Implementing the Right of People With Disabilities to Vocational Training
Report of an Action - Research Seminar

Quebec City, 25-26 August 2008

Organized by the ILO Skills and Employability Department in collaboration with CTNERHI, GLADNET and the Rehabilitation International Work and Employment Commission

Rehabilitation International World Congress
'Disability Rights and Social Participation: Ensuring a Society for All'
Quebec City, 25-27 August 2008
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1. Introduction

In many ways, vocational training for persons with disabilities appears to be going through a transition, from programmes in specialized institutions to mainstream programmes for general jobseekers. For some countries, this transition is in its early stages, with training still mostly in specialized institutions. In others, the majority of adults with disabilities receive their training in mainstream programmes. In addition, people with disabilities are increasingly taking part in general tertiary education, work-based training, distance learning and other forms of skills development as pathways to employment.

These trends will be further enhanced in coming years following the entry into force of the UN Convention on the Rights of Persons with Disabilities (CRPD 2006) in May 2008. The CRPD will give further impetus to existing ILO and other international instruments which emphasize promoting access to general skills development services along with and under the same conditions as non-disabled people wherever possible. The CRPD calls on States to ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others, and specifically, to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training; and to ensure that reasonable accommodation is provided to persons with disabilities.

Despite these trends, evidence of the skills deficit among persons with disabilities is accumulating, as many countries are actively seeking to promote job opportunities for disabled people. Even when non discrimination legislation or quota systems are in place to promote formal sector job opportunities for disabled people, skill deficits remain a barrier. It was thus timely to bring together policy-makers, vocational training providers, specialist disability advocacy agencies and organizations and researchers at this seminar, to review the current situation and discuss an agenda for action and research to improve vocational training opportunities and outcomes for persons with disabilities, as a contribution to achieving the goal of full inclusion in the labour market and in society.

This agenda is relevant to an ongoing technical cooperation project funded by the Government of Ireland, “Promoting the Employability and Employment of Persons with Disabilities through Effective Legislation”, as well as the research agenda of CTNERHI and the mandate of GLADNET.

Objectives

The seminar had three main objectives:

1. to identify elements of good practice in skills development for people with disabilities in countries around the world;
2. to highlight areas in which more progress is needed and examine attempts to address these challenges;
3. to formulate an agenda for action and research.

The seminar was co-organized by the ILO Skills and Employability Department in collaboration with the Centre technique national d'études et de recherches sur les handicaps et les inadaptations (CTNERHI), Global Applied Disability Research and Information Network on Employment and Training (GLADNET) and the Rehabilitation International Work and Employment Commission, with funding support by Irish Aid and Rehabilitation International (RI).
It was a follow up to the Tripartite European Regional Meeting, “The Inclusion of Persons with Disabilities in Vocational Training and Employment”, which took place in Geneva, March 2007, and to an Expert Group Meeting on the same topic, held in Bangkok, February 2006.

**Participants**

The seminar took place in the form of four optional sessions during the Rehabilitation International World Congress, “Disability Rights and Social Participation: Ensuring a Society for All”. A core of 25 participants attended throughout, while up to 45 participants were present for some of the sessions. Participants included skills development practitioners, government officials including policy-makers and administrators; disability advocates and researchers. A list of participants is provided in Annex 2.

**Resource persons**

The following ILO resource persons were involved in conducting the workshop:

- **Barbara Murray**, Senior Disability Specialist, Skills and Employability Department (EMP/SKILLS), ILO Geneva
- **Debra Perry**, Senior Disability Inclusion Specialist, Skills and Employability Department (EMP/SKILLS), ILO Geneva
- **Yousef Qaryouti**, Senior Vocational Rehabilitation Specialist, ILO Beirut

Moderators of different sessions were:

- **Ilene Zeitzer**, President, Disability Policy Solutions, Rio de Janeiro, Brazil
- **Susanne Bruyere**, Director, Employment and Disability Institute, School of Industrial Relations, Cornell University, Ithaca, New York

**2. Overview**

The seminar was officially opened by Barbara Murray, on behalf of the ILO, Marc Maudinet on behalf of CTNERHI and Susanne Bruyere on behalf of GLADNET. The importance of the topic of vocational training to persons with disabilities and the significance of partnerships between these organizations in gathering information on good practice and in moving the agenda of equal opportunities for persons with disabilities in training and employment was emphasized. The opportunity to demonstrate partnership through collaboration in organizing the seminar was welcomed. B. Murray acknowledged the contribution of the Government of Ireland towards the costs of the event and of Rehabilitation International for facilitating the organization on the ground. She invited participants to contribute to the agenda for action and research by taking part in the working group sessions planned for the second day of the seminar.

During the seminar, participants examined developments in vocational training for persons with disabilities in different parts of the world; learned of examples of good practice from countries at different levels of economic development; were sensitized to the challenges faced and discussed what needs to be done in order to tackle these challenges. They also learned to the important role played by the Global Applied Disability Research and Information
Network on Employment and Training (GLADNET) in promoting good practice in skills development for persons with disabilities.

2.1 Themes

The seminar involved a combination of formal presentations, panel discussions and question and answer sessions, ending with a working group session, to provide the opportunity for all participants to express their views.

Thematic Presentations

- Achievements and challenges in vocational training: ‘Bird’s-eye’ views from Europe, Asia, Canada and the Arab States
  - Vocational training of persons with disabilities in Europe (La formation professionnelle des personnes handicapées en Europe)
    - Dominique VELCHE, CTNERHI, France
  - Training and people with disabilities: Asia Pacific Region
    - Debra Perry, ILO Senior Specialist, Disability Inclusion, ILO Geneva
  - Achievements and challenges in vocational training: Bird’s-eye views from different regions - Canada
    - Yvan D’Amours, Ministry of Education, Leisure and Sport, Government of Quebec, Canada
  - Challenges facing skills development for people with disabilities in the Arab Region
    - Yousef Qaryouti, Senior Vocational Rehabilitation Specialist, ILO Beirut

- Good practice in skills development – What is the evidence?
  - Examples from high-income countries: Australia, Canada and Europe
    - Everyone counts… Diversity and its challenges
      - Brian Smyth-King, New South Wales Department of Education and Training, Australia
    - Transforming vocational rehabilitation and training in the Canada Pension Plan Disability Program - Future directions
      - Jo-Anne Kusznier, Director CPP Disability-Program Design CPPD, Ottawa, Canada
    - Skill development through supported employment in two Western European countries
      - Micheal Kamp, World Association for Supported Employment (WASE), the Netherlands
Examples from mid- and low-income countries: Brazil, Cambodia, Jordan and Lebanon

Good practice in implementing public policies towards seeking employment for people with disabilities

Leda de Azevedo, City Government, Rio de Janeiro, Brazil

Alleviating Poverty through Peer Training

Sotha Ros, APPT Project, Cambodia

The role of the Jordanian Vocational Training Authority in training people with disabilities.

Thafer Al Abed, Vocational Training Authority, Amman, Jordan

Vocational training of persons with disabilities – The role of the Lebanese Union of Physically Disabled Persons

Haïfa Chehayeb, LUPH, Beirut, Lebanon

Promoting good practice in skills development for persons with disabilities - The role of GLADNET (Global Applied Disability Research and Information Network on Employment and Training)

Susanne Bruyere, Chairperson, GLADNET; Representative of the RI Commission on Work and Employment;
Ilene Zeitzer, President, Disability Policy Solutions, Rio de Janeiro, Brazil;
Michael Kamp, Director, Tact & Vision, Willemstad, the Netherlands;
Donal McAnaney, RI Commission on Work and Employment, Sweden

A summary of the thematic presentations is provided in Annex 1.

2.2 Working Group Sessions

Following a panel session at which the main challenges faced in countries from different regions were summarized, working groups discussed the question of what action and research is required to tackle these challenges and to promote vocational training for persons with disabilities. Three groups worked on this topic and provided feedback to the plenary session, at which comments were made and further discussion took place. Building on this, the elements of an action and research plan were assembled; presented to the group, and following some comment and amendments, was adopted by the participants as the output of the seminar, charting the way forward (see section 3).

3. Agenda for Action and Research

Participants at the seminar, “Implementing the rights of people with disabilities to vocational training” recognized that people with disabilities have a right to training, to choice in the type and structure of training they desire and to lifelong learning. They have a right to quality and sustainable employment and to securing the skills that they need for decent employment and social participation. The group recognized that, as populations age, people’s needs change, and they will require different services throughout life as they meet new demands and challenges related to skills training and employment.
In particular, participants identified the following issues for action and further research:

