellectual disabilities**.

The consortium should work directly with persons with intellectual disabilities to strengthen both empowerment and their understanding of disability, including the social model of disability. This should support individuals to recognise that disability is not defined by their impairment alone, but by the interaction between their impairments and barriers in the environment. Strengthening this understanding can help reduce self-blame for the challenges they face and contribute to increased self-confidence and motivation to pursue employment opportunities. This work should also create genuine opportunities for persons with intellectual disabilities to be consulted and to participate in decisions that affect them, rather than being positioned only as recipients of support.

Items Requested by Workshop Participants

In addition to the recommendations above, participants in both consultation workshops requested specific items to support inclusive employment going forward. These are included here as recommendations for the consortium to consider in a potential next phase of the project.

- Develop a **reasonable accommodation and accessibility reference for intellectual disability**, covering communication, behavioural support, sensory environment, and assistive tools, as this would help employers have a better understanding of the specific needs of persons with intellectual disabilities.
- Produce **practical information** on the capacities, skills, and employment potential of persons with intellectual disabilities, including the advantages of working with them.
- Document **case studies and role models** and share them with family members and other young persons with intellectual disabilities and employers. These were requested by participants in both workshops and can work as both inspiration for persons with intellectual disabilities and their families and guidance for employers on how to adapt their own practice.

Recommendations by Research Themes

The recommendations outlined below are divided by research themes and **can only be effectively implemented where there is buy-in and commitment from companies**. These are to be implemented by the consortium as it develops partnerships with companies willing to employ persons with intellectual disabilities and works directly with them. The recommendations aimed at companies, government, CSOs,

and persons with intellectual disabilities and their families are also organised by these themes, but are outlined under each stakeholder's section, from Sections [7.2](#) to [7.5](#).

Important Observation: Even though the recommendations below are aimed at companies that have shown buy-in and commitment to inclusion, some may still apply to companies more broadly. Therefore, the term general companies refers to private sector companies in general, while committed companies refers to those that have demonstrated buy-in for inclusion and are willing to make internal changes.

Knowledge, Attitudes, and Perceptions

- Promote general awareness-raising on the right of persons with intellectual disabilities to access employment, while implementing targeted awareness-raising sessions with general companies where buy-in is still being developed.
- Frame awareness-raising sessions and campaigns on inclusive employment around both the rights of persons with intellectual disabilities and the practical advantages of working with them. These should emphasise tangible benefits, such as productivity, reliability, and staff retention, and not focus primarily on incentives, to reduce the risk of tokenistic practices.
- Support committed companies to deliver internal awareness-raising sessions, enabling staff to better understand intellectual disabilities and address misconceptions.
- Involve persons with intellectual disabilities in awareness-raising activities, supporting them to advocate for themselves and demonstrate their capacity to engage, interact, and participate. This allows staff to interact directly with them and reduce fears or uncertainty around inclusion, family members to have greater trust in their sons' and daughters' capacity, and persons with intellectual disabilities to increase their self-esteem and confidence.

Organisational Roles and Employee Training

- Facilitate exchange visits for general companies to observe practices within committed companies where persons with intellectual disabilities are performing defined and independent roles and contributing to company operations. These visits can also include CSOs from the consortium or actors from the informal ecosystem to showcase different models of inclusion.
- Provide committed companies with practical tools to assess the abilities of persons with intellectual disabilities, supporting appropriate role allocation and job matching that is both achievable for the individual and meaningful for the company, while reducing the risk of tokenistic inclusion.
- Support committed companies to design and implement their own awareness-raising, training, and internal engagement activities, with supervision from the consortium. Persons with intellectual disabilities should be actively involved in these sessions, ideally those already employed within the company, or alternatively, through engagement with individuals supported by the consortium.

Recruitment and Hiring

- Rather than directly placing persons with intellectual disabilities into jobs, the consortium should facilitate connections between committed companies and relevant stakeholders, including disability working groups, CSOs, and government bodies responsible for referrals, such as the provincial Department of Social Affairs, Veterans and Youth Rehabilitation (DoSVY) and the provincial representations of the Ministry of Labour and Vocational Training (MoLVT). This can support

companies to engage more directly in recruitment processes and reduce long-term dependency on the consortium.

