







# FOREWORD

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An educator of people with disabilities (PWD) once said, “How the PWD are treated in a society tells you how civil the society is.” This is a simple statement but carries a lot of truth. Civility is more than just decorum; it is also about whether everyone in society is treated with respect, given similar opportunities to excel, and accepted in social life. In other words, it is about the degree of social inclusion, which is at the core of the UN 2030 Agenda for Sustainable Development. The Centre for Civil Society and Governance at The University of Hong Kong (CCSG-HKU) is committed to building a sustainable society; its mission is to foster innovative, cross-sectoral collective action to attain sustainability. It is under this spirit that the Jockey Club Collaborative Project for Inclusive Employment was launched. The CCSG-HKU, CareER, Heep Hong Society, SAHK, and St. James’ Settlement join hands to promote PWD inclusive employment, with each unit implementing its own programme complementary to the overall project objective. Under the auspices of the CCSG-HKU is the Inclusive Career Platform, which strives to build action and knowledge-based platforms to connect different sectors to leverage societal resources to facilitate inclusive employment.

This Diagnostic Report marks a key milestone of the CCSG-HKU’s Inclusive Career Platform. It lays out the landscape of PWD employment in Hong Kong and pinpoints public policy and service gaps with a view to identifying leverage points for action. PWD employment holds a special place in a society’s state of inclusion and integration. For PWD, working is a way to demonstrate their being and be recognized as members of the community. For any society, no one should be left behind, as the UN pledges. Members of Hong Kong society generally acknowledge the existence of PWD and are sympathetic to the difficulties encountered by this group and their families; some of them even offer their help, may it be in the forms of time, money, skills, expertise, or social network. The government also allocates substantial public resources to the promotion of PWD employment. Despite all these efforts, getting a job remains a big challenge to PWD, let alone inclusive employment. There are various reasons behind the situation; this Report is an attempt to identify them.

In preparing this Report, the research team interviewed a number of stakeholders\*, including PWD and their parents, vocational training coaches, founders of self-help groups, teachers, social workers, PWD work supervisors, and business and social enterprise employers. We were touched by the passion of these individuals as they worked tirelessly to equip PWD for work. We were also amazed by the abilities, talents, and perseverance of PWD. However, it saddened us to find that PWD are still facing substantial challenges in employment. We believe that there is an imminent need to call for collective community actions, especially when we listened to the cries of desperate PWD who, despite their tremendous potential, felt deep down in their hearts that their talents would be wasted. To amend the situation, the Report points out various policy and service gaps to fill. In addition, it raises issues worthy of further contemplation, and hopefully will generate public discussion and debate as to what direction we, as members of the society, want to be heading.

This Report would not be possible without the assistance of many individuals and parties. We are grateful to our partner NGOs for their assistance at every stage of the project. In addition to an online survey, the research team has conducted 53 individual interviews and 11 focus group meetings. We would like to express our gratitude to all our interviewees who offered precious information and opened their hearts to us. Our project partners have shared their honest views and provided valuable connections. Last but not least, the Project is funded by The Hong Kong Jockey Club Charities Trust, which provides not only three-year funding support but also valuable advice in the building of the collaborative platform.

*\*The views expressed in this report are those of the survey participants or the author and do not necessarily represent the views of the funder of the project.*

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# LIST OF ABBREVIATIONS

<b>ApL</b>	<i>Applied Learning</i>
<b>ADHD</b>	<i>Attention Deficit and/Hyperactivity Disorder</i>
<b>ASD</b>	<i>Autism Spectrum Disorder</i>
<b>CCSG-HKU</b>	<i>Centre for Civil Society and Governance at The University of Hong Kong</i>
<b>CSSA</b>	<i>Comprehensive Social Security Assistance</i>
<b>CRPD</b>	<i>Convention on the Rights of Persons with Disabilities</i>
<b>DDO</b>	<i>Disability Discrimination Ordinance</i>
<b>DES</b>	<i>Disability Employment Service</i>
<b>DYJ</b>	<i>Diploma Yi Jin Programme</i>
<b>EDB</b>	<i>Education Bureau</i>
<b>ERB</b>	<i>Employees Retraining Board</i>
<b>ESG</b>	<i>Environmental, Social and Governance</i>
<b>HFA</b>	<i>High-functioning Autism</i>
<b>HKPORI</b>	<i>Hong Kong Public Opinion Research Institute</i>
<b>HKRPP</b>	<i>Hong Kong Rehabilitation Programme Plan</i>
<b>HKCSS</b>	<i>The Hong Kong Council of Social Service</i>
<b>HKEX</b>	<i>Hong Kong Exchanges and Clearing Limited</i>
<b>ID</b>	<i>Intellectually-disabled</i>
<b>IVTC - Day</b>	<i>Integrated Vocational Training Centre - Day</i>
<b>IVRSC</b>	<i>Integrated Vocational Rehabilitation Services Centres</i>
<b>LD</b>	<i>Labour Department</i>
<b>LWB</b>	<i>Labour and Welfare Bureau</i>
<b>PWD</b>	<i>People with Disabilities</i>
<b>QF</b>	<i>Qualification Framework</i>
<b>RAC</b>	<i>Rehabilitation Advisory Committee</i>
<b>RPP</b>	<i>Rehabilitation Programme Plan</i>
<b>SSC</b>	<i>Shine Skills Centres</i>
<b>SWD</b>	<i>Social Welfare Department</i>
<b>SEN</b>	<i>Special Educational Needs</i>
<b>SENCO</b>	<i>Special Educational Needs Coordinator</i>
<b>SSDI</b>	<i>Social Security Disability Insurance</i>
<b>SSI</b>	<i>Supplemental Security Income</i>
<b>SPED</b>	<i>Support Programme for Employees with Disabilities</i>
<b>Sunnyway</b>	<i>Sunnyway - On the Job Training Program for People with Disabilities</i>
<b>UN</b>	<i>United Nations</i>
<b>VTC</b>	<i>Vocational Training Council</i>
<b>WOPS</b>	<i>Work Orientation and Placement Scheme</i>