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<tr>
<th>Issues for action</th>
<th>What needs to be done</th>
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<tbody>
<tr>
<td>Lack of information and comparable data</td>
<td>- Government ministries and NGOs need to cooperate and share information&lt;br&gt;- Discrepancies between administrative data and official statistics need to be addressed&lt;br&gt;- Longitudinal studies to determine the outcome of training activities on long term employment need to be carried out&lt;br&gt;- Opportunities should be created for the international exchange of information on training and employment of persons with disabilities</td>
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<td>Promoting adequate political commitment</td>
<td>- Action plans should be required for the implementation of laws&lt;br&gt;- Short, medium and long term plans should be established&lt;br&gt;- Diverse groups should be involved in planning&lt;br&gt;- Information on good practices in planning and vocational rehabilitation should be identified and shared</td>
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<td>Low self esteem</td>
<td>- Peer support networks should be established&lt;br&gt;- Positive role models should be identified and disseminated&lt;br&gt;- Work should start with partners from the child’s early age to promote positive self-image related to capacity (disability is not inability)</td>
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<tr>
<td>Lack of education</td>
<td>- Support services should collaborate to address the specific needs of individuals who have not received an education&lt;br&gt;- More attention should be given to education transition services to students/learners with specific needs</td>
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<td>Ministerial responsibility and collaboration</td>
<td>- Each country should have a national disability action plan with each ministry having a role&lt;br&gt;- A support system should be established to assist individuals through transitions from one set of services to another&lt;br&gt;- Case management approach at local level should be instituted</td>
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<td>Recognition of skills</td>
<td>- Prior learning should be identified and skills should be recognized up to a known standard irrespective of where the skills were acquired&lt;br&gt;- Employer-based training should lead to a statement or certificate of skills acquired&lt;br&gt;- A modular certification approach should be promoted</td>
</tr>
<tr>
<td>Issues for action</td>
<td>What needs to be done</td>
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| Segregated training and services; need to open mainstream training centres | ▪ A variety of measures are required, including training of trainers, accessibility measures, adaptation of pedagogical tools, flexible training schedules, smaller classes, review of access criteria, work experience approaches to training, etc.  
▪ Clear guidelines should be developed on how to make vocational training inclusive  
▪ Training opportunities should be provided at local level, including through Community-based Rehabilitation |
| Lack of capacity of trainers and professions         | ▪ Intensive training of trainer programmes should be developed and implemented  
▪ Action research should be conducted to clarify how trainers and employers perceive persons with disabilities  
▪ Role models and success cases should be used to change attitudes  
▪ Situations should be created where people with disabilities and non-disabled people interact to facilitate a change of attitudes |
| Stereotyping and assumptions                         | ▪ The State is obligated to address this issue and should work with non-governmental organizations (NGOs) and others and to reach people in remote areas  
▪ The media should be involved in this process  
▪ The "one stop shop" approach should be used for easy access to information |
| Lack of knowledge among people with disabilities about their rights and available programmes and services | ▪ The State is obligated to address this issue and should work with non-governmental organizations (NGOs) and others and to reach people in remote areas  
▪ The media should be involved in this process  
▪ The "one stop shop" approach should be used for easy access to information |
Annex 1: Summary of Thematic Presentations

A1.1 La part de la formation professionnelle dans les stratégies d'emploi des personnes handicapées en Europe - Dominique VELCHE - CTNERHI, France

La formation professionnelle des personnes handicapées en Europe
Dominique VELCHE
CTNERHI, France

Les impulsions de l’Union

- Plan d'action en faveur des personnes handicapées 2004-2010
  - 1ère phase : 2004-2005
    - Accès à l'emploi et à la vie active => Education ; Formation tout au long de la vie ; Nouvelles technologies ; Aménagements raisonnables ; Echanges de bonnes pratiques ; ouverture de possibilités non traditionnelles d'emploi des personnes handicapées
  - 2ème phase : 2006-2007
    - Accessibilité ; Coopération entre les pays => reconnaissance mutuelle des qualification ; aide aux publics défavorisés
  - 3ème phase : 2008-2009
    - Universal design ; Flexicurité ; Technologies de l'information et de la communication (TIC)
Évaluer la nature et les effets du déficit de formation

- Peu de données statistiques permettant la comparaison des approches :
  - Enquêtes de population active *LFS 2002* : module ad-hoc sur les incapacités et les problèmes de santé de longue durée (*LSHPD*) sur 25 pays (EU25+RO+NOR-PL-LV)
  - Enquête sur le revenu et les conditions de vie *EU-SILC* 2004 sur 13 pays (EU15-D-NL-UK+EST+NOR)
    - taux de participation à des programmes d'éducation ou de formation selon la classe d'âge
    - Niveau d'étude atteint
    - Lien *LSHPD*/Emploi approché
- Un rôle du niveau de formation supposé mais contesté : Difficulté à recueillir des données (Non-discrimination)

Perspectives d'approche de la question

- Formation initiale (niveau d'éducation générale et formation professionnelle initiale)
- Réadaptation professionnelle et désinstitutionnalisation (ouverture des centres ordinaires, reconversion des centres spécialisés ; implication des employeurs)
- Les options politiques : non-discrimination/quotas d'emploi
- Personnalisation des réponses apportées (réponses spécifiques ; job coaching)
- Coopération avec le milieu associatif (initiatives non gouvernementales ; modalités de coopération entre institutions ; volontariat et professionnels)
- Apport des nouvelles technologies
La formation initiale

- Insertion scolaire en milieu ordinaire
  - Autriche, Italie, Chypre, Suède … (entre autres…)
  - Cela a-t-il un impact sur l’insertion professionnelle ?

- Formation professionnelle initiale en milieu ordinaire
  - Autriche, Royaume-Uni ?, Suède …
  - Quels problèmes sont rencontrés ? Pourquoi recourir à des établissements spécifiques

- Apprentissage
  - Allemagne, Autriche, Espagne ?, France …
  - L’avenir ? Une solution pour les difficultés cognitives ?

- Transition de l’école vers la vie professionnelle
  - Autriche, Suède, Italie, Estonie …

La réadaptation professionnelle

- Le maintien d’un dispositif spécifique
  - Les justifications liées au manque d’accessibilité, à la méconnaissance des besoins particuliers, à la rigidité des dispositifs de droit commun
    - République Tchèque, Pologne, Hongrie, France …
  - La priorité mise au reclassement rapide des employés devenus handicapés
    - Allemagne, Autriche, Danemark, Pays-Bas, Royaume-Uni, Suède …

- La participation des établissements de travail protégé à la formation
  - Chypre, Irlande, Danemark, Royaume-Uni, France …
  - Justifié ou à éviter totalement ?
Réadaptation professionnelle et désinstitutionalisation

- Les effets de la désinstitutionalisation sur les centres spécialisés, les politiques de "maintreaming" et la réalité de l'ouverture des centres ordinaires
  - Allemagne ?, Espagne ?, France ?, Portugal...
- La formation en entreprise
  - Autriche, Allemagne, France …
- Disability management
  - Allemagne, Pays-Bas, Royaume-Uni…
- Emploi assisté : formation sur le tas
  - Allemagne, Autriche (Arbeitassistenz), Espagne (Empleo con apoyo), Hongrie (Salva Vita), Irlande, Lituanie, Norvège (Arbeid med bistand - AB), Pays-Bas (WSW ?), République Tchèque, Royaume-Uni (Workstep), Slovénie, Suède (SIUS) …}

Formation et options politiques

- Formation et non discrimination
  - Danemark, Chypre, Irlande, Portugal, Royaume-Uni, …
  - Comment éviter la discrimination légale découlant du déficit de formation ?
- Formation et quotas
  - Autriche, Allemagne, France, Italie,
  - Quelle partie des sommes récoltées par les organismes chargés de récolter les "contributions ou pénalités payées par les employeurs qui n'ont pas leur quota va à la formation et quel effet cela a-t-il sur l'emploi ?
Personnalisation des réponses

- Réponses à des besoins spécifiques (moteurs, sensoriels, cognitifs…)
  Incontournable ?

- Job coaching
  - Pays-Bas (REA =>), Royaume-Uni (NDDP)

- Budget personnel
  - Allemagne, Pays-Bas (PRB)
  - Une solution ?

Coopération

- Initiative du milieu associatif
  - Autriche (Lebenshilfe)
  - Espagne (ONCE)
  - France (AGEFIPH ?)
  - Italie (programmes régionaux inclus dans les programmes européens)
  - Royaume-Uni (Royal National Institute of the Blind _ RNIB)

- Initiative des autorités
  - France (PDIPH)
  - Royaume-Uni (NDDP, Job Retention and Rehabilitation Pilot - JRRP)
  - Suède (cours pour adultes en Folkhögskolor)
Apport des nouvelles technologies

- L'accès aux nouvelles technologies et au e-Learning
  - Espagne : Disc@pnet, journal Soliraridad Digital, SID (Salamanque)
  - Malte : FITA
  - Italie : Livre Blanc, Projet Navigabile
  - Portugal : Programme national
  - République Tchèque : NPCL Handicap
  - Slovaquie : NUTS II
  - Suède : lignes directrices W3C

Constat

- L'information sur l'accès des personnes handicapées à la formation est très éparse et très partielle
  - Le thème est évoqué marginalement
  - Les statistiques sont rarement établies, et seulement pour certains types d'institutions et de services (rarement pour les centres ordinaires)
- Peu d'éléments permettent de savoir précisément :
  - Si un surplus de qualification professionnelle est véritablement déterminant pour accéder à un emploi durable
  - Quelles sont les conditions pour que les personnes handicapées accèdent de façon équitable et profitable pour elles à des formations qualifiantes :
    - droit commun / réponse personnalisée …
A1.2 Training and people with disabilities: Asia Pacific Region - Debra Perry
- ILO Senior Specialist, Disability Inclusion, ILO Geneva

Training and People with Disabilities: Asia Pacific Region

Debra Perry
ILO Senior Specialist, Disability Inclusion

Topics
- Context
- Challenges
- Responses
- Engaging social partners
- Issues from Asia
What it the context?

**Policy**
- ILO Convention 159, 1983
- UN CRPD
- ILO Code of Practice, 2002
- Other ILO standards
- Biwako Millennium Framework of Action
- National laws, disability specific and vocational training

**Reality**
- Only 10 per cent in primary school
- Most living in rural areas
- Most lack skills training
- Limited mainstreaming
- Job opportunities often in the unprotected informal sector
- Self-employment major option
- Limited resources
- Women and substantially disabled most disadvantaged

What are the challenges?