- As a second step, support committed companies to develop and promote more inclusive job announcements, ensuring that recruitment processes are accessible and reach persons with intellectual disabilities more effectively.
- Support committed companies to identify and implement reasonable accommodations within recruitment processes, providing guidance to ensure that these adjustments maintain the quality and integrity of hiring while enabling equitable access for persons with intellectual disabilities.
- At the local government level, work closely with institutions such as DoSVY and MoLVT local representation to strengthen their capacity to support companies in recruitment and referral processes. This can contribute to reducing reliance on CSOs and supporting more sustainable approaches to inclusion.
- At the national level, continue to advocate with institutions such as MoSVY to strengthen referral mechanisms, and with MoLVT and the National Employment Agency (NEA) to provide support to companies and act as a bridge between MoSVY, which identifies persons with intellectual disabilities, and the institutions that support employment.

Workplace Accessibility

- Facilitate exchange visits by committed companies to consortium-supported projects, social enterprises, and informal businesses to demonstrate practical examples of workplace adaptations relevant to persons with intellectual disabilities.
- Support committed companies to understand the specific accessibility needs of persons with intellectual disabilities, and to translate these into appropriate adjustments within the workplace.

Inclusive Adaptations

- Support committed companies to strengthen their understanding of the social model of disability, emphasising that reducing environmental barriers, including through physical and organisational adaptations, is as important as building the capacities of persons with disabilities themselves.
- Use this study as an entry point to convene small, targeted dialogues between key actors, including committed companies, CSOs, duty bearers such as MoSVY, MoLVT, and NEA, and persons with intellectual disabilities. These exchanges should be practical and facilitated in controlled settings, prioritising participants who are already open to engagement. Drawing on, for example, existing self-advocacy groups, these discussions can create space for stakeholders to express needs, challenge assumptions, and jointly explore realistic adaptations. While this may seem daunting and ambitious, it can start as a small-scale, practical exercise and be progressively formalised over time.
- Prioritise engagement with sectors that show greater openness to inclusion, particularly hospitality and retail, when identifying and working with new committed companies. This may also include informal actors such as small food stalls, restaurants, and corner shops.

Training and Development

- Support committed companies to implement mixed training approaches, where persons with intellectual disabilities participate in mainstream training sessions with appropriate adaptations, complemented by additional targeted support where needed.

- Work with committed companies, CSOs, and relevant government actors to clarify roles and responsibilities in training and capacity building, building on the small working groups proposed under Inclusive Adaptations. These groups can bring together committed companies (including informal actors), consortium CSOs, and engaged provincial level government representatives to define roles and support the training and integration of specific individuals, serving as a test model for more structured coordination over time.
- In parallel, involve DoSVY and TVET staff directly in training sessions by having them attend and progressively co-facilitate sessions delivered by the consortium and committed companies, allowing them to learn practical approaches and gradually take on delivery roles.

Company Policies and Practices

- Work with committed companies to develop or adapt simple, practical disability inclusion policies that explicitly include persons with intellectual disabilities. These can be light and informal, particularly for smaller businesses, but should clearly outline commitments and basic practices related to recruitment, job allocation, supervision, and workplace interactions.
- Provide hands-on support to committed companies to apply these policies in practice, using real cases to guide how decisions are made on recruitment, role assignment, and day-to-day management of employees with intellectual disabilities.
- Use these companies as demonstration models to engage future general companies. While many companies rely on general non-discrimination policies, these often do not address the specific needs of persons with intellectual disabilities. Concrete examples from committed companies can help show the added value of more targeted approaches and support gradual uptake by other businesses.

Enabling Environment

- Work with committed companies to identify and document the practical benefits of employing persons with intellectual disabilities, using real examples that can be shared with other companies to support further engagement.
- Use evidence from committed companies, including examples from this study, in awareness-raising with general companies, promoting inclusion not only through incentives but also through demonstrated operational and business advantages.
- Work directly with persons with intellectual disabilities and their families to support job readiness, including developing simple CVs or skills profiles and addressing practical barriers that may affect their ability to apply for and sustain employment.
- Engage local government actors, particularly at the provincial level where the consortium organisations operate, to strengthen the identification of persons with intellectual disabilities and facilitate access to disability IDs and related social support, enabling more effective employment.

Inclusive Legal Framework

- Work with committed companies to ensure they are aware of existing disability-related laws and policies in Cambodia. This can be done through targeted sessions with companies already engaged, as well as broader awareness-raising activities to highlight the existence of these frameworks and their relevance to company practices.

- Support committed companies to implement these policies in practice, including smaller and informal businesses. These companies can act as practical examples, demonstrating how legal requirements can be applied in operations and used to engage other companies during scale-up.
- Continue engaging with government actors on the enforcement of existing laws and policies, using examples from supported companies to show how implementation can work in practice and how similar approaches could be applied more widely.