# CHAPTER 1 INTRODUCTION

## 1.1 About “Jockey Club Collaborative Project for Inclusive Employment – Inclusive Career Platform”

**1.1.1** The Jockey Club Collaborative Project for Inclusive Employment (the Project) aspires to raise the community’s awareness and knowledge of inclusive employment and to inspire its members to take action and become advocates for inclusive employment contributing to social inclusion. Funded by The Hong Kong Jockey Club Charities Trust, the three-year Project is a collaborative effort of The Centre for Civil Society and Governance at The University of Hong Kong (CCSG-HKU), CareER, Heep Hong Society, SAHK, and St. James’ Settlement. Through a slew of activities, the Project strives to encourage members of the community to rethink and re-envision what inclusive employment connotes and entails, to explore alternative modes of employment and hence identify opportunities, to experiment with different forms of collaboration, and to foster the sharing of information, networks, creativity, knowledge and skills, and other resources in pursuit of inclusive employment.

**1.1.2** Organized by the CCSG-HKU, the Project’s Inclusive Career Platform seeks to foster a facilitating environment for different sectors and communities of interest to contribute through building action and knowledge-based platforms, and to further generate social momentum for creating an inclusive society. Through embedding NGOs that provide services and support to people with disabilities (PWD) within larger community efforts, building platforms to connect and empower interested individuals and organizations from different sectors, and fostering collaboration and a culture of inclusive employment, we strive not only to facilitate inclusive employment, but more importantly, to generate social capital for an inclusive society, with a view to initiating system change, facilitating innovation in social service delivery, and addressing pain points in attaining inclusive employment. We seek to expedite a paradigm shift towards an inclusive society in which PWD can contribute and fully participate in society just as every other member. Ultimately, we hope to build a society with holes of multiple shapes so that the pegs with different characteristics and potentials could form the organic parts of the whole. We trust that such collaboration can ultimately lead to the rising societal awareness on and furthering the cause of inclusive employment, achieving an inclusive and sustainable society.

## 1.2 About This Report

**1.2.1** Serving as a solid foundation of the Project, the Diagnostic Study (the Study) provides knowledge upon which inclusive employment platforms can be built. The Study is not merely a fact-finding exercise; instead, by gauging the scale and scope of problems involved, identifying relevant policy frameworks and actors, and laying out the landscape and operation of current services, it reveals the strengths and weaknesses of existing policies and services in relation to inclusive employment. More importantly, the Study helps identify possible leverage points for actions and improvement, and provides knowledge for building collaboration platforms.

**1.2.2** Unlike typical academic research, the process of conducting the Study involves intensive engagement through which different stakeholders—including PWD and their families/carers, the business sector, NGOs, and educators—share their views and perspectives, and identify opportunities for actions. A slew of engagement activities will follow to disseminate the findings of the Study, which will raise public awareness of issues involved in inclusive employment, and also facilitate informed public discourse on the opportunities and challenges in fostering an inclusive society.

**1.2.3** This Diagnostic Study Report summarizes the findings of the Study to facilitate various stakeholders, including NGOs, the business sector, the government, and educators to drive better services and support for PWD. A comprehensive diagnostic assessment based on extensive research has been conducted, including a literature review of the current landscape of policy and services of inclusive employment in Hong Kong (Chapter 2), an online survey on inclusive employment and social inclusion (Chapter 3) to identify the community's attitudes, and a series of focus group meetings and in-depth interviews with different stakeholders, e.g. PWD, carers, employers, NGOs, to understand their variegated needs and situations (Chapter 4). Readers who are familiar with inclusive employment policies and services may want to skip to Chapter 3.

**1.2.4** The engagement activities will be the prelude to the Project's community-wide re-visioning process for an inclusive society; the knowledge produced by the Study will guide our effort to launch an information commons to facilitate PWD and their families/carers to make informed choices, and to support key stakeholders in fostering collaboration. The findings of the Study will also inform the design of an action platform to promote co-production by families/carers of PWD and other key stakeholders, and to incubate social innovations by those who are interested and keen on building an inclusive society.

## 1.3 Inclusive Employment for People with Disabilities

**1.3.1** Inclusive employment is about social equality and inclusion; thus, it should be a goal for any society. Practicing inclusive employment is by no means easy; it requires the efforts of both government and society. After defining inclusive employment, this chapter will delineate various relevant government policies. It will also present the views of major stakeholders, including PWD workers, employers, and co-workers, as well as multiple incentives aiming to promote inclusive employment. The review will set the basis for the empirical research of the Study.

### Defining Inclusive Employment

**1.3.2** PWD are prone to unemployment. A crucial way to promote employment among the disabled and, hence, the diversity of society is through inclusive employment. According to Handicap International,<sup>1</sup> inclusive employment is the activity that enables vulnerable individuals to achieve "decent remunerated work." The two dimensions - decent and remunerated - are the crux of the practice. "Decent" work offers social protection, an appropriate income, cordial relations between the employer and the employee, reasonable work hours, as well as a balance between work and life.<sup>2</sup> "Remunerated" work carries the connotation of self-sufficiency in that the employee can support oneself and one's family in the form of salary or others.<sup>3</sup> Inclusive employment also calls for equal pay for equal work; i.e., an employee should not be paid less for the same work owing to one's disabilities.<sup>4</sup>

**1.3.3** The main objective of inclusive employment is equality, equity, and diversity of society via providing equal employment opportunities in an open labour market for such vulnerable groups as people with disabilities (e.g., individuals with physical, sensory, intellectual, or mental impairments). Various limiting conditions of the disabled suggest that the achievement of inclusive employment requires reasonable accommodation (also named reasonable adjustment). Under the UN Convention on the Rights of Persons with Disabilities (CRPD), "reasonable accommodation" is defined as:

*Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedom.<sup>5</sup>*

<sup>1</sup> Handicap International. (2011). *Policy Paper: Inclusive Employment*. Retrieved from [https://hi.org/sn\\_uploads/document/PP\\_InclusiveEmployment.pdf](https://hi.org/sn_uploads/document/PP_InclusiveEmployment.pdf)

<sup>2</sup> International Labour Organization, as cited in Handicapped International, 2011.