- Developing effective interventions when research and information are lacking
- Implementing inclusive policies in education and training, with proper supports and staff
- Meeting the diverse needs for training by so many
- Skilling people in remote and rural areas and those in self-employment, access to credit
- Making training market-relevant
- Countering negative attitudes/separation idea
- Meeting need for expert advice
**Responses: Research and Information**

**General**
- Greater national attention
- Tracking pwdspwds in training and their outcomes
- Determining numbers in mainstream training
- Recognizing need to share case studies and good practice examples

**ILO**
- Publications/advice
- AP Skills Network includes disability
- ILO/Korea research project on inclusive vocational training: Survey and case studies
- Expert group meeting on inclusive vocational training in AP region
- Publication and dissemination of AP-based case studies in *Moving Forward*

**Response: Policy and Implementation**

**General**
- More non-discrimination legislation (e.g., Korea, Thailand, etc.)
- Moving toward more inclusive approaches (e.g., Afghanistan, Australia, Korea, Mongolia, Thailand, etc.)
- Segregated training settings for those with most significant disabilities and as resource/research centers
- Networking and information sharing

**ILO**
- Irish partnership projects: PEPDEL, INCLUDE and WEDGE projects
- ILO/Korea Partnership Programme
- AP Skills Network
- Policy advice and tools
- Engagement of social partners
### Meeting needs for training

#### General
- Recognition of need for inclusion (BMF)
- Greater use of community-based approaches
- More innovative and effective approaches such as peer training, OJT, supported employment and social enterprises (Hong Kong)

#### ILO
- Advocacy and policy advice for inclusion
- Technical cooperation
- Promoting more creative approaches through projects, identification of case studies and information dissemination ([www.iло.org/abilityasia](http://www.iло.org/abilityasia))

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

- OJT for people with intellectual, physical and hearing impairments
- The Shanghai Disabled Persons Federation pays a training salary, recruits candidates and provides support as needed
- Accor provides training
- Takes 20 trainees every 6 months
- SDPF and Accor manager find jobs for graduates in 4 and 5-star hotels, if not hired by Accor
Remote/rural areas
(Self-employment and Informal)

**General**
- More CBR and community based training---upcoming CBR Congress
- Greater inclusion
- Supports for self-employment, e.g. loans and occupation groups in Thailand, Cambodia, etc.

**ILO**
- New publication on *CBR and Skills Training*
- New tools related to peer training: *Replicating Success* series
- Mainstreaming disability in entrepreneurship and other ILO programmes (SIYB—China and VN, WEDGE)

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Market relevance

**General**
- Greater understanding of the issue (still training in occupations that do not yield jobs---e.g., caning in SL)
- Greater attention given to self-employment and informal job opportunities (issue protection)
- Increased partnerships with employers/some market research

**ILO**
- Promoting market-driven approach in formal and informal training
- Engaging workplace partners (employer groups CMB; VN; SL)---Trade unions (Japan and VN)
- Promotion of entrepreneurship approaches that respond to markets for rural and informal economies
Awareness/Advice

**General**
- Greater DPO activity
- More linkages and networking through BMF and other organizations
- Several good list servs in region

**ILO**
- Mainstreaming and inclusion
- Awareness campaigns---photo contest
- Web site
- Partnerships---social partners, Australian Business Volunteers, etc.

Employers’ Network on Disability, SL

- Goal is to foster market driven training and employment of people with disabilities
- Part of employers’ organization for more than 5 years
- Formal constitution and Code of Practice on Disability
- Meet monthly—32 fee-paying members
- Encourage awareness among employers; hold job fairs; training; give advice; engage in specific activities
- Provide training and support through companies and partners, including NGOs and universities
- Members support activities (Nestle/Awareness campaign; Standard Charter/Accessibility Guide/Sri Lankan Air/Sign language DVD)
- Currently working with Ministry of Labour and Ministry of Tietiery and Vocational Training to make training market relevant
- Greatest challenge: Finding skilled pwds to meet employer requests or for market driven training
Videos on:

Trade Unions---Japan

Trade Unions-Viet Nam
Issues from Asian situation

- How to meet the needs of pwds who are most disadvantaged: lack education, women, in remote or rural areas, are most discouraged?
- How to realize market-driven inclusive vocational training?
- Determining when separate training is needed and not a way to exclude? (Twin Track)
- How to prepare and support people in self-employment/informal jobs and protect those in informal jobs?
- How to meet the needs for expert advice?
D’entrée de jeu, je crois utile de mentionner qu’au Canada, l’éducation et la formation sont sous la juridiction des provinces. Ce sont donc les ministères provinciaux comme celui du Québec qui exercent ces responsabilités. De plus, au Québec, le ministère de l’Éducation regroupe les responsabilités de l’État en matière de formation générale des jeunes, de formation professionnelle et technique, de formation continue des adultes et de formation universitaire.

De son côté, le ministère de l’Emploi et de la Solidarité sociale du Québec exerce des responsabilités en matière de services de main d’œuvre et collabore avec le réseau de l’éducation, les employeurs et d’autres partenaires pour offrir des mesures de soutien à la formation et à l’emploi pour différentes clientèles d’adultes déjà sur le marché du travail, notamment des clientèles handicapées. Ainsi, toute une panoplie de mesures sont offertes, telles que la préparation ou l’aide à l’emploi, l’aide à la formation, les subventions salariales aux entreprises qui embauchent des personnes handicapées ainsi que des subventions aux entreprises adaptées.

Au Québec, nous travaillons depuis déjà un bon moment sur la question des droits des personnes handicapées à l’éducation, à la formation et au travail et, surtout, sur un ensemble de moyens pour concrétiser leur application concrète dans la société.

En 1984, le Québec a adopté une loi assurant les droits des personnes handicapées ainsi qu’une politique qui ont eu un impact indéniable sur l’évolution de l’intégration sociale des personnes handicapées au Québec. Cette loi a été mise à jour et renforcée en 2004 et, une nouvelle politique intitulée « À part entière : pour un véritable exercice du droit à l’égalité » est actuellement soumise à l’approbation du Gouvernement.

L’Office des personnes handicapées du Québec est l’organisme chargé de veiller à l’application de la Loi et à coordonner les actions prévues dans la Politique, qui engage plusieurs ministères, dont le nôtre.

D’ailleurs, en 2000, le ministère de l’Éducation, du Loisir et du Sport a lancé une politique et un plan d’action visant l’amélioration de l’intégration et de la réussite éducative des élèves handicapés ou en difficulté d’adaptation. L’application de ce plan d’action a été renforcée au cours des dernières années et fait l’objet d’un investissement financier majeur.

De son côté, le Ministère de l’Emploi et de la Solidarité sociale a lancé en juin dernier une Stratégie pour l’intégration et le maintien en emploi des personnes handicapées. Un chapitre entier de cette politique est consacré à l’éducation et à la formation et le ministère de l’Éducation y présente de nombreux engagements que je effleurerai seulement, compte tenu du temps dont je dispose.

J’aimerais souligner le fait qu’il existe une grande complémentarité et une grande cohérence entre tous les engagements gouvernementaux dont je viens de parler. Je crois que nous avons réussi, au cours des dernières années, à relever le défi de la concertation et du partenariat entre tous les acteurs qui travaillent à une meilleure intégration scolaire, professionnelle et sociale des personnes handicapées.
J’inclus à ces acteurs les associations représentant les personnes handicapées, les ministères, des représentants des employeurs, etc. Nous avons différents mécanismes et lieux qui nous permettent de travailler ensemble dans la même direction. Sur ce plan, je tiens à souligner le travail fédérateur important réalisé par l’Office des personnes handicapées du Québec.

Comme vous le savez, la problématique de l’éducation et de la formation professionnelle des personnes handicapées est complexe et elle se situe à différents niveaux. Je dirais que l’un des premiers défis qui se présente est celui de la connaissance. Connaissance des déficiences, connaissance des moyens d’en atténuer les impacts et connaissance des potentialités multiples des personnes handicapées, entre autres, au regard de la formation et de l’emploi. Quels sont les meilleurs moyens pour aider un jeune présentant une déficience A, B ou C et présentant un bagage X, Y ou Z de développement, de talents et d’expériences, à développer tout son potentiel d’apprentissage et de développement des compétences dans différents domaines? Voilà une question à un million de dollars à laquelle nous aimerions tous répondre.

Les efforts de la recherche scientifique doivent donc se poursuivre pour nous aider à cerner ces aspects. Au Québec et au Canada, des Fonds de recherche sont accessibles aux chercheurs des instituts ou centres qui travaillent sur certains aspects de ces questions. En outre des projets de recherche-action sont soutenus par l’Office des personnes handicapées ainsi que par le ministère de l’Éducation, du Loisir et du Sport.

Par exemple, nous soutenons actuellement un projet d’analyse des besoins de certains types d’étudiants handicapés qui fréquentent des établissements de formation post-secondaires, au regard des différentes modalités d’organisation de services d’accueil et d’accompagnement qui permettraient d’accroître leur diplôme.

La recherche doit non seulement se poursuivre, mais s’accompagner d’un transfert de connaissance, entre autres aux enseignants et formateurs qui œuvrent auprès de ces clientèles.

Un autre défi important demeure celui de la sensibilisation et de l’information des personnes aux prises avec un handicap, de leurs parents, des formateurs et des employeurs en ce qui a trait à leurs capacités et à leur potentiel de formation et d’emploi. À ce niveau, nous agissons de différentes façons. Par exemple, nous avons soutenu la publication d’une brochure d’information à l’intention des personnes handicapées. Cette brochure présente différents programmes de formation professionnelle et technique, les ressources disponibles pour en faciliter l’accès ainsi que des témoignages de personnes handicapées qui ont complété avec succès de telles formations.

Le Ministère entend également produire un inventaire et une analyse, par secteur d’activités économiques et par programme d’études, des métiers et professions techniques les plus accessibles aux personnes au regard des catégories d’incapacités.

L’orientation scolaire et professionnelle des jeunes, entre autres les élèves et étudiants handicapés, reçoit une attention particulière depuis quelques années, à travers le déploiement, tout au long des parcours scolaires, de ce que nous appelons l’approche orientante (guidance-oriented approach).