7.2. For companies

The recommendations below are offered as **guidance to companies** and are drawn from two sources. The first is the **second consultation workshop**, where private sector participants themselves proposed the practices they considered feasible and relevant to their own operations. The second is the **summary of findings** prepared for workshop participants, included as [Annexe 12](#), which sets out a shorter set of recommendations for companies. These recommendations are general, and companies may seek support from other stakeholders to help them make these changes while retaining the lead on them.

Getting Started

- Secure management commitment before anything else, as no other action will hold without it, and work with CSOs and Organisations of Persons with Disabilities (OPDs) to understand the capacities of persons with intellectual disabilities and the advantages of employing them, and to draw on their technical knowledge to build internal capacity over time.
- Develop an internal inclusion framework or strengthen and expand existing diversity, equity, and inclusion initiatives to include intellectual disability explicitly, while staying open to training, capacity building, and new opportunities, even when adaptations seem difficult at first.

Inclusive Environment

- Adapt recruitment processes to the needs of candidates with intellectual disabilities rather than only expecting candidates to be ready for existing processes. This can be done, for example, by using simple language and visual formats in job advertisements and holding pre-interview discussions to identify support needs in advance.
- Adapt working environments and practices in the same way, including through adapting job activities to match tasks to individual capacities, and through trial employment, probation periods, internships, and apprenticeships as lower-risk entry points for both the company and the candidate.

Onboarding and Workplace Support

- Provide individualised orientation using simple instructions, demonstrations, and visual supports, allowing adjustment time and setting realistic expectations on pace of work during the initial period.
- Assign a mentor or workplace buddy for day-to-day guidance, supported by simple monitoring and follow-up to track progress and identify support needs early.

Career Development and **Participation**

- Develop individualised learning and career development plans so that employees with intellectual disabilities can progress beyond their initial role, with regular coaching and feedback, and ensure equal benefits, fair remuneration, and equal treatment in line with other employees.
- Support the participation of employees with intellectual disabilities across different areas of the company, especially during discussions about workplace adaptations and any discussion on a topic that pertains to them.

Leading by Example

- With support from CSOs and OPDs, promote internal awareness sessions and exchange visits to inclusive companies, and become role models by engaging other companies and networks to promote inclusion alongside staff members with intellectual disabilities.

7.3. For the government

The recommendations below are directed at DoSVY, the provincial level representatives of MoLVT, and their respective ministries at national level, alongside other relevant government institutions. They are offered as guidance and reflect the areas where participants across both consultation workshops identified a stronger role for government in enabling inclusive employment.

- Continue enforcing existing laws at provincial level, including the 1 per cent disability employment quota, ensuring that persons with intellectual disabilities are explicitly included within it.
- Review inspection and certification criteria, which currently address physical accessibility alone, so that they also recognise the accommodations relevant to persons with intellectual disabilities, such as communication, instruction, sensorial adaptations, and workplace supervision.
- Strengthen the capacity of DoSVY and provincial level MoLVT representatives to support companies directly with identification, recruitment, and referral, and reinforce referral mechanisms between MoSVY, MoLVT, and the NEA, so that reliance on CSOs reduces over time.
- Increase the employment of persons with intellectual disabilities within government agencies, so that the state sets an example for the private sector to follow and persons with intellectual disabilities are positioned to advocate for their peers.
- Strengthen labour market information on roles available to persons with intellectual disabilities, and establish mechanisms for public and private stakeholders to share and use it, so that companies seeking candidates and jobseekers seeking work can find each other without depending on CSO referral.
- Develop specific policies and programmes supporting skills development and job readiness for persons with intellectual disabilities, including certified vocational training that recognises the qualifications they obtain, and incentives for companies that employ them. Incentives work best where they are designed alongside attention to the roles on offer, so that companies are encouraged to create meaningful positions, avoiding tokenistic practices.

7.4. For CSOs and OPDs

CSOs, and particularly OPDs, are well placed to lead work directly with companies and the government. The recommendations below emphasise a shift in that role, from delivering inclusion on behalf of others towards building the capacity of companies and government institutions to deliver it themselves, so that reliance on CSOs reduces over time.

- Take a leading role in securing management commitment from companies before any other activity, and support them to understand the capacities of persons with intellectual disabilities and the advantages of employing them.
- Build company capacity without assuming full responsibility for training, adaptation, or ongoing support, so that companies progressively take ownership of inclusive practices within their own operations.
- Work alongside DoSVY, provincial MoLVT representation, and their ministries to strengthen government capacity to support companies directly, expanding government responsibility at provincial and national levels.
- Produce practical guidance on reasonable accommodations for intellectual disability, which employers requested directly during consultation, and promote exchange visits between companies that employ persons with intellectual disabilities and those that do not.
- Continue preparing persons with intellectual disabilities for the labour market through skills development, job readiness, and self-advocacy support, while being realistic with employers about support needs and pace of work, so that expectations are set accurately from the outset.

