

*A new commitment: Skills training for  
people with disabilities*



International Symposium  
“Good Skills, Good Jobs, Realizing a  
Society for All”

Shizuoka, Japan

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# Topics

- A new commitment
- Trends and training
- Practical strategies
  - Who?
  - What?
  - When?
  - Where?
  - How?

# What is decent work?

Productive work in conditions of

- Freedom
- Equity
- Security
- Human Dignity

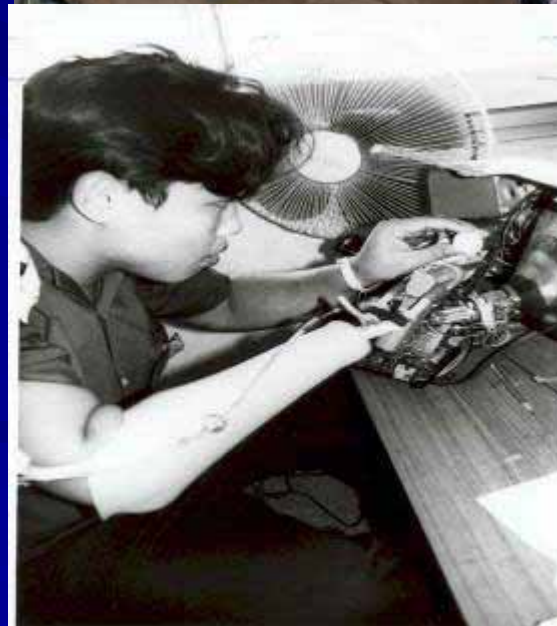
For woman and men everywhere.



*People with disabilities have a right to decent work*  
*Skills increase the chance of getting decent work*

# Current status...

- Dramatic changes
- Policies
  - Vocational Rehabilitation; social welfare; employment services
  - Right to training
  - Anti-discrimination
- Segregated settings
  - Most common
- Secondary schools
- Mainstream settings
- Systems in transition
- Greater workplace emphasis



# Why a new commitment?

- Poorest of the poor
- Exclusion and discrimination
- Less educated
- Most lack vocational training
- Training in stereotypical, low-paying jobs
- Limited mainstreaming
- Women/rural residents particularly disadvantaged

# Why now?

- New trends
- New challenges
- Growing awareness
- New knowledge---new approaches

# Disability Trends and Training

**Human rights issue**



**Economics of disability**



**Globalization**



**The New Disability  
Business Case**

# Human rights issue

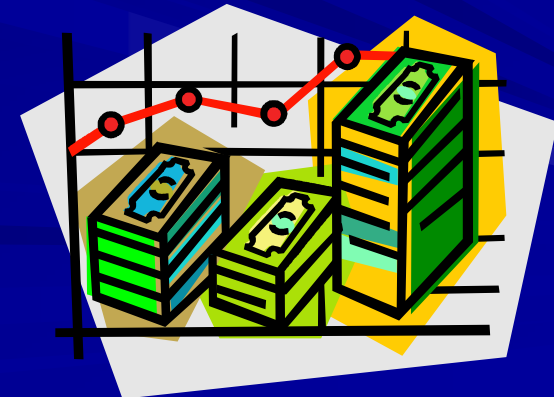
People with disabilities:

- Citizens like non-disabled---birthright
- Have not had access to same rights
- Represent enormous, untapped potential

*A shift in focus from “fixing” the person to “fixing” society...training systems!*

# Economics of disability

- Cost of exclusion: Up to \$5,135 per person annually
- Opportunity costs
- No social protection schemes: Only source of income
- Social protection schemes exist: Skyrocketing costs
- Labour shortages/skills mismatch
- Turning to untapped resources



# Globalization and the workplace

- Knowledge economy
- Use of ICT
- Increased competition for good jobs
- Skill flexibility and multitasking
- Skills mismatch
- Skills shortages
- High youth unemployment
- More precarious and non-standard employment



# The New Disability Business Case

- Diversity
- Corporate social responsibility
- Team work
- Good workers
- Customers



*The bottom line:*

*Hiring and retaining disabled/injured workers makes business sense*

# The new commitment...

2007

- Choice
- Options
- Support and accommodation
- Accountability

Willie Momm, Shiba  
Japan, 1995

- Choice
- Options
- Accommodation  
(Tools)
- Quality standards and effectiveness

# Practical strategies...

**Who:**

Should be trained?