En vertu de cette approche, les enseignants, les conseillers d’orientation ainsi que les conseillers en information scolaire et professionnelle travaillent en équipe pour aider les jeunes à découvrir leurs goûts, leurs talents ainsi que les différentes professions qui existent, de façon à faciliter leur cheminement vers un choix de formation et de carrière.

Ces activités pédagogiques sont intégrées dans les divers programmes disciplinaires, par exemple, les mathématiques et les sciences ainsi que dans des activités ou projets d’exploration se déroulant en dehors des heures de cours. Des outils ont aussi été développés.
pour les parents. En collaboration avec l’Ordre professionnel des conseillers d’orientation, nous travaillons actuellement à des adaptations de l’approche orientante aux besoins des élèves et des étudiants handicapés.

Un autre défi est l’intégration optimale des jeunes handicapés, d’abord à l’école en formation générale, dans les classes régulières. Ensuite, l’intégration doit également se faire dans les établissements de formation professionnelle (centres de formation professionnelle, collèges techniques et universités) et, finalement sur le marché du travail. Ce défi demande de lever certains obstacles, notamment sur les plans de l’accès physique aux établissements, au transport adapté, aux aides techniques, pédagogiques, professionnelles et financières nécessaires.

Comme je l’ai mentionné tout à l’heure, le Québec s’est doté en 2000 d’une politique et d’un plan d’action en adaptation scolaire qui vise à accroître l’intégration et la réussite scolaire chez les élèves handicapés ou en difficulté. Les investissements annuels s’élèvent à plusieurs centaines de millions de dollars.

Le suivi de cette politique montre que l’intégration des élèves handicapés en classe régulière progresse lentement mais sûrement pour atteindre 47 % à l’école primaire et 27 % au secondaire.

Du côté de la formation visant la préparation à l’emploi, nous implantons cette année, au second cycle du secondaire, un parcours de formation axé sur l’emploi. Ce parcours comporte deux volets, l’un est une formation préparatoire au travail et l’autre une formation menant à l’exercice d’un métier spécialisé; ces volets sont offerts en alternance travail-études. Ils permettent à l’élève de poursuivre sa formation générale tout en développement simultanément des compétences liées à l’emploi. Nous devrons attendre quelques années pour évaluer la réussite de ces formations qui préparent au marché du travail.

Signe encourageant, nous notons que de plus en plus de jeunes handicapés parviennent aux études post-secondaires. Un certain nombre poursuivent une formation collégiale technique et d’autres une formation universitaire. Nous le savons indirectement parce que les demandes à notre programme d’aide financière aux étudiants handicapés ainsi qu’à notre programme de soutien financier aux établissements d’enseignement pour offrir des services adaptés aux étudiants handicapés augmentent d’année en année.

Pour le moment, les données relatives aux inscriptions à des programmes de formation que nous recueillons ne permettent pas de distinguer les étudiants handicapés des autres. Cependant, nous pourrons le faire dans les prochaines années en vertu de nouveaux dispositifs que nous mettons en place et qui nous permettront de faire un meilleur suivi de la réussite des élèves et des étudiants handicapés, en formation générale comme en formation professionnelle, à tous les ordres d’enseignement.

Pour conclure, je dirais que nos réussites se situent du côté de l’adaptation de chartes, de lois de politiques et de plans d’action favorisant une meilleure intégration scolaire, professionnelle et sociale des personnes handicapées. De plus, nos organismes publics ont appris à travailler vraiment en partenariat. La concertation permet une grande cohérence dans l’action gouvernementale à l’égard des personnes handicapées.

Le degré de scolarité et de formation des personnes handicapées s’améliore lentement mais sûrement. Bien sûr, les écarts demeurent encore grands entre les personnes handicapées et celles qui ne le sont pas. Aussi, nous devons poursuivre et accentuer nos efforts.

L’un des plus gros défis demeure encore l’amélioration de la connaissance sur les besoins et le potentiel réel des personnes aux prises avec différents types d’incapacités, ainsi que sur les
meilleurs moyens de favoriser leurs apprentissages et le développement de leurs compétences, notamment pour le travail.

Merci.
Challenges Facing Skills Development for People with Disabilities in the Arab Region

Yousef Qaryouti, Ph.D.
Senior Vocational Rehabilitation Specialist
ILO - Beirut

PRESENT SITUATION

- With very few exceptions all formal vocational training programmes for PWD in the region are center based/disability focused. Mainstreamed vocational training programmes almost do not exist.

- Most vocational training services for PWD are being provided by Ministries/Departments of Social Affairs with very little involvement of ordinary training programmes or NGO’s.
Tertiary/technical education and training opportunities are limited especially for people with hearing impairment and learning disabilities.

Physical and technological infrastructures of universities and colleges are not accessible. This result in limiting PWD access to acquire knowledge based skills.

Education services for special education needs students are being provided by Sp.ed. Schools/ segregated setting; very limited in coverage, and do not equip students in general to go for higher education or to meet the admission requirements of technical colleges.

Therefore very few students with special needs make it to universities or technical colleges.
Training providers with limited capacities and segregated settings led to services which could be characterized of being:

- limited in coverage and focus on a small number of traditional jobs.
- Alienated from the dynamics of the labour market and labour market policies.
- Poor quality training/mismatch between skills supply and the labour market demands.
- Costly.
- Rigid and not capable of developing new skills to meet the changing needs of the new economies.
- No involvement of the private sector resulted in placement problems.
- No proper recognition or certification of the acquired skills.

The outcomes of existing services are Low skill levels leading to unemployment or under employment, poverty and social exclusion.
Challenges

- Improving the quality and the outputs of existing Vocational training services.

**Suggested Measures:**

- Transferring responsibility to relevant labour and vocational training institutions.
- Training of training providers.
- Including training modules on functional academics and independent living skills.
- Introducing training on new skills which are of high demand in the labour market.
- Improving access to regular/ordinary training programmes.

Suggested Measures:

- Adopting inclusive/mainstreaming training policies.
- Improving the educational attainment levels of PWD/Inclusive Education.
- Flexible admission requirements/pre-requisites to regular training programmes associated with quick fix remedial academic training.

- Recognition of skills usually acquired through experience or informal training or advocacy work. "Equivalent Skills Certification"
- Implementing special training quota schemes to guarantee vocational training places for PWD.
- Upgrading the capacities of training providers to enhance their capacities and improve their attitudes towards PWD.
- Application of non traditional training strategies and approaches. (Modular training apprenticeship, e-training, on job training, peer training etc...).
- Adopting and implementing CBR strategies specially for rural regions and remote area.
- Partnership with the private training sector.

**Suggested Measures:**

- Training subsides for PWD.
- Training contracts with private training providers to provide mainstreaming training services.
- Building closer linkages with employers and applying incentives in support of job training.

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**Solving the training puzzle**

- Improving quality and the outputs of existing vocational training services.
- Improving access to regular training programmes.
- Adopting and implementing CBR specially for rural regions and remote area.
- Partnership with the private training sector.
It is clear that PWD in the region are suffering from skills deficits and thus marginalization in the labour market.

Meanwhile, most countries in the region have, in the last few years, ratified ILO’s and UN related conventions; passed legislations and proclaimed policies to ensure equal opportunities and protections of PWD. Unfortunately, these policies and legislations are not fully enacted.

In fact if the provisions of national legislation and international conventions were fully implemented by these countries, the equal opportunities access to vocational training would be achieved.

Accordingly, structured approaches are needed to mainstream disability in different vocational training and employment policy areas to realize and monitor the implementation of PWD rights for equality, inclusion and full participation.
In conclusion, meeting the above challenges do not necessarily require enormous or massive resources, but political commitment in recognition of the equal rights and inclusion principles and accordingly, the priority should be for restructuring/modernization of the existing relevant systems and practices.
Everyone counts… Diversity and its challenges - Brian Smyth-King
- New South Wales Department of Education and Training, Australia

Australia – Vocational Training System
Quebec City, Canada Rehabilitation International World Congress

Everyone counts…. diversity and its challenges

Implementing the Rights of People with Disabilities to Vocational Training Seminar
Brian Smyth King, Quebec City, 25-28 August 2008

Why everyone counts….

“Music takes me to a totally different place. I’m still on planet earth, but I’m on top of the world. When I’m up on stage I feel like I’m emperor of my own kingdom”

Jason Crowhurst, feature artist
Tutti Ensemble, South Australia

Learning takes many forms – formal and informal

Brian Smyth King
Australia – Vocational Training System
Australia sees herself as a land of equality, a land of opportunity where every individual matters, each has a right to social and economic participation along with personal fulfilment.

Australia’s long term sustainability is dependent on a strong and robust economy supporting a socially inclusive but ageing population.

Our economy is being reformed along with the way we look after and grow our people, who reflect significant social, cultural and economic diversity.

The dichotomy of change and disadvantage

Reform
- market driven
- highly skilled
- quality assured
- globally competitive
- flexible
- responsive
- outcomes focused
- innovative
- accountable

Getting left behind
- credential creep
- non-standard employment
- structural unemployment
- mutual obligation
- multiple & cumulative disadvantage
- poverty

Brian Smyth King
Australia – Vocational Training System
Reform, diversity and its challenges

Education & training
(tertiary)
national responsibility

Welfare Support
(secondary)
national, state & territory responsibility

Employment
(tertiary)
national responsibility

legislative and regulatory framework

Brian Smyth King
Australia – Vocational Training System

Who makes up Australia?