<sup>3</sup> Ibid.

<sup>4</sup> UBC Centre for Inclusion and Citizenship. (n.d.). *Inclusion*. Retrieved from <https://emap.geolive.ca/inclusion>

<sup>5</sup> Cited in International Labour Organization. (2016). *Promoting diversity and inclusion through workplace adjustments - A practical guide*. p.16. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---declaration/documents/publication/wcms\\_536630.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_536630.pdf)



**1.3.4** The purpose of providing reasonable accommodation is to enhance equal treatment. It specifically caters to the needs of the workers or job applicants with disabilities to overcome the barriers of physical and social environments.<sup>6</sup> Different kinds of disabilities impose various types of constraints at work. Reasonable accommodation as a practice seeks to remove these obstacles or alleviate the associated hardship by making necessary and feasible arrangements. As a result, the workers secure open employment and enjoy access to and benefits of the employment, such as using any equipment and facilities and participating in company activities.<sup>7</sup> Providing accommodation is so critical to inclusive employment that the International Labour Organization<sup>8</sup> has published a practical guide devoted to workplace adjustments. Some countries, such as the UK and the US, have written it into their laws.<sup>9</sup> A few commonly recognized examples of reasonable accommodation are listed in **TABLE 1.1**:

- An adjusted office chair (for a person with a back impairment)
- Adapted working hours (e.g. for a person with a medical condition requiring frequent rest breaks)
- Adapted or flexible working hours (e.g. for a person with a medical condition requiring frequent rest breaks)
- A reduction in working hours of an employee
- A computer keyboard with a Braille reader (for a blind person)
- The assignment of a job coach (e.g. for a person with an intellectual or mental health disability)
- Providing a sign language interpreter for a deaf job applicant
- Removal of certain tasks from the job of an employee who is unable to complete these due to his or her impairment
- Reallocating an employee who has acquired a disability to a different position, if he or she is no longer capable of performing the tasks of the previous job
- Provision of additional training for a person with a disability
- Adapting the workstation to enable a worker with a disability to work effectively
- Allowing an employee to work from home

**Table 1.1: Other Examples of Reasonable Accommodations**  
(Extracted from International Labour Organization, 2014)

## Achieving Inclusive Employment

**1.3.5** Achieving inclusive employment requires efforts from multiple fronts. Government, for example, could impose laws to guard against discrimination in the employment process, establish a quota system or incentives to increase PWD work opportunities, and provide vocational training to PWD. Business establishments could hire PWD workers and implement a PWD-friendly workplace. Society could show higher acceptance of PWD and be more supportive of PWD co-workers. This section will introduce various means to raise inclusive employment.

<sup>6</sup> International Labour Organization. (2014). *Achieving equal employment opportunities for people with disabilities through legislation: Guidelines*. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_322685.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_322685.pdf)

<sup>7</sup> International Labour Organization. (2016). *The competitive advantage of hiring persons with disabilities: An employer's guide to disability inclusion at the workplace*. p. 17-24. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms\\_543490.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_543490.pdf)

<sup>8</sup> International Labour Organization. (2016). *Promoting diversity and inclusion through workplace adjustments - A practical guide*. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---declaration/documents/publication/wcms\\_536630.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_536630.pdf)

<sup>9</sup> Section 20 of the Equality Act 2010 of the United Kingdom makes it a duty to provide adjustments such that a disabled person will not be put at a substantial disadvantage because of some criteria or practices, the presence of certain physical features, or the lack of auxiliary aids (<https://www.legislation.gov.uk/ukpga/2010/15/section/20>). Similarly, in the United States, the Americans with Disabilities Act 1990 demands reasonable accommodation be provided (point 9 of Sec. 12111, <https://www.ada.gov/pubs/adastatute08.htm#subchapter1>).

## Government Policy and Regulation

**1.3.6** In recognizing the rights of persons with disabilities to participate in society and promoting respect for them, the United Nations (UN) has adopted the CRPD in December 2006. Article 27 of the CRPD relates specifically to work and employment:

States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation.<sup>10</sup>

**1.3.7** The Article covers all work-related aspects spanning from training opportunities to job search to employment. It prohibits discrimination based on disability while upholding equal employment rights and commanding suitable working conditions for persons with disabilities. Since its promulgation, CRPD has had 164 signatories that included countries or regional integration organizations as of November 2020.

**1.3.8** Different countries have adopted measures to protect the rights of PWD based on each one's unique situation. Simply put, these measures could be categorized under (i) anti-discrimination laws<sup>11</sup> and (ii) affirmative action.

### Anti-discrimination Laws

**1.3.9** The spirit of anti-discrimination laws is about equal opportunity and equal treatment. Equal opportunity pertaining to employment prescribes that PWD have “an equal chance to apply for a particular job, to be employed, to attend educational or training courses, to be eligible to attain certain qualifications, to be considered as a worker, or to be considered for a promotion in all occupations or positions.”<sup>12</sup> Equal treatment stipulates that people with disabilities should receive the same treatments as other workers, including pay, working conditions, and security of employment.<sup>13</sup> To facilitate open employment of qualified PWD in the competitive labour market, it is common to require employers to provide reasonable accommodation.<sup>14</sup> Eliminating discrimination and providing accommodation through legislation is the first step to achieving equality in PWD employment. As a rule, anti-discrimination laws are adopted to prohibit employment discrimination in recruitment, promotion, terms of employment, dismissal, and other aspects based on disability.

