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
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
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
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
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)
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
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
Partnering with trade unions...
Accommodations and supports ...

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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/employment/disability)

[http://www.ilo.org/abilityasia](http://www.ilo.org/abilityasia)