- 21.3 million people (ABS 2008)
  - 22% born overseas
  - 21% speak one or more of 429 different languages

- Median age in 2008, 37 years; in 2020, 41 years; in 2051, 47 years (ABS 2006)

- One in five Australians (20%) report a disability (ABS 2003)

- Those with a profound or severe core activity limitation (self-care, communication or mobility) has changed little over the past decade at 6.3% (ABS 2003)

Brian Smyth King
Australia – Vocational Training System
Our Working Population 2006-08

- In 2008, 13.9 million (15 to 64 year olds) (ABS 2008)
  - 10.7 million employed persons
  - 481,700 or 4.3% unemployed persons
- In 2006, 12.7% of people with disability where unemployed (looking for work) compared to 5.17% for non-disabled (ABS 2008)
- In 2006, the average household income of those under 65 with need for assistance was 29% lower than for people without need for assistance (ABS 2006)
- In 2007, 1.7 million enrolled in the public VET system (6.1% with disability) delivered by government providers, multi-sector higher education institutions, registered community providers and publicly-funded private providers (excludes school delivered VET) (NCVER 2007)
- Australia spent $5.5 billion in 2006 on VET operating expenditures (NCVER 2006)

Brian Smyth King
Australia – Vocational Training System

Our businesses in 2007

- 42% of our businesses have employees - but 90% of these (755,758) each have less than 20 employees
- Only 5,876 businesses, less than 1%, each employ more than 200 people
- Over 1.1 million or 58% of businesses are non-employing — that is small operations which are, in the main, based on family ties

(ABS 2007)

Brian Smyth King
Australia – Vocational Training System
Our legislative framework

United Nations Convention on the Rights of People with a Disability 2006

Australian Legislative Powers
Commonwealth Disability Discrimination Act (DDA) 1992
Standards for Education 2005

State and Territory Legislative Powers
Responsibilities include:
Disability Services Anti Discrimination
Education and Training OH&S

The reach of the Standards for Education (2005)

Standards for Education (2005) require public and private education and training providers to treat people with disabilities on the same basis as people who do not have disabilities.

Standards cover:
– enrolment
– participation
– curriculum development, accreditation & delivery
– student support services
– elimination of harassment & victimisation

The incidence of disability increases with age; and the Australian population is ageing.

Brian Smyth King
Australia – Vocational Training System
The Australian training system for 1.7 million learners

- flexible, inclusive & responsive
  - based on national industry standards
  - provides skills and qualifications for all types of employment (except for jobs that require a university degree)
  - recognises prior learning (RPL)
  - qualifications range from Certificate I, through Certificate IV to Diploma level
- builds on a comprehensive, credentialed and compulsory national schooling system spanning 12 years
- quality assured through the Australian Quality Training Framework (AQTF)

Training is delivered
- through industry determined competency based training packages
- by a network of over 4,600 public and private registered training organisations (RTO), which determine
  - how to deliver the training
  - over what time
  - teaching strategies & assessment methods

Training packages are reviewed every three years through the relevant industry advisory body run by states and territories

The six most popular training packages are

<table>
<thead>
<tr>
<th>Business Services</th>
<th>Community Services</th>
<th>Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>Metal and Engineering Industry</td>
<td>Retail</td>
</tr>
</tbody>
</table>

Brian Smyth King
Australia – Vocational Training System
Outcomes of education & training

There is a strong correlation between skill level and labour force participation. Labour force participation increases with increased levels of education. (ABS 2007)

People with disability are over represented in lower skills jobs with higher rates of part-time and casual work

On average, people with disability earn 70% of what non-disabled workers earn (OECD 2007)

People with “hidden disability” such as mental illness are more likely to experience
- higher rates of unemployment (19%); and
- lower rates of labour force participation (28%)
than those with sensory and speech and physical disability (ABS 2006)

People with disability do not comprise a homogenous group
How disability impacts on completion of training

numbers of VET students by disability in 2003

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Minimal Impact</th>
<th>Significant Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>15,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Hearing/deaf</td>
<td>10,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Intellectual</td>
<td>5,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Unspecified</td>
<td>2,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Acquired brain impairment</td>
<td>1,000</td>
<td>500</td>
</tr>
<tr>
<td>Physical</td>
<td>500</td>
<td>250</td>
</tr>
<tr>
<td>Medical condition</td>
<td>250</td>
<td>125</td>
</tr>
<tr>
<td>Other</td>
<td>125</td>
<td>62.5</td>
</tr>
<tr>
<td>Mental illness</td>
<td>62.5</td>
<td>31.25</td>
</tr>
</tbody>
</table>

Brian Smyth King
Australia – Vocational Training System

Employment and welfare

- The employment and welfare support systems have undergone significant reform during the past twenty years
- Australia’s employment system today is:
  - an active labour market program
  - delivered through publicly funded private providers
  - performance based
  - drawing heavily on the principle of mutual obligation
- Reforms to the general employment system now apply to those with disability through Welfare to Work and, more recently, the national Social Inclusion agenda
  - legislated quality assurance
  - case-based funding
  - outcomes focused

Brian Smyth King
Australia – Vocational Training System
Outcomes of employment and welfare support services on the participation of people with disability

- Welfare to Work and the National Social Inclusion agenda still do not directly address disincentives for many people on the Disability Support Pension to move from welfare to work
  - access to benefits & allowances are not universally available when engaged in part-time work
  - taxation reforms have not been addressed
  - employers have few incentives to employ people with disabilities

- Many people with disability experience cumulative disadvantage from health, gender, culture and socio-economic status
  - disadvantage can impact on individuals very differently — people with disability are not a homogenous group, but many support programs use such a focus (NCVER 2008)
Individual case management and support has better outcomes than cohort strategies

- The National Mental Health and Disability Employment Strategy moves towards integrated personalised case management and away from global strategies, such as previously used in national strategies like Bridging Pathways

The additional and ongoing costs for training & supporting case managers and frontline workers are still largely unknown

The attitudes and beliefs of frontline workers impact directly on those with multiple and cumulative disadvantage – addressing this is very complex and challenging

Brian Smyth King
Australia – Vocational Training System

What’s next?

- Getting the balance right between general and industry focused training is a challenging task
  - Should we fund learning that does not have an employment outcome?

- Engaging employers to be more responsive to difference and diversity can not be done by awareness raising alone
  - What are the legislative measures that can be used to compel employers to be more responsive to supporting people with disability?
  - We have Education Standards; do we need Employment Standards?
  - What role does taxation reform play in generating & sustaining participation in employment?

- How do we use employment targets without breaching individual privacy about disclosure of disability?
- How do we accommodate and value learning that is acquired both formally and informally along with building the capacity of frontline workers?

Brian Smyth King
Australia – Vocational Training System
Case study examples

Tolerance, significance, purpose, standards, support, friendship, commitment, loyalty, personal fulfillment & recognition

**Choir of Hard Knocks, Victoria**
- Given a sense of purpose to disordered lives
- Brought together those who have not had a voice in society
- Aim was not been to make money or fame
- Singing abilities earned respect & appreciation
  - recorded 2 CDs
  - won an ARIA Award
  - performed at Sydney Opera House
- Jonathan Welch, founder choir master
  2008 Australian of the Year

**Tutti Ensemble, South Australia**

“It’s gratifying when others say they couldn’t do that.”

*Aimee Crathern*

Whatever is put in place must deliver first and foremost to the individual – addressing their sense of belonging. Being valued, respected and accepted is the hard currency for inclusion and ultimately economic participation.
A1.6 Transforming vocational rehabilitation and training in the Canada Pension Plan Disability Program - Future directions - Jo-Anne Kusznier - Director CPP Disability-Program Design CPPD, Ottawa, Canada

Overview of CPP Disability

- Canada’s largest long-term disability insurance program – basic income replacement coverage for working age Canadians.

- The federal government and the provinces are joint stewards of the CPP.
### Return to Work Supports for People with Disabilities

- Multi – jurisdictional: Federal, Provinces and Territories, and the private sector all offer return to work and vocational rehabilitation services.
- Federal Government provides Employment Insurance, CPPD, other.
- Provinces and Territories provide Social Services, Worker’s Compensation, and Health Care.
- Private Insurers offer Long Term Disability Insurance.
- All parties recognize the need for more effective and coordinated programs to better serve Canadians with disabilities and the country as a whole.

### Who Receives CPPD Benefits

Stringent eligibility criteria, both contributory and medical:

**Contributory:**
- CPP contributions in 4 of the last 6 years on a minimum level of earnings- i.e. recent and significant attachment to work.

**Medical:** must have a severe and prolonged disability, defined in relation to the capacity to work.
- Must be unable to work regularly (not just previous job).
- Personal characteristics such as age, education and work experience are considered.
- Socio-economic factors such as availability of work are not considered.
CPPD受益者的概况

- CPPD补贴支付给约300,000人，约占工作年龄人口的2%：
  - 半数人患有精神疾病或肌肉骨骼疾病。
  - 四分之一的人在50岁以下。
  - 三分之二的新受益者至少高中学历，四分之一的人有高等教育。
  - 男性和女性约等比例。

CPPD受益者按医疗条件分类：2007-2008

- 肌肉骨骼系统及结缔组织：74,718人（25%）
- 其他：39,228人（13%）
- 神经系统及感觉器官：36,335人（12%）
- 其他：39,228人（13%）
- 恶性肿瘤：17,356人（6%）
- 伤害和中毒：20,535人（7%）
- 循环系统：27,409人（9%）
- 精神障碍：83,173人（28%）
- 其他：39,228人（13%）
CPP Disability Return to Work Supports

- CPPD has a suite of integrated program policies designed to proactively support community participation and workplace reintegration. All policies are applied on a voluntary basis.

- Beneficiaries can engage in volunteer activities, educational upgrading or in paid employment, up to and including substantially gainful employment to their full potential.

- Vocational Rehabilitation Program has been in place since early 90’s, with mixed results.