<sup>10</sup> UN Department of Economic and Social Affairs Disability. (n.d.). *Article 27 – Work and employment*. Retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-27-work-and-employment.html>

<sup>11</sup> In some countries, there is also a job retention law to oblige the employers to retain the worker who becomes disabled during employment (International Labour Office, 2002).

<sup>12</sup> International Labour Organization. (2011). *Achieving Equal Employment Opportunities for People with Disabilities through Legislation: Guidelines*. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/instructionalmaterial/wcms\\_162169.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/instructionalmaterial/wcms_162169.pdf)

<sup>13</sup> Ibid.

<sup>14</sup> Nazarov, Z., Kang, D., & Von Schrader, S. (2015). Employment quota system and labour market outcomes of individuals with disabilities: Empirical evidence from South Korea. *Fiscal Studies*, 36(1), 99-126.

**1.3.10** Anti-discrimination laws can take the form of legislation that applies to the entire population or that concerns solely persons with disabilities alone. The United Kingdom's Equality Act 2010 represents comprehensive legislation. It aims to reduce socio-economic inequalities among various groups and guard against discrimination and harassment arising from age, disability, gender, race, religion, sexual orientation, marriage, and civil partnership. PWD are just one among many protected groups under the Equality Act 2010.<sup>15</sup> Section 20 of the Act makes it a duty to provide adjustments such that a disabled person will not be put at a substantial disadvantage because of some criteria or practices, the presence of certain physical features, or the lack of auxiliary aids.<sup>16</sup> An example of specific legislation is the Americans with Disabilities Act, enacted in the United States in 1990. It was modeled after the Civil Rights Act of 1964 and claimed to be the most comprehensive legislation safeguarding the rights of PWD. The Act, in essence, warrants the group to have equal opportunities to participate in mainstream society, including various aspects relating to employment.<sup>17</sup> Examples of countries that adopted the two kinds of legislation are listed in **TABLE 1.2** and **TABLE 1.3**.<sup>18</sup>

Countries	Legislation
Canada	Human Rights Act, 1985; Employment Equity Act, 1986
Ireland	Employment Equality Act, 1998
Namibia	Affirmative Action Act, 1998
United Kingdom	Equality Act 2010

**Table 1.2: Comprehensive Non-Discrimination Legislation for the Whole Population**

Countries	Legislation
Australia	Disability Discrimination Act 1992
Costa Rica	Law 7600 on Equal Opportunities for People with Disabilities, 1996
Ghana	Persons with Disability Act 2006
Malta	Equal Opportunities (Persons with Disability) Act 2000
Japan	Law to Promote the Elimination of Discrimination based on Disability, 2013
Turkey	Law on Disabled People (Law 5378, 2005)
United States of America	Rehabilitation Act, 1973; Americans with Disabilities Act, 1990, as amended
United Kingdom	The Disability Discrimination Act of 1995

**Table 1.3: Non-Discrimination Legislation for People with Disabilities**

<sup>15</sup>The National Archives (2010). *Equality Act 2010*. Retrieved from <https://www.legislation.gov.uk/ukpga/2010/15/contents>

<sup>16</sup>The National Archives (2010). *Equality Act 2010*. Retrieved from <https://www.legislation.gov.uk/ukpga/2010/15/section/20>

<sup>17</sup>U.S. Department of Labor. *Americans with Disabilities Act*. n.d. Retrieved from <https://www.dol.gov/general/topic/disability/ada>

<sup>18</sup>International Labour Organization. (2014). *Achieving equal employment opportunities for people with disabilities through legislation: Guidelines*. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_322685.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_322685.pdf)



## Affirmative Action

**1.3.11** Apart from anti-discrimination laws, affirmative action is another common approach. Affirmative action, also named positive action, seeks to promote equality of opportunity for disadvantaged groups. To help PWD enter employment, affirmative action is realized by the quota system. An implicit assumption behind the quota system is that employers will not hire disabled workers for reasons such as discrimination, low productivity, and increased labour cost.<sup>19</sup> Under the quota schemes, companies reaching a specific size must employ a certain percentage (a quota) of PWD in their workforce.<sup>20</sup> The quota scheme was first introduced in Europe after World War I to help mainly disabled war veterans. After World War II, the quota schemes were extended to cover disabled civilians worldwide.<sup>21</sup>

**1.3.12** Affirmative action is considered a justified exception to the principle of equal treatment and not a form of reversed discrimination because it aims to redress past discrimination, restore a balance, and overcome structural disadvantages experienced by groups. In contrast to a reasonable accommodation that focuses on individual adaptation at work, affirmative action attempts to amend group disadvantages.<sup>22</sup>

**1.3.13** Portugal, Israel, and Brazil are examples of countries that have adopted affirmative action. For instance, Portugal has a National Action Plan to include affirmative action for increasing the number of PWD employment. In addition, Israel established the Equal Rights for Persons with Disabilities Law of 1998 to include affirmative action requirements, and Brazil has constitutional anti-discrimination Clause 37 to promote affirmative action in employment.<sup>23</sup>

**1.3.14** In general, there are three types of quota schemes: (i) a quota-levy scheme, (ii) a binding quota without an effective sanction or enforcement mechanism, and (iii) a non-binding quota or target based on a recommendation like a government circular. First, the quota-levy scheme stipulates a binding quota backed by a levy, which will be required should the employers fail to fulfil the quota obligation. Collected levies will often be pooled into a fund to support PWD employment.<sup>24</sup> Germany, Austria, Ecuador, France, and Japan are examples of countries implementing the quota-levy schemes. Second, there are places where the quota system is not backed by any sanction, either because it does not exist or is not enforced. Examples of such countries include Thailand and the United Kingdom.<sup>25</sup> Such an arrangement implores the goodwill of the employers and often has a limited impact on expanding the workforce of disabled workers in the labour market. Last is the non-binding quota system (e.g., the Netherland in the 1980s). Here, “quota” exists only as a recommendation for the employers’ voluntary action. There is no legal obligation, binding quota, and related sanction to require employers to hire a certain percentage of disabled workers.<sup>26</sup>