Has a role?

**What:**

Types of skills should be taught?

**When:**

Should people get trained?

Are the key transition points?

**Where:**

Should training take place?

**How:**

Can it all be done?

# Who to train? All disabled persons



The stories of two men...

# The story of Hang Hach



# Who has a role?

Every sector...

- International organizations
- Government
- Schools and universities
- INGOs and NGOs
- Employers
- Trade unions

# What? Types of skills



## 1. Hard Skills

- Technical
- IT skills

## 2. Soft skills

- Communication
- Life skills
- Teamwork, problem-solving

## 3. Skills for employment

- Job seeking skills
- Self-employment

# Houston Community College: Multiple skills for PwDs

- Life skills-1991
- School-to-work transition training
- Classroom based technical skills with internship
- IT office skills
- Mentoring
- Fund for accommodations
- Champions
- Guidance and placement
- 400 students per year
- 75-100% success rate



# What? IT Training

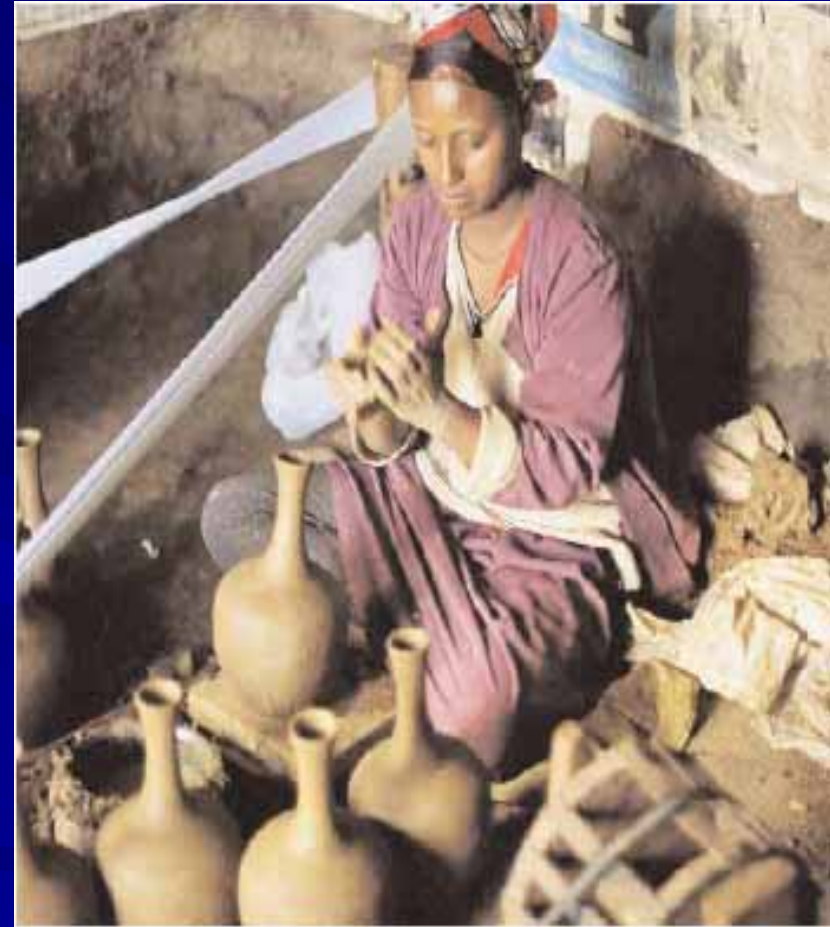
HSBC Bank advises on latest in IT for work