- Automatic Reinstatement of benefits was introduced in 2005 as key work incentive - initial findings are promising.

Current Challenges - CPPD Vocational Rehabilitation

<table>
<thead>
<tr>
<th>Existing Approach</th>
<th>Strength-based Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Stability</td>
<td>Functional abilities</td>
</tr>
<tr>
<td>Limitations and restrictions</td>
<td>Motivation</td>
</tr>
<tr>
<td>Education &amp; work history</td>
<td>skills and attributes</td>
</tr>
<tr>
<td>Years to retirement</td>
<td>Support systems</td>
</tr>
<tr>
<td>Client expectations realistic/unrealistic?</td>
<td>Reliability/dependability</td>
</tr>
<tr>
<td></td>
<td>Resilience</td>
</tr>
</tbody>
</table>
Best Practices

- Automatic Reinstatement of benefits – a legislated entitlement.
- Pro-active communication/personal contact to invite voluntary participation.
- Targeted protocols for clients with special needs (mental health, episodic disabilities, etc.)
- Clarify partnership expectations/outcomes.
- Focus on employers and employment while making training choices (include social enterprises).

Integrated Model for Connecting CPPD Job Seekers and Employers
A1.7 Skill development through supported employment in two Western European countries - Micheal Kamp
- World Association for Supported Employment (WASE), the Netherlands

Supported Employment in European countries

- Supported Employment started in Europe end 80's/begin 90's
- Mainly as small projects with additional funding from European Union (e.g. Ireland, Netherlands)
- New was focus on abilities and integration of people with disabilities. Different from traditional training and ordinary rehabilitation practice.
Supported Employment in European Countries

- The idea was to get the job first or as soon as possible by training in task performance on the job side.

- Possibilities for vocational rehabilitation, based on Supported Employment, have resulted in many vocationally disabled people becoming part of working life.

Supported Employment in European countries

Job coaching/Training on the job

- One of the most important aspects of Supported Employment is training on the job. Most of this training is provided by a job coach and takes place in the firm. Training is tailored to the specific requirements of the job, according to the criteria of the employer.

- Job coaching involves on-the-job teaching of the necessary practical and social skills to increase the independence of the worker with a disability and to strengthen their ability to perform.
Supported Employment in European countries

- Coaching also focus on the guidance and activation of persons in the environment of the worker with a disability, so that both job inclusion and social inclusion can be optimized.

- The job coach is looking at wishes, skills, history of the person involved and what still need to be learned.

- The vocational training is a step by step approach. Learning one task, repeating till the task can be performed and than to the next task till all the tasks of the job can be carried out.

Supported Employment in European countries

- The characteristic is an individual vocational training program.
- Adapted to the learning skills of the person involved.
- Related to the requirements of the job
**Supported Employment in European countries**

- **Impact:**
  - Supported Employment has e.g. proven to be successful for persons with learning disabilities. In the Netherlands beginning ’90’s persons with learning disabilities gained jobs on the open labour market who were not accepted for work in the sheltered workshops, due to low productivity.

**Supported Employment in European countries**

- In Europe still nowadays many people are in sheltered workshops.
- OECD report (2003):
- “Most OECD countries offer special employment in a sheltered environment, be it in sheltered workshops, special business or protected segments in ordinary companies. The Netherlands and Poland are the two countries that have gone furthest in developing segregated employment in a protected labour market”
Supported Employment in European countries

- **Developments:**
  - Norway 1996: supported employment became a national mainstream labour market measure for job seekers with vocational disabilities.

- Netherlands: job coaching mainstream activity.

- Supported Employment provided from private organizations and sheltered workshops.
Supported Employment in European countries

- Supported Employment programmes e.g. in Ireland, Great Britain, Finland, Portugal
- Spain not yet mainstream funding.

European Union of Supported Employment; with national/ regional members in:
- Austria, Czech Republic, Denmark, England, Finland, Germany, Greece, Iceland, Ireland, Italy. Netherlands, Northern Ireland, Ireland, Norway, Portugal, Scotland, Spain, Sweden.
Supported Employment in European countries

- Michael Kamp, secretary
  World Association for
  Supported Employment
  (WASE)

- www.WASE.net
  ckamp@xs4all.nl
Good practice in the implementation of employment hiring policies for people with disabilities – Brazil’s case - Leda de Azevedo
- City Government, Rio de Janeiro, Brazil

Disability and Workability

- A snapshot of the situation worldwide
  - Poverty and Disability
  - Challenges and Advances

- Social Inclusion and Sectorial Policies
  - Health
  - Education
  - Work
Disability and Workability


Percent of people with some kind of disability: 14.5%

Brazil’s Legislation:
- Private Sector: Federal Law 8213/1991, the “Quota Law”:
  - Number of employees | Percent
    | I - up to 200   | 2%
    | II - from 201 to 500 | 3%
    | III - from 500 to 1000 | 4%
    | IV - more than 1000 | 5%
- Public Sector: Federal Law 8122/1990 establishes between 5% and 20% of all public jobs be set apart por Persons with Disabilities;
- Apprentices: Federal Decree 5592/2005 defines hiring of apprentices in private companies and establishes that there will be no age limits in case of hiring PDs as apprentices;
Disability and Workability

- How are these laws applied?
- What are the main obstacles for its satisfactory enforcement?
- How the Vocational Training for PD is organized in Brazil?

The experience of the City of Rio de Janeiro

The Secretaria Municipal da Pessoa com Deficiência – SMPD
(City Secretariat for People with Disabilities)

- Mission;
- The Workability Program;
- 2001 – 2008: Implementation of a specific methodology, oriented towards low income PD;
Disability and Workability

- The experience of the City of Rio de Janeiro

The methodology steps:

- Direct interaction with Federal agencies responsible for the enforcement of the Quota Law;
- Establishment of a data base of persons with disabilities who look for work, mainly at the community level;
- Training people with disabilities in courses that enable them to have a job and in courses that emphasize behavioral aspects and attitudes to be expected in the work environment;

Disability and Workability

- The experience of Rio de Janeiro

The methodology steps (cont):

- Identify businesses really interested in abiding to the Quota Law, or those that have been forwarded by the Regional Labor Agency;
- Matching profiles of future employee and employers;
- Orientation and counseling sessions for businesses about physical space and assistive technology;
- Coaching through courses of employees about how to welcome workers with disabilities into the working environment;
Disability and Workability

The experience of Rio de Janeiro

The methodology steps (cont):

- Signing of formal contracts between businesses and SMPD, with their respective duties and rights;
- Supervision and follow-up by SMPD of the employer-employee relationship for three months after the hiring, and frequent assessment meetings and seminars with SMPD personnel, business people, persons with disabilities and their families;

* Scholarship for adults and Vocational Training – the Apprentice System

Companies under agreement with SMPD

- Santander Bank
- Abbot
- Unibanco
- Michelin
- Coca-Cola
- Vivo Telecom
- Claro Telecom
- Gerdau Group
- Makro Wholesale Supermarket
- Carrefour
- Marriott Hotel
- Sheraton Hotel
- Rio Subway
- Unisys
- Glaxo
- GSK
- Contax
- C&C
- Insurance Companies
- Restaurants
- Supermarkets

Some other companies went much beyond the Quota Law; they are breaking paradigms and became much more involved in social responsibilities after the agreement.
**Disability and Workability**

**Evaluation Process**

- **Objectives**: Incentive discussion, reflexion, evaluation and recommendations about workability for persons with disabilities.
- Monitoring at the workplace level;
- **Events**:
  - 2005 - I Carioca Forum of Labor and Social Inclusion of Persons with Disabilities
  - 2006 - II Carioca Forum of Labor and Social Inclusion of Persons with Disabilities
  - 2007 - III Carioca Forum of Labor and Social Inclusion of Persons with Disabilities
- **Participants**: Companies / Regional Labor Offices / Industry and Commerce Associations / employed persons with disabilities / family members / HR professionals / City Secretariats of PD, Labor and Education;

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**Leda Azevedo Berger**

Secretary
City Secretariat for People with Disabilities
City Government of Rio de Janeiro
Phone 55-21-2252-4888
Email: ledaazevedopcrj.rj.gov.br
Web site: www.rio.rj.gov.br/pessoacomdeficiencia
Merci, Quebec
Obrigada!
Alleviating Poverty through Peer Training (APPT)

By Mr. Sotha Ros
Project Coordinator, FAO of the United Nations
Former National Program Coordinator, ILO/APPT

Seminar On
“Implementing Right of People with Disabilities to Vocational Training”
Quebec, Canada, 25-26 August 2008

Where

Cambodia
Where 2

- Cambodia is being developed after decades in conflict
- About 600,000 PWDs

- Effective services for PWDs necessary for development of Cambodia
- We worked mostly at the rural area of Cambodia

What

- The APPT was one of the ILO projects in Cambodia to lift PWDs out of poverty, esp. those who live in rural communities.
- A grassroots vocational training and business development programme
- The project has been ended, but its methodology is being replicated by others
- The programme started in 2002
- Funding sources: The Finnish Embassy in Bangkok & the Arab Gulf Fund resources
Why

- PWDs are the poorest among the poor because of their disabilities and gender
- More PWDs couldn’t access to the center based vocational training
- The center training required higher requirements such as ability to read & write, ability to speak, ability to see, etc
- PWDs have problems with mobility
- Women can’t leave their homes due to more families’ responsibilities
- Some people don’t want & aren’t comfortable to leave their families

Who

- Women and men with all types of disabilities (traditional target group under the Finnish programme)
- New target groups: women effected by disability
  - Disabled women
  - Women with disabled children (to enable children with disabilities to go to school)
  - Spouses/families of disabled women
  - Men who care for disabled women
- The project was run in collaborating with MOSVY and NGOs
How

- The main method of the project was **Success Case Replication (SCR)**
- Involves finding village based entrepreneurs and promote them to train disabled persons in businesses and technical aspects of the work
- SCR was adapted from the UNESCAP/FAO
- It provides home based vocational training & employments
- Doesn’t require education to be a trainer or trainee
- Used Participant Fund: Special Allowance, Training Fee, Grant, & Loan.