<sup>19</sup> World Health Organization. & The World Bank. (2011). *World report on disability*, p. 241. Retrieved from <https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability>

<sup>20</sup> International Labour Office. (2002). *Employment of people with disabilities: The impact of legislation*. Retrieved from [https://ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms\\_bk\\_pb\\_90\\_en.pdf](https://ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_bk_pb_90_en.pdf)

<sup>21</sup> International Labour Organization. (2014). *Achieving equal employment opportunities for people with disabilities through legislation: Guidelines*. p. 43. Retrieved from [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_322685.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_322685.pdf)

<sup>22</sup> *Ibid.*, p. 24-26.

<sup>23</sup> World Health Organization. & The World Bank. (2011). *World report on disability*, p. 241. *Op.cit.*

<sup>24</sup> International Labour Organization. (2014). *Achieving equal employment opportunities for people with disabilities through legislation: Guidelines*. p. 43-44. *op. cit.*

<sup>25</sup> *Ibid.*, p.47-48

<sup>26</sup> *Ibid.*, p.49

Countries	Quota (Private and Public Sectors)	Countries	Quota (Private and Public Sectors)
Argentina	4%	Italy	7%
Brazil	2-5%	Japan	2-2.3%
China	1.5%	Russia	2-4%
France	6%	Saudi Arabia	4%
Germany	6%	South Korea	2%
India	3%	Turkey	3%
Indonesia	1%		

**Table 1.4: Example Countries with Quota Systems<sup>27</sup>**

## Acceptance of Inclusive Employment of Major Stakeholders

**1.3.15** Despite implementing anti-discrimination laws and quota systems and various efforts to promote inclusive employment for PWD, societies, in general, are yet to warm to the practice. The following sections will present an overview of the situation from the perspectives of three groups of stakeholders – employees with disabilities, their employers, and non-disabled co-workers.

Over the past 20 years, there has been progress in public acceptance towards people with disabilities, but it has yet to reach the level of a civilized society.  
*by a Teacher*

### Employees with Disabilities

**1.3.16** Even when PWD can secure employment, it is relatively common for them to encounter discrimination in different forms. Involuntary job loss and unequal pay have frequently been reported. Findings from 2010, 2012, and 2014 Displaced Worker Supplements of the Current Population Survey in the United States showed that 75% of disabled men and 89% of disabled women were more likely to have had an involuntary job loss than their non-disabled counterparts during the period 2007 to 2013.<sup>28</sup> Data from the American Community Survey from 2008–2014 revealed not only a pay gap between the disabled workers and able-bodied, but it also demonstrated that merely part of the pay gap was due to productivity-related job requirements. The finding, therefore, pointed to potential discrimination. The same study also found persons with hearing impairments experiencing the smallest pay gaps and individuals with cognitive and mobility impairments the largest.<sup>29</sup>

<sup>27</sup> International Labour Organization. & Organization for Economic Co-operation and Development. (2018). *Labour market inclusion of people with disabilities*. Retrieved from [https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/multilateral-system/g20/reports/WCMS\\_646041/lang--en/index.htm](https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/multilateral-system/g20/reports/WCMS_646041/lang--en/index.htm)

<sup>28</sup> Mitra, S., & Kruse, D. (2016). Are workers with disabilities more likely to be displaced? *The International Journal of Human Resource Management*, 27(14), 1550-1579.

<sup>29</sup> Kruse, D., Schur, L., Rogers, S., & Ameri, M. (2018). Why do workers with disabilities earn less? Occupational job requirements and disability discrimination. *British Journal of Industrial Relations*, 56(4), 798-834.

**1.3.17** Involuntary job loss and unequal pay are prevalent among workers with disabilities. In that case, it is not hard to expect the group to have a less satisfactory work experience than their counterparts. A study reported that compared to their non-disabled colleagues, workers with disabilities had endured more overt discrimination, subtle discrimination, and procedural injustice. They also recorded lower levels of job satisfaction, as well as perceived organizational and supervisory support, which would positively impact their job satisfaction.<sup>30</sup>

### *Co-workers' Attitude Towards Workers with Disabilities*

**1.3.18** To some degree, co-workers still carry a discriminatory attitude and see their disabled colleagues through stigmas and stereotypes. Interviews with and observations of employers, co-workers, and employees with disabilities revealed that co-workers generally construed an incompetent image of employees with disabilities because this group would need supervision, particular task assignment, and extra assistance to complete tasks.<sup>31</sup> However, it does not mean that co-workers do not think disabled employees should receive help. Another study reported a generally positive attitude towards accommodation at the workplace.<sup>32</sup> It found that 61% of employees with disabilities, 69% of co-workers, and 68% of managers reported an absence of negative and resentful reactions from co-workers. Most, or all, employees have positive and supportive responses towards accommodations; only 10% to 15% indicated that at least some co-workers were resentful of disability accommodations.

**1.3.19** Different types of disability incur different types of reception and treatment. The research reported that people with non-physical disabilities have more negative workplace experiences than those with physical disabilities. It might be due to colleagues' greater fear or anxiety about nonphysical disabilities such as mental illness, and communication and interaction interference for the people with autism or developmental disability.<sup>33</sup> Correspondingly, others found that non-disabled workers preferred and were more comfortable working with people with physical disabilities than mental and psychological disabilities (e.g., intellectual disability, developmental disability, bipolar disorder, schizophrenia, and drug abuse).<sup>34</sup>

**1.3.20** Many factors affect the acceptance and integration of PWD in the workplace. A study found that co-workers' perception of fairness of accommodation and arrangement was critical for the re-integration of the ill or injured employees.<sup>35</sup> Another study revealed that co-workers' acceptance of disabled employees was highly related to their perceptions of the latter's job performance, suggesting that it was vital to change the (erroneous) perceptions that PWD failed to perform at work.<sup>36</sup> Furthermore, it has been shown that in addition to factors such as the demographic backgrounds of co-workers and PWD, organizational values and management style could influence the acceptance of disabled employees. More directly, however, hiring more than one PWD could facilitate the integration of disabled workers in the workplace.<sup>37</sup> Therefore, there are various ways to overcome negative factors such as stigma and discrimination.