PwDs with IT Training more likely to get jobs

# What? Employment skills

- For formal sector jobs---Job seeking skills training and supports
- Self employment training
  - Market analysis
  - Business management
  - Business development
  - Special supports
  - Credit
  - Tool kits
  - Linkage to community services
  - Follow-up



# When? Lifelong learning for all

- Learn through the entire lifecycle
- Changing job market demands
- Learner is central
- Motivation crucial
- Objectives may change
- Recognize all types of learning

# When? Timely interventions

- Early career guidance/planning
- School to training transition
- Training to work transition
- Follow-up
- Skill upgrades
- Lifelong learning opportunities
- Retraining for injured workers

# Where?

**Inclusive  
Systems**

**Special  
segregated  
settings**

**Work  
place**

**Home or  
business**

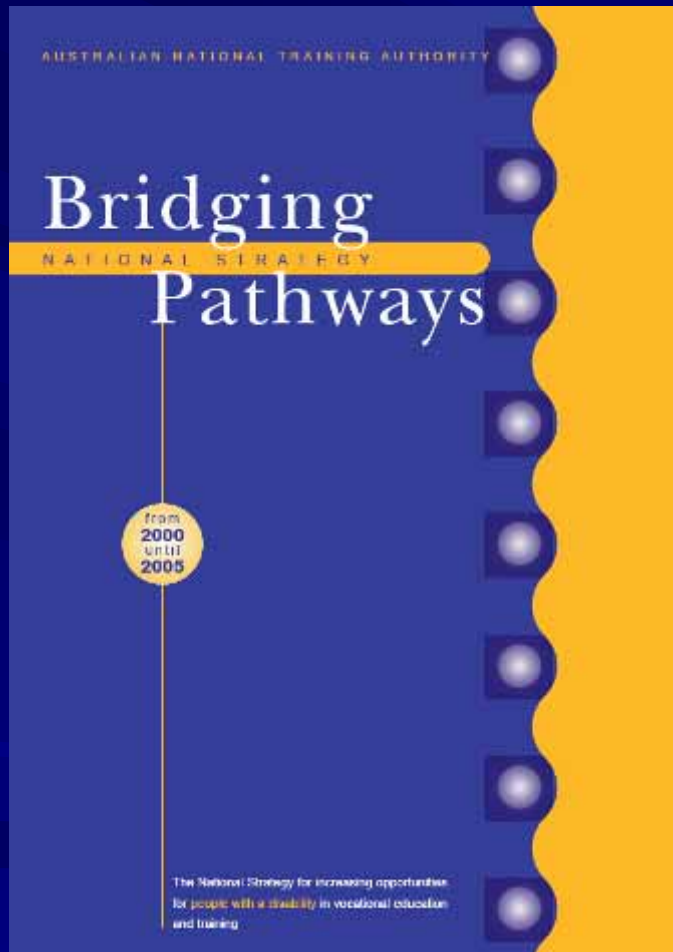
**Community**

# Where? Inclusive system

- Chose among options
- PwDs involved
- Barrier-free environment
- Adapted teaching methods
- Assistive learning devices
- Career guidance
- Market-driven training
- Positive attitudes fostered
- Staff trained in disability
- Disability specialists
- Employer involvement
- Adequate resources
- School to training institution to work linkages
- Job placement services
- Integration not enough; true inclusion involves necessary supports

----Findings of the Expert Group Meeting, Feb 2006

# Australian Experience: Bridging pathways



- A national strategy
- Increase inclusion
- Systems change
- Partnerships
- Training equity package
- Disability coordination officers
- Research
- Measuring of results
- State-level implementation

# Bridging Pathways---Why

- Legislation: Disability Discrimination Act review--- ineffective in reducing discrimination especially in employment and training
- Aging population
- Costs of disability and welfare dependence
- Labour shortages
- Of general working age population—11.8 % in VT; of disabled, only 3.3%
- Most middle-age; soon will be senior citizens
- Current costs very high; will get worse
- Not enough skilled workers to meet demands