How 2

- Supplementary methods: Referral, Other Training, Job-placement, business enhancement, & working with the parents of children with disabilities
- Video clip??
Achievements: Serving PWDs & Sustainability

- By the end of the project, we have served up to 958 PWDs (51.8% women); 735 (76.7%) started or improved their businesses (56.3% were women).
- The success rate (with the last 2 years):
  - clients who started the businesses, 93% of them still in businesses and earning an income to free themselves from absolute poverty
  - Change of Income: from $6.8 to $31/month
  - Some of the clients have become peer trainers
- SCR has been put in the strategic plan of the gov./MOSVY

Achievements: Serving PWDs & Sustainability 2

The project is being replicated by INGOs & local NGOs/network:

- INGOs: HAI, Cambodia Trust, Handicap International French
- LNGOs: MODE & Mlup Preah Thor (Buddhist Fund), founder of the Buddhist & Khmer Society Network consists of 20 NGOs
Achievements: Replicating Success Tool Kit

- Replicating Success: A Manual to Alleviate Poverty through Peer Training
- Replicating Success: The Video

Achievement 3 - Replicating Success Tool Kit:

- Training for Success: A Guide for Peer Trainers
- Managing Success: APPT Database and Management Information System *(Soft System & Manual)*
Questions & Answers

- What questions do you have?

Contacts

ILO/APPT:
- www.ilo.org/abilityasia
- www.ilo.org/employment/disability

Sotha Ros:
- 855-12766045
- 012766045@mobitel.com.kh

Thank You
A1.10 The role of the Jordanian Vocational Training Authority in training people with disabilities - Thaher Al-Abed
- Vocational Training Authority, Amman, Jordan

Vocational
Training Corporation
And its role in
Training with special needs

QUEBEC - 2008

ENG : THAHER
AL-ABED
AMMAN-JORDAN

Table:

<table>
<thead>
<tr>
<th>Establishment</th>
<th>1976</th>
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</thead>
<tbody>
<tr>
<td>No. of Centers</td>
<td>46</td>
</tr>
<tr>
<td>for (Male + Female)</td>
<td></td>
</tr>
<tr>
<td>No. of Training Program</td>
<td>136</td>
</tr>
<tr>
<td>Total graduate till now</td>
<td>300,000 Students</td>
</tr>
<tr>
<td>Training System</td>
<td>Dual System</td>
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</table>
To Become Our Graduates
Are Qualified And Suitable For Future

*(136) training programs in different specialization for preparing trainees to join LM within the basic occupational skill levels.
TRAINING FIELDS

- SEWING
- HOSPITALITY
- HAIRCUTTING
- SWEETS
- COMPUTER
- GOLDSMITH
- WOODWORK

To take care that persons with disabilities are trained to become more qualified to enter the labor market and be independent.
Training Disabilities) First Stage

Was at 2005 (group from Landmine Survivors Network).
In Ain Albasha Vocational Training Center.
Field: Gibbs Decoration + Dressmaking
For 40 People
(25 People going to work immediately when they finish the training program)
IT WAS VERY SUCCESSFUL

Achievements - 2007

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
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<tbody>
<tr>
<td>Special Needs Graduate</td>
<td>335 Student</td>
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<tr>
<td>Infrastructure Prepare</td>
<td>9 centers</td>
</tr>
<tr>
<td>Job Opportunities</td>
<td>30 person</td>
</tr>
<tr>
<td>Cooperate</td>
<td>75 association</td>
</tr>
<tr>
<td>No. Of Training field</td>
<td>7</td>
</tr>
</tbody>
</table>
### 2nd-Stage (Action Plan - 2008)

<table>
<thead>
<tr>
<th>No.</th>
<th>Objectives</th>
<th>How</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Awareness national society</td>
<td>Visit North Region</td>
<td>Jan 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit Middle Region</td>
<td>Feb 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit South Region</td>
<td>Feb 2008</td>
</tr>
<tr>
<td>2</td>
<td>Instructors Upgrade Levels</td>
<td>Sign Language Training Course</td>
<td>Jan 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication skills</td>
<td>Marc 2008</td>
</tr>
<tr>
<td>3</td>
<td>Training 200 Disabilities Person</td>
<td>Training Course in Three Region (different fields)</td>
<td>2008</td>
</tr>
</tbody>
</table>

### Future Plan

1- Annual Action Plan to train 200 persons minimum in different fields.

2- Coordinate and cooperate with private sector to awareness of right of persons with disabilities to work.

3- Curriculum and Training Program Development.

4- Prepare the other Centres.

5- Prepare workshops with modern machines.

6- Cooperate with the Association.
PEOPLE WITH DISABILITIES HAVE THE RIGHT TO WORK

THANK YOU
A1.11 Vocational training of persons with disabilities – The role of the Lebanese Union of Physically Disabled Persons - Haïfa Chehayeb - LUPH, Beirut, Lebanon

L’Union Libanaise des Personnes Handicapées physiques

L’Union Libanaise des Personnes Handicapées physiques (LPHU) :

- Fondée en 1981
- Organisation non-gouvernementale non-lucrative
- Organisation de droit, comprenant 1200 personnes handicapées

L’Union Libanaise des Personnes Handicapées physiques:

- exerce ses activités, dans 9 régions libanaises.
- organise des activités et des projets pour diffuser la culture d’intégration et le droit de participation des personnes handicapées.
L’Union Libanaise des Personnes Handicapées physiques

1. L’intégration sociale et économique des personnes handicapées au Liban
2. Le développement d’intégration et défense personnelle
3. Projet Citoyen Liban

4. Projet des jeunes et du travail
5. Projet libanais du budget alternatif
6. Campagne « Mon Droit »
   • Campagne « Construire pour tous »
La situation des personnes handicapées au Liban
10% pourcentage des personnes handicapées au Liban
Vu ce fait,
LPHU a lancé le programme de formation professionnelle des personnes handicapées pour:

- développer leurs compétences
- augmenter le niveau de leur intégration économique et sociale

Pour obtenir les opportunités de formation professionnelle, les initiatives ont été divisées sur quatre axes.
Projet de formation sur la production des modèles architecturaux

Projet de formation sur le développement des compétences techniques

Rehabilitation psycho-social pour la préparation à l'intégration au travail

Collaboration avec la direction générale de l'éducation professionnelle

L'Union Libanaise des Personnes Handicapées physiques

Projet de formation sur la production des modèles architecturaux
Projet de formation sur la production des modèles architecturaux :

- une profession distinguée et non traditionnelle
- une minorité travaille dans la production des maquettes architecturales
- propagation des bureaux architecturaux.
Processus de travail:

1- une étude détaillée concernant le marché de travail et les conditions des personnes handicapées

2- Consultation des ingénieurs à propos des méthodes de formation

3- Le choix des étudiants et de l’architecte formateur

La formation a été divisée en plusieurs parties
La première partie comprenait des cours théoriques. Les personnes choisies possédaient des compétences d'artisan et des travaux manuels.
L’Union Libanaise des Personnes Handicapées physiques

Deuxième partie

- Approfondissement des connaissances
- Production des maquettes exemples
- Utilisation des nouveaux outils
- Augmentation du nombre des formateurs

Troisième partie

- Développement de la méthode de production
- Promotion pour l’atelier
- Utilisation des programmes avancées
- Recrutement des stagiaires
- Engrènement avec les bureaux architecturaux
Résultats :

ce projet est une expérience distinctive non traditionnelle, qui a ouvert des nouvelles opportunités de travail pour des milliers des personnes qui ont les capacités demandées.

en fait cette profession était limitée par les architectes, et le plus important c’est la communication et la coopération avec les bureaux d’architectures ce qui répond à notre mission pour l’intégration économique et sociale des personnes handicapées.
Réhabilitation psycho-sociale pour préparer les personnes handicapées à s'intégrer au marché de travail
Les personnes handicapées font face à plusieurs problèmes et difficultés d’emploi et d’intégration sociale et économique.

L’Union Libanaise des Personnes Handicapées physiques

**Raison de création de ce programme**

Les personnes handicapées font face à plusieurs problèmes et difficultés d’emploi et d’intégration sociale et économique.
Au niveau de la famille de la personne handicapée :

- Hésitation et crainte de l’idée de travail
- Traditions et coutumes interdisant la personne handicapée de travailler
- La famille fixe certaines professions
- Hyper-protection

Au niveau de la personne handicapée :

- Diminution de l’estime de soi
- Difficulté de communication sociale avec non-adaptation
- Insistance sur des professions spécifiques
- Ignorance des phases et conditions de travail
- Ignorance des habiletés et compétences personnelles
- Niveau pédagogique non poussé et manque d’expérience
Au niveau des employeurs :

- Préjugés et idées incorrectes
- Situations économiques difficiles
- Crainte de l’augmentation des dépenses des équipements architecturaux
- Difficulté de convaincre l’employeur de recruter des personnes handicapées

Objectifs du programme :

- Réhabilitation et préparation des personnes handicapées
- Amélioration des compétences et habiletés
- Procuration de l’environnement convenable : De la famille au centre de travail
- Elaboration des objectifs de l’emploi
- Reconnaissance de soi et des travaux
Ce programme représente une partie du projet d’intégration sociale et économique des personnes handicapées au Liban

Objectifs du projet

- promouvoir les principes d’intégration et de diversité auprès du secteur privé et de la société
- Développer les compétences et habiletés des personnes handicapées
- Procuration d’emplois pour les personnes handicapées et les poursuivre après le recrutement.
- Préparation de l’environnement de travail
Dès le début du projet, depuis trois ans:

- 40 personnes sont formées

- 90 employées

- communication avec 200 lieu de travail
Ce projet constitue une expérience importante pour le changement des avis de la société en générale et des employeurs spécifiquement sur les capacités et le travail des personnes handicapées

Projet de formation sur le développement des compétences techniques
Lutte contre l’analphabétisme :

A peu près 65 personnes ont été concernées, de différents âges, dans différentes régions.
Formation informatique :

Pour aller de pair avec les besoins du marché de travail et le progrès technologique, il était nécessaire de développer les compétences des membres.