<sup>30</sup> Snyder, L. A., Carmichael, J. S., Blackwell, L. V., Cleveland, J. N., & Thornton, G. C. (2010). Perceptions of discrimination and justice among employees with disabilities. *Employee Responsibilities and Rights Journal*, 22(1), 5-19.

<sup>31</sup> Mapuranga, B., & Mutswanga, P. (2014). The attitudes of employers and co-workers towards the employment of persons with disabilities in Zimbabwe. *International Journal on Managerial Studies and Research*, 2(3), 7119.

<sup>32</sup> Schur, L., Nishii, L., Adya, M., Kruse, D., Bruyère, S. M., & Blanck, P. (2014). Accommodating employees with and without disabilities. *Human Resource Management*, 53(4), 593-621.

<sup>33</sup> Snyder et al. (2010). Op.cit.

<sup>34</sup> Miller and Werner as cited in Snyder et al. (2010). Op. cit.

<sup>35</sup> Dunstan, D. A., & Maceachen, E. (2014). A theoretical model of co-worker responses to work reintegration processes. *Journal of Occupational Rehabilitation*, 24(2), 189-198.

<sup>36</sup> McLaughlin, M. E., Bell, M. P., & Stringer, D. Y. (2004). Stigma and acceptance of persons with disabilities: Understudied aspects of workforce diversity. *Group & Organization Management*, 29(3), 302-333.

<sup>37</sup> Vornholt, K., Uitdewilligen, S., & Nijhuis, F. J. (2013). Factors affecting the acceptance of people with disabilities at work: A literature review. *Journal of occupational rehabilitation*, 23(4), 463-475.

## Employers' Perspectives on Hiring People with Disabilities

**1.3.21** The efforts of employers are crucial to the success of inclusive employment of PWD, from the decision to hire them to the provision of accommodation at work, to helping co-workers get prepared. Several factors which are of concern to employers have been identified in various studies, which include (i) cost of accommodation, (ii) job performance of the disabled employees, (iii) cost or lack of supervision, (iv) customers and co-workers' attitudes, and (v) fear of legal liability.

**1.3.22** First, a study showed that more than 80% of employers were worried about the cost of accommodation.<sup>38</sup> Similarly, the actual cost of accommodation (69.3%) and not knowing the cost of accommodation (67.6%) were found to be a challenge to companies considering employing PWD.<sup>39</sup> A misconception of the high cost of accommodation was a deterring factor. Even though the cost of workplace accommodations reported in reality was low, minor, and reasonable, the impression that accommodations such as access to organizational facilities, work schedule modification, assistive equipment and devices, and job restructuring could incur a high cost might put off some potential employers.<sup>40</sup> Second, employers were found to doubt the work performance of the disabled workers, based on their possible lack of experience and skills or limited abilities.<sup>41</sup> Some employers counted their absenteeism, sick leaves, and breaks for doctor's appointments as evidence of low job performance.<sup>42</sup> Third, around 70% of employers were reportedly troubled by the extra time needed by supervisors or co-workers to assist the workers with disabilities.<sup>43</sup> Employers' willingness to hire PWD might be dented if co-workers were uneasy about the increase in workload and scanty rewards.<sup>44</sup> Research showed that before hiring disabled workers, employers would first weigh the acceptance and readiness of supervisors, such as if they would be uncomfortable supervising and whether they knew how to discipline or evaluate workers with disabilities.<sup>45</sup> Fourth, customers' attitude towards PWD was identified as a concern, especially for companies in the leisure and hospitality industry.<sup>46</sup> Employers feared that the negative reactions of customers might harm their businesses.<sup>47</sup> Last, employers also expressed concern about whether hiring PWD would result in a higher probability of a lawsuit, a formal discrimination complaint, or a potential legal and financial risk of a workplace injury or accident.<sup>48</sup>

<sup>38</sup> Kaye, H. S., Jans, L. H., & Jones, E. C. (2011). Why don't employers hire and retain workers with disabilities? *Journal of occupational rehabilitation*, 21(4), 526-536.

<sup>39</sup> Houtenville, A., & Kalargyrou, V. (2015). Employers' perspectives about employing people with disabilities: A comparative study across industries. *Cornell Hospitality Quarterly*, 56(2), 168-179.

<sup>40</sup> Heera, S., & Devi, A. (2016). Employers' perspective towards people with disabilities: A review of the literature. *The South East Asian Journal of Management*.

<sup>41</sup> Heera & Devi. (2016). *ibid.*; Houtenville, A., & Kalargyrou, V. (2012). People with disabilities: Employers' perspectives on recruitment practices, strategies, and challenges in leisure and hospitality. *Cornell Hospitality Quarterly*, 53(1), 40-52.

<sup>42</sup> Heera & Devi. (2016). *ibid.*

<sup>43</sup> Kaye, H. S., Jans, L. H., & Jones, E. C. (2011). *Op. cit.*

<sup>44</sup> Heera & Devi. (2016). *Op. cit.*

<sup>45</sup> Houtenville, A., & Kalargyrou, V. (2012). People with disabilities: Employers' perspectives on recruitment practices, strategies, and challenges in leisure and hospitality. *Cornell Hospitality Quarterly*, 53(1), 40-52.