## Four Goals:

1. Open the door
2. Improve learning experiences
3. Achieve employment and lifelong learning outcomes
4. Create an accountable system

# Example and outcomes...



Adelaide Institute of TAFE: Working with the Deaf

- Disability Liaison Officer
- Special outreach
- Interpreters and other accommodations
- Literacy groups
- Staff and teacher training

## Outcomes

- Percentage of VET students with disabilities increased
- Systemic supports increased enrollment
- Employment among PwD graduates increased

# Where? Workplace...

- On-the-job training
- Apprenticeships---formal and informal
- Transitional workshops
- Social enterprises
- Supported employment and job coaching

# On-the-job training---Accor Hotels, Shanghai



- Provides on the job training in a variety of jobs for people with intellectual, physical and hearing impairments
- The Shanghai Disabled Persons Federation pays a training salary to the participants, recruits candidates and provides support as needed

# Accor/Shanghai DPF

- Accor provides training in housekeeping, kitchen, laundry, etc.
- The hotel takes about 20 trainees every 6 months
- When training is over, CDPF and the Accor manager find jobs for graduates in 4 and 5-star hotels



# Accor Hotels, Shanghai: Hiring ability

Benefit: Accor hires the most talented of its trainees, such as this young deaf man, (his supervisor learned to sign), is socially responsive



# New examples from New Life...

- Social enterprises
- Operate stores, kiosks, restaurants, etc.
- Organic grocery
- New Life farm



# 7-11 Franchise



Rehabilitation Alliance of Hong Kong is a self-help group of more than 1,800 members representing all disability groups

- Purchased a 7-11 store
- Accommodations included extensive training and a job coach
- Loan repaid in 3 years and won awards for excellence
- Now owns three other stores

# Supported employment and job coaching

- Definitions vary
- Paid work
- Integrated settings
- Ongoing support often job coaches
- Intellectual and psychiatric disabilities

# New Life Psychiatric Center, Hong Kong SAR



# Where? Community-based

- Community based rehabilitation
- Transitional community workshops
- Mainstream community training programmes
- Peer training
- Distance learning

# ILO TREE project

- **Based on ILO community-based training model**
- **An integrated training and employment promotion project**
- **Community economic empowerment**
- **Community decides**
- **Training locally determined by market**
- **Training delivered at community level**

# ILO TREE project in Pakistan



# ILO APPT project in Cambodia

- Village or home-based training
- By successful entrepreneurs
- One to one
- Skills based on market needs
- Learn technical and business skills
- Grants, loans, start-up support
- Successful trainees become trainers
- Follow-up



# APPT/peer training in Cambodia



# Distance learning...Russia

- Many opportunities
- Advantages
- Disadvantages
- Example from Russia
  - Government-sponsored
  - University-operated
  - Internet classes in barrier-free settings
  - State certification
  - Higher education: Law, management, finance, computer engineering, etc.
  - Allows for group interaction



# How?

- Form partnerships
- Provide accommodations and supports to overcome barriers:
  - Physical  
(e.g. architectural and transport)
  - Information and communication  
(e.g. inaccessible formats)
  - Institutional and systematic  
(e.g. policy, implementation)
  - Attitudinal  
(e.g. negative attitudes and stereotypes)



# KEPAD and CJ Telenix

**CJ Telenix Human Resource Officer Sung Joo Kim: *“We have thrown away the stereotype that disabled people are less productive, our case proves it.”***



# CJ Telenix and KEPAD



## KEPAD:

- Recruitment
- Pre-employment training
- Consultation
- Subsidies

## CJ Telenix:

- Accepts 17% of applicants
- Builds work stations in home
- Supervises using real-time video
- Home offices 20 higher in costs
- Return on investment realized in productivity; employee satisfaction
- Bi-monthly visits to office