7.5. For persons with intellectual disabilities and families

The recommendations below are addressed to persons with intellectual disabilities and their families, and focus on participation, self-advocacy, and drawing on the support available.

- Try to participate in every discussion and decision that concerns you. Where you already work, ask to take part in awareness-raising activities, peer training, and any inclusive action within your company, so that decisions about your work are not made without you. Families should support this participation instead of speaking on behalf of their family member. Participation should be valued, even if the individual seems to understand little from what is being said. Their presence should still be valued.
- Work with OPDs to advocate for yourself, seeking support from the CSOs already helping you and affiliating with an OPD in your area.
- Establish working groups with peers to support one another, develop shared strategies to address disability inclusion, and advocate collectively, including with DoSVY, provincial representatives of MoLVT, and with local CSO support where needed.
- Families may form parent peer support groups or parent associations to share experiences, learn from one another, and advocate collectively for their family members, including their right to access employment.

- Families should avoid placing responsibility only on their family members for gaps in knowledge or skills, and should instead support them to learn while advocating for changes in the work environment, training, and other forms of workplace support.
- For those already working, families should open direct dialogue with their family member's employer to understand the difficulties faced at work, so that encouragement and support can be provided at home, and should connect with DoSVY, provincial representatives of MoLVT, CSOs, and OPDs where support is not yet in place.

7.6. Inclusive Employment Pathway

During both consultation workshops, there were activities that aimed at the development of an inclusive employment pathway. This pathway is built for companies to become more inclusive and will serve as a guiding document for the consortium to support companies as they attempt to make adaptations towards a more inclusive work environment. Workshop 1 produced three outcome chains linking activities to outputs, short-term outcomes, and long-term outcomes, structured around the consortium as the primary actor. Workshop 2 produced a seven-step employee journey, from employer engagement through recruitment, onboarding, workplace inclusion, performance support, career development, and long-term employment, structured around the employer as the primary actor.

These two inputs were combined into a single multi-actor pathway in the next phase of this project, using the seven-step journey as the overall structure and assigning responsibility at each step to the company, the supporting ecosystem, and the person with an intellectual disability and their family. This pathway can be accessed in [Annexe 13](#) of this report.

8. Conclusion

The findings of this study indicate that **companies currently face multiple challenges in promoting the inclusion of persons with intellectual disabilities in employment**. These include limited understanding of the needs and capacities of persons with intellectual disabilities, persistent stigma and discrimination, and gaps in knowledge and implementation of inclusive adaptations. In addition, companies often lack the capacity to provide appropriate training and ongoing support, which further limits their ability to engage in inclusive practices. However, these challenges should not be interpreted as a lack of interest or goodwill. As private sector actors, companies operate within a context where efficiency and profitability are key priorities, and any perceived increase in cost, time, or complexity can act as a barrier. This highlights the importance of working closely with companies to demonstrate that **inclusion is both feasible and beneficial**, and that persons with intellectual disabilities can contribute meaningfully to the workplace when the right support and approaches are in place.

Two considerations shape the case for these meaningful contributions: the perceived cost of inclusion and the risk that incentives become its main driver. On cost, no company in this study reported having cost a workplace adaptation, and the leading factor in decisions about adaptation was management commitment, which indicates that the barrier may be decisional before it is financial. Where companies do calculate, the calculation may run against inclusion, as the contribution payable for not meeting the

disability employment quota is low enough to be treated as an alternative to compliance.⁴⁴ On incentives, where these become the primary driver, inclusion risks becoming a means of accessing benefits rather than of employing people, and the resulting practices may be tokenistic. Both point to the fact that the roles employers imagine for persons with intellectual disabilities are largely confined to cleaning, packing, and similar tasks, and where the imagined role is marginal, the return it can generate is marginal too. Policies, incentives, and regulatory frameworks remain necessary, though their effect depends on attention to the right of persons with intellectual disabilities to participate and to the meaning of the roles they hold. Therefore, **the route to a stronger case for inclusion may run through management commitment and the design of meaningful roles, rather than solely through incentives that risk tokenistic practices.**

A further conclusion emerges from bringing the research and the workshop consultations together. **Each stakeholder group consulted during the workshops located the primary responsibility for inclusion with a different actor.** Companies relied on CSOs for technical support, training, and the identification of candidates. Persons with intellectual disabilities, their families, and CSOs said that the government and the private sector should carry greater responsibility rather than relying primarily on CSOs. Private sector participants said that the government should act through policy, incentives, and regulatory frameworks and that CSOs should provide technical knowledge and prepare persons with intellectual disabilities for work. **The result is a system in which responsibility is consistently placed elsewhere, and in which no actor currently holds it.** This is one of the main arguments for the approach set out in [Section 7](#), where responsibility is assigned by stakeholder groups, and where the consortium is positioned to initiate the work because no other actor seems currently committed to doing so.