<sup>46</sup> Houtenville, A., & Kalargyrou, V. (2015). Employers' perspectives about employing people with disabilities: A comparative study across industries. *Cornell Hospitality Quarterly*, 56(2), 168-179.

<sup>47</sup> Heera & Devi. (2016). *Op. cit.*

<sup>48</sup> Kaye, Jans, and Jones. (2011). *Op. cit.* Hong Kong employers showed similar concerns in hiring people with disabilities. A vast majority of employers in a study (88%) perceived difficulties in recruiting people with disabilities. The main obstacles (69%) included the additional costs in training, supervision, and accommodation, as well as a lack of management commitment. Only 19% of employers attributed the difficulties to the lack of skills or experience of disabled employees. See Unleash Foundation Limited (2015). *Baseline Survey on Employers' Attitudes Towards Employment of People with Disabilities*. Retrieved from [https://www.eoc.org.hk/EOC/Upload/UserFiles/File/Funding%20Programme/policy/1314/20150518/report\\_E.pdf](https://www.eoc.org.hk/EOC/Upload/UserFiles/File/Funding%20Programme/policy/1314/20150518/report_E.pdf)



**1.3.23** Apart from the above five concerns, previous experience with PWD was commonly mentioned by employers as a factor influencing their decisions to employ disabled individuals.<sup>49</sup> A review of the literature showed firstly that previous experience with PWD, especially successful hiring experiences, bore a significant positive relationship to hiring disabled workers. Secondly, having contact with PWD could put a lid on excessive concerns and fear of employers. It would allow employers to jettison stereotypical images of the disabled in categorized groups and get to see and know each disabled person as an individual.<sup>50</sup>

**1.3.24** An effective way to address the employers' concerns and raise their confidence to hire PWD was to increase their knowledge regarding the capabilities and performance of PWD and employment-related matters such as overall compensation cost, subsidy, attendance, and turnover rate. Having employers share their positive experiences in hiring disabled employees could be persuasive to potential employers and effective in enhancing social integration. Sharing their experiences in hiring people with Autism Spectrum Disorder (ASD) was shown to have various desirable effects like increasing awareness of ASD, promoting an inclusive culture, showcasing ASD workers' creative and different skills, and raising workplace morale.<sup>51</sup>

## Incentives for Employers and Colleagues & Support for Disabled Workers and their Families

**1.3.25** Small companies were usually more cost-sensitive and therefore had a higher reservation in hiring PWD.<sup>52</sup> Thus, incentives like wage subsidies were significant, particularly to small companies, because it was regarded as compensations for the reduced productivity and cost of accommodation in employing disabled workers.<sup>53</sup> Incentives to hire PWD can take different forms.

### *Incentives for Employers and Co-workers*

**1.3.26** Since giving incentives to employers is a way to encourage them to recruit PWD, it is worth looking at the incentive measures implemented in different countries. For PWD employers, there are incentives like tax credits, wage subsidies, incentives for small companies, and subsidies for the cost of accommodation. For the co-workers, some countries offer rewards for those who act as mentors to assist disabled employees in the adaptation period.

**1.3.27** The tax incentive is common to encourage employers to hire PWD. In the US, there is the Work Opportunity Tax Credit for employers who recruit individuals from certain target groups, including PWD who have completed rehabilitative services or those receiving Supplemental Security Income (SSI) benefits.<sup>54</sup> The wage subsidy is also typical. In Australia, the Wage Subsidy Scheme under Disability Employment Service (DES) provides funding to employers who hire job seekers registered in DES for job placement of a minimum of 13 weeks.<sup>55</sup>

<sup>49</sup> Heera & Devi (2016) Op. cit.; Gustafsson, J., Peralta, J. P., & Danermark, B. (2014). The employer's perspective: employment of people with disabilities in wage subsidized employments. *Scandinavian Journal of Disability Research*, 16(3), 249-266.

<sup>50</sup> Ibid.

<sup>51</sup> Scott, M., Jacob, A., Hendrie, D., Parsons, R., Girdler, S., Falkmer, T., & Falkmer, M. (2017). Employers' perception of the costs and the benefits of hiring individuals with autism spectrum disorder in open employment in Australia. *PLoS one*, 12(5), e0177607.

<sup>52</sup> Houtenville and Kalargyrou. (2012). Op. cit.

<sup>53</sup> Gustafsson, Peralta & Danermark. (2014). Op. cit.

<sup>54</sup> The maximum tax credit that the employers can claim is 40% (up to US\$6,000) of the workers' first-year wages. See Employer Assistance and Resource Network on Disability Inclusion, 2020

<sup>55</sup> The funding is up to AU\$1500 for a maximum of 26 weeks. See Australia Government, 2020 [https://www.dss.gov.au/sites/default/files/documents/07\\_2020/des-wage-subsidy-scheme-guidelines.pdf](https://www.dss.gov.au/sites/default/files/documents/07_2020/des-wage-subsidy-scheme-guidelines.pdf). Hong Kong has a similar scheme. The Work Orientation and Placement Scheme by the Selective Placement Division of the Labour Department offers an allowance of a maximum of HK\$60,000 to employers who hire disabled workers with employment difficulties for a maximum payment period of 9 months, or an allowance of a maximum amount HK\$36,000 to the employers who hire disabled workers without employment difficulties for a maximum payment period of 6 months (Labour and Welfare Bureau, 2019). The Social Welfare Department also offers employers an allowance of a maximum amount of HK\$24,000 per disabled employee for a maximum period of 6 months (Labour and Welfare Bureau, 2019).

**1.3.28** Understanding the employers' concern about the cost incurred in providing physical accommodations, the US Architectural Barrier Removal Tax Deduction allows any business to claim a tax deduction of up to US\$15,000 per year to remove architectural and transportation barriers for PWD.<sup>56</sup> To encourage small businesses to employ the disabled, the US Disabled Tax Credit is available to small businesses with 30 or fewer full-time employees or total revenue of less than US\$1 million. It provides a tax credit of 50% of "eligible access expenditures" like expenditures for removing architectural, communication, physical, or transportation barriers that are over US\$250 but do not exceed US\$10,250 in a year.<sup>57</sup> These subsidies aim to enhance the willingness of employers to recruit PWD by compensating for the cost of accommodations.