# EFC's Employers' Network on Disability in Sri Lanka

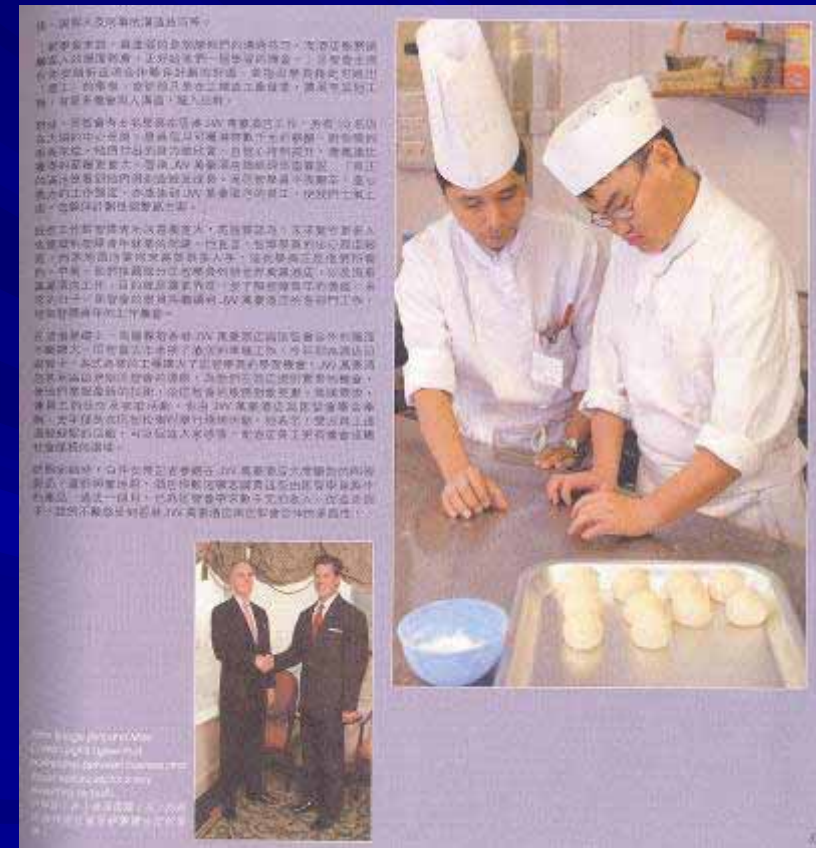
## *Selected Activities*

- Model employer
- Research survey
- Database and Web site
- Employer awareness seminars
- Good practice examples
- Partners with NGOs and government
- Job fairs
- Employers hire
- Advise and provide training
- Nestle: Awareness campaign
- Standard Chartered: Accessibility Guide
- Code of Practice



# Marriott in Hong Kong

- Partnership with Hong Chi Association
- Housekeeping training
- On-the-job training at Marriott
- Six trainees are associates---seven in training
- Sell pottery products in hotel
- Developing bakery unit
- Developing herb garden
- Building a sensory garden
- Received two local awards and Marriott Award for Community Service





  
JW MARRIOTT  
HONG KONG

  
匡智會  
Hong Chi Association



  
Marriott  
SPIRIT TO  
SERVE  
WITH COMMUNITY



# Partnering with trade unions...



# Accommodations and supports ...

## Barrier

- **Physical**
- **Information/  
communication**
- **Systematic/  
institutional**
- **Attitudinal**

## Accommodation Example

- **Universal design**
- **Tools and equipment**
- **Accessible formats**
- **Interpreters**
- **Learning adjustments**
- **Rights-based policies**
- **Enforcement**
- **Disability awareness  
training**
- **Active inclusion**

# Help Wanted



# Summary

## Four pillars

- Choice
- Options
- Accommodations and supports
- Accountability

## Practicalities

Who: Training for all  
All sector involved

What: Hard and soft skills

When: Lifelong

Where: Mainstream and  
community

How: Partner,  
Accommodate

# For more information

## ■ ILO Web sites

<http://www.ilo.org/employment/disability>

<http://www.ilo.org/abilityasia>