Building on this, the core recommendation of this report is to prioritise **company buy-in** as the foundation for all inclusion efforts, while working alongside all relevant stakeholders and calling on them to take up their respective responsibilities. While policies, incentives, and legal frameworks are important and can encourage the employment of persons with intellectual disabilities, they are unlikely to lead to sustained and meaningful inclusion without genuine commitment from companies. The findings show that the main barriers to inclusion are already well understood, and there is existing knowledge on how to address them through inclusive adaptations, training, recruitment practices, and workplace support. **However, these measures can only be effectively implemented where companies are willing to engage.** For this reason, the consortium should focus on working with committed companies to build this buy-in in practice, creating examples that can then be expanded and inform broader engagement over time.

Additionally, to ensure that the recommendations of this report are realistic and actionable, it is important for the consortium to **prioritise small-scale, practical implementation.** This can begin by working with more open and flexible actors, including informal businesses such as small food stalls and micro-enterprises, where inclusive practices can be tested and refined across key areas, including recruitment, roles and responsibilities, accessibility, inclusive adaptations, training, policies, and the

⁴⁴ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and CARE Cambodia (2024) *Promoting the inclusion of persons with disabilities in the garment, footwear and travel goods sector: Sustainability recommendation paper*. Phnom Penh: GIZ Cambodia.

broader enabling environment. **These initial experiences can then be structured and documented, allowing the consortium to progressively engage larger and more formal companies and scale up what has been shown to work.** While continued awareness-raising and advocacy remain important, this report emphasises the need for hands-on, tested approaches that can be replicated and expanded over time.

Lastly, it is important to note that this prioritisation of smaller and informal actors rests on **willingness rather than on cost.** Workplace adaptations represent a lower relative burden for larger companies, which can absorb the investment across a wider operation, than for smaller ones, where the same cost weighs more heavily against turnover. Yet it is the smaller companies that showed greater openness to inclusion, and they did so without any legal obligation to act, as the 1 per cent quota applies only to companies with 100 or more employees. Larger companies, which the quota does reach, were less inclined to engage with the subject at all. Willingness and capacity therefore do not sit in the same place, and starting with smaller actors is a response to where willingness exists rather than an assumption that inclusion costs less there. It is also reasonable to expect that adaptation is less costly when built into practices early than when retrofitted into established systems, although this study collected no data on cost and this remains a matter of reasoning. **Generating evidence on the advantages of inclusive employment for larger companies is therefore a priority for further research, as it is that evidence that is likely to generate willingness where it is currently absent.**

The **inclusion of persons with intellectual disabilities in employment remains a recognised and complex challenge**, but one that can be addressed through practical and sustained efforts. By prioritising small-scale implementation and building on what works, meaningful progress can be achieved over time. **The consortium is well-positioned to lead this process,** and the findings of this study, alongside the guides from the **inclusive employment pathway,** provide a clear basis to inform and guide its actions moving forward.

9. Annexes

All the annexes below are hyperlinked and accessible to all Consortium members.

- 9.1. Annexe 1: [Research Questions](#)
- 9.2. Annexe 2: [Important Definitions](#)
- 9.3. Annexe 3: [Stakeholder Engagement Tracker](#)
- 9.4. Annexe 4: [Areas of Investigation](#)
- 9.5. Annexe 5: [Data Collection Tools](#)
- 9.6. Annexe 6: [Inception Report](#)
- 9.7. Annexe 7: [Information Sheets](#)
- 9.8. Annexe 8: [Consent Form](#)
- 9.9. Annexe 9: [Literature Review Sources](#)
- 9.10. Annexe 10: [First Workshop Report \(persons with intellectual disabilities, families, and CSOs\)](#)
- 9.11. Annexe 11: [Second Workshop Report \(private sector\)](#)
- 9.12. Annexe 12: [Summary of Findings](#)
- 9.13. Annexe 13: Inclusive Employment Pathway