Les équipements furent munis des aides techniques nécessaires pour l’utilisation indépendante.
- 8 centres ont été équipés dans plusieurs régions libanaises

- 400 personnes sont formées jusqu’à présent, la majorité est recrutée.
sessions de langue anglaises:

- En parallèle avec la formation informatique, les membres suivent des sessions de langue anglaise pour aller de pair avec les besoins du marché de travail.

- A ce moment, 80 personnes ont suivi ce programme dans différents niveau.

Dans toutes les sessions, on trouve des personnes handicapées et des personnes non handicapées pour assurer l'intégration et la diversité
Collaboration avec la direction générale de l’éducation professionnelle dans le ministère de l’éducation

Objectifs:

- Le ministère de l’éducation approuve les diplômes délivrés par l’union des personnes handicapées, en poursuivant et contrôlant les sessions organisées.

- Exécuter une étude sur une école technique pour déterminer les obstacles affrontés par les personnes handicapées

- Préparer une école technique standardisée
L’union poursuit ses campagnes pour revendiquer et obtenir les droits et considère que ses initiatives constituent la base d’une société intégrante, diversifiée, respectant tous les droits de l’homme

Merci pour votre attention
A1.12 Promoting good practice in skills development for persons with disabilities - The role of GLADNET

- Susanne Bruyere, Chairperson, GLADNET; Representative of the RI Commission on Work and Employment;
- Ilene Zeitzer, President, Disability Policy Solutions, Rio de Janeiro, Brazil;
- Michael Kamp, Director, Tact & Vision, Willemstad, the Netherlands;
- Donal McAnaney, RI Commission on Work and Employment

Promoting Good Practice in Skills Development for Persons with Disabilities: The Role of GLADNET (Global Applied Disability Research and Information Network on Employment and Training)

Implementing the Right of People with Disabilities to Vocational Training

ILO Seminar in collaboration with GLADNET and R.I. Work and Employment Commission

August 26, 2008
Quebec City, Quebec, Canada
Facilitators and Presenters

Facilitators:
• Susanne M. Bruyere, Cornell University, Ithaca, NY, USA, GLADNET Chairperson
• Donal McAnaney, for Stig Larrson, RI Commission on Work and Employment Chairperson, HAREC- Handicap & Rehabilitation, Research Centre, Dept. Community Medicine, Malmo, Sweden

Presenters:
• Michael Kamp, Director, Tact & Vision, Willemstad, Netherlands
• Ilene Zeitzer, President, Disability Policy Solutions, Rio de Janeiro, Brazil

Presentation Overview

• GLADNET purpose and current initiatives
• Overview of ILO-Funded U.N. Convention (Article 27) Resource Project with GLADNET
• RI/GLADNET/WASE/IASSID Project Combating Unemployment
• Discussion
GLADNET Purpose

• Promote disability policy and program reform with emphasis on integrated training and employment options for working age persons with disabilities
• Achieved through collaborative applied research projects, and the global exchange of information via the Internet

Value of a Global Network

• Bringing people with similar interests together
• Learning from each other/international exchanges
• Broaden expertise pool
• Heightens opportunity to secure funding
• Afford an opportunity for replication of research in different settings
Issues of Common Concern

• Maximizing employment (hiring and retention) and training opportunities for people with disabilities globally
• Minimising workplace discrimination
• Maximising effective public policy
• Maximising effective workplace policies and practices
• Creating a culture of inclusion and rights

Further Information

• GLADNET website –
  www.gladnet.org
  – membership application available online
  – Information about Annual General Meeting, Berlin, 9-23-08
• GLADNET Infobase
• GLADNET U.N. Convention on the Rights of People with Disabilities: Online Resources
ILO-Funded U.N. Convention Resource Project with GLADNET

- About the sponsoring organisation (ILO)
- Purpose of the website and resources
- Structure of the website
- Topics/U.N. Convention Articles covered
- Available resources
- Frequently asked questions

Project Purpose

- Overview of main thrust of the UN Convention on the Rights of Persons with Disabilities, focusing on the inclusive approach;
- Promote access to existing unpublished checklists, tools and information sheets and brochures on different aspects of disability, training and work/employment, and on good practice in these areas;
- Make readily accessible related published work to support U.N. Convention implementation; and
- Make “frequently asked questions” readily available.
Project Purpose (con’t)

- Support the establishment of a U.N. inter-agency mechanism involving all relevant bodies of the United Nations system to coordinate initiatives for the future implementation of the Convention.

Structure of the Website

- Website is structured around Articles of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) that are relevant to work and employment issues.
  - In particular:
    - Article 26: Habilitation and rehabilitation;
    - Article 27: Work and employment; and
    - Article 32: International Cooperation
Topics/Articles Covered

• In addition, to the degree that the topics of the documents are related to the three key Articles just mentioned, some of the other Articles of the UNCRPD are also included, especially as cross references.

• The other Articles are:

• Equality and non-discrimination (Art. 5);
• Awareness-raising (Art. 8);
• Accessibility (Art. 9);
• Education (Art. 24);
• Statistics and data collection (Art. 31).

Available Resources

• The new initiative has resulted in the addition of about 300 new documents in the database that support and enhance the relevant Articles of the Convention.

• These additions mean 400-450 new links related to the various specific Articles as already mentioned.

• To give you an idea: 170 new documents relate to Work & employment; 53 to Awareness-raising; 38 to International cooperation; and about 50 each to Habilitation & rehabilitation and to Equality & non-discrimination.
Frequently Asked Questions (FAQs)

- The three key Articles: on Habilitation rehabilitation; Work and employment: & International cooperation are further enhanced by FAQs to help explain and illustrate the concepts.
- Furthermore, within each of these sections, there are some suggestions for documents that can be accessed in the database that are diverse examples of different aspects of the topic.

FAQs continued

- For example, within the topic of Work & Employment, there are FAQs relating to sub-topics such as: what is the right of persons with disabilities; what [other] international instruments recognize this right; what principles apply and so forth;
- In addition, although the work and employment obligations are only on States Parties, nevertheless there are FAQs about what roles the various stakeholders play in helping to ensure access to work and employment.
- As, for each sub-topic area, there are suggested documents that the reader can access to learn more about good practices among employers, the role of trade unions, how NGO’s can help etc.
Project Combating Unemployment

Related to

Article 27

of the

New UN Convention

on the

Rights of Persons with Disabilities

Partners

- Rehabilitation International

- GLADNET

- WASE (World association for Supported Employment)

- IASSID (Employment Affinity Group of the International Association of Scientific studies on Intellectual Disabilities)

- Other affiliates
Objectives of the project

1. **Form a coalition** on Combating Unemployment and sign a statement of co-operation in conjunction with the New U.N. Convention

2. **Start Supported Employment**, Customized Employment and Self-Employment pilot and disseminate projects in different parts of the world

Reason

- Many millions of persons with disabilities around the world are
  – excluded from society
  – living in poor conditions
  – unemployed
- Many persons with disabilities lack of opportunities for education and (vocational) training.
Reason

• Specific attention is needed to increase work and living conditions of disabled persons all over the world.

Structure of the project

Overall coordination by subcommittee

• Task of the RI Work and Employment Commission
• Representatives from GLADNET, WASE and IASSID
• Link to operational projects and the coalition partners
• Monitoring role to operational projects when they are approved
• Each project can have its own specific rules related to
  – the criteria of the funding agencies/organizations
  – specific situation in a country or region
Role of the coalition partners

- Dissemination of information
- Stimulation and intermediation
- Using networks

| RI | • initiator of the project  
| GLADNET | • coordination of research  
| | • collecting information and data  
| | • Dissemination through GLADNET’s database  
| WASE | • Supported Employment  
| | • Customized Employment  
| | • links with professionals  
| | • contacting multinationals  
| I | • persons with intellectual disability  
| | • specific knowledge  

113
Project activities

- Supported Employment
- Customized Employment
- Self Employment

- fully in line with Article 27
- creates opportunities in countries that ratified

Operational projects

- Activities in operational projects
- Basic conditions
  - Involvement of local/regional people and organizations
  - Organizational structure
  - Availability of funding
  - Possibilities for implementation of Supported Employment
Connected subjects

Training
• Training of (future) professionals and others
• Design of and/or adaptation of training programmes
  – in cooperation with a university or educational organization
  – implementation in regular training programmes

Research
• Cooperation with a university
• Focus
  – method, proceedings, group, backgrounds, employers involvement, effect of activities, costs - benefits etc.
  – reports for decisionmakers
  – data collection:
    • input for dissemination in general
    • benchmark information
    • input information
Gladnet’s role

• Coordination of research
• Supporting research
• Collecting information and data
• Dissemination through GLADNET’s database

Contact information –  
Project Combatting Unemployment

• Michael Kamp
• ckamp@xs4all.nl
Discussion

• Questions/comments?
• Further resources to contribute to these initiatives?
• Collaborations in support of these initiatives?
### Annex 2: List of participants

**ILO / CTNERHI / GLADNET**

Implementing the Right of People with Disabilities to Vocational Training  
Quebec City, 25-26 August 2008

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