**1.3.29** In Hong Kong, a reward is given to those co-workers who function as mentors to assist disabled workers in adapting to the work and the environment. The Work Orientation and Placement Scheme (WOPS) offers a cash award with a maximum of HK\$1,500 to the mentor who successfully assists a disabled employee to continue employment after three months.<sup>58</sup> For the Financial Incentive Scheme for Mentors of Employees with Disabilities under the Social Welfare Department (SWD), a maximum of HK\$1,000 is available to the mentor who supports employees with disabilities.<sup>59</sup> Such schemes can facilitate on-site support (natural support) for people with disabilities in inclusive employment.

## Incentives for Employees

**1.3.30** Providing work incentives to PWD is a means to embolden them to take up employment in the open labour market. Incentives for disabled employees can be delivered in many forms, such as continuing disability benefits for a period while in employment and continuing medical benefits and tax credits.

You don't look at their disabilities; you look at their ability.  
by an Employer of a Social Enterprise

**1.3.31** Policymakers must ensure that the social security system does not create a disincentive when PWD strive to take up employment. One way to facilitate labour force participation is to give a bridging period during which recipients of disability allowance can earn income to a specified level without affecting the funding received.<sup>60</sup> In Finland, the income or assets of the people entitled to disability benefits do not affect the amount of allowance.<sup>61</sup> In New Zealand, the Sustainable Employment Trial encourages the disabled to return to work by continuing the allowance for half a year while working 15 or more hours a week.<sup>62</sup>

**1.3.32** Another way to encourage disabled people to work is to guarantee the continuation of medical benefits after they enter employment. In the US, the jobs that are commonly secured by the disabled (e.g., part-time jobs) do not entitle them to medical benefits; therefore, the need for the continuation of Medicare and Medicaid beyond SSI or Social Security Disability Insurance (SSDI) eligibility. A similar case can be made of disability allowance. To offer a certain degree of flexibility to disabled employees, it is essential that the recipients of disability allowance can reinstate payments in the cases when they cease to work.<sup>63</sup>

<sup>56</sup> Employer Assistance and Resource Network on Disability Inclusion, 2020

<sup>57</sup> Ibid.

<sup>58</sup> HKSAR Government, Labour and Welfare Bureau (2021). *Selective Placement*. Retrieved from [https://www.labour.gov.hk/eng/public/content2\\_11.htm](https://www.labour.gov.hk/eng/public/content2_11.htm)

<sup>59</sup> HKSAR Government, Social Welfare Department (2022). *Financial Incentive Scheme for Mentors of Employees with Disabilities Receiving Subvented Vocational Rehabilitation Services*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_cvrs/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_cvrs/)

<sup>60</sup> International Labour Organization. (2014). Op. cit. p.65

<sup>61</sup> International Labour Organization. (2014). Op. cit. p.66

<sup>62</sup> New Zealand Government, Ministry of Social Development (n.d.), *What You Can Get to Help You Stay in Work*. Retrieved from

<https://www.workandincome.govt.nz/work/help-with-work-costs/what-you-can-get-to-help-you-stay-in-work.html#:~:text=If%20you%20are%20getting%20supported,take%20up%20some%20work%20again>

<sup>63</sup> Hotchkiss, J. L. (2003). *The Labor Market Experience of Workers with Disabilities: The ADA and beyond*. WE Upjohn Institute.

**1.3.33** These various forms of incentives for the disabled employees present a higher degree of flexibility and motivation for the PWD, thus enticing them to enter employment, a first and significant step in achieving social integration. The above literature review will inform the empirical research of this Study.

**1.3.34** In sum, the government and social sector have long been playing a facilitating role in the promotion of inclusive employment. However, as the literature has shown, achieving inclusive employment is not, and should not be, confined to the particular sector but can take place in different arenas, including public bodies, corporates, the community, and civic associations.

## CHAPTER 2 AN OVERVIEW OF INCLUSIVE EMPLOYMENT POLICIES AND SERVICES IN HONG KONG

### 2.1 Introduction

**2.1.1** Rehabilitation services in Hong Kong began to develop with the introduction of the Hong Kong Rehabilitation Programme Plan (HKRPP) in 1976,<sup>64</sup> which set the policy and service direction for PWD. It has been updated regularly since then with expanded service quantity and scope to keep in step with societal changes and evolving needs. To provide legal safeguards for PWD, the Disability Discrimination Ordinance (DDO) Cap. 487 was enacted in the 1990s.<sup>65</sup> This chapter aims to provide an overview of the existing inclusive employment policy and service landscape in Hong Kong. The latest version of the HKRPP relating to PWD employment will be introduced first. Next, the part of DDO concerning protection for PWD employment will be delineated. Finally, PWD employment training and services provided by the SWD and the Labour Department (LD) will be presented.

### 2.2 Persons with Disabilities and the Rehabilitation Programme Plan (RPP)

**2.2.1** Formerly known as the Hong Kong Rehabilitation Programme Plan, the RPP delineates the overarching strategic directions and measures to address the service needs of PWD.<sup>66</sup> After its initial publication in 1976, it has been regularly reviewed. In June 2020, the Rehabilitation Advisory Committee (RAC) submitted a new RPP, which was accepted by the government in principle a month later,<sup>67</sup> and served to set as the directional development of rehabilitation services for PWD, this section will outline its guiding principles and strategic recommendations relating to PWD employment.

**2.2.2** The formulation of RPP was guided by three principles:

- adhering to the objectives of the CRPD<sup>68</sup>
- considering the needs of PWD at various stages of their lives (a life span approach); and
- cultivating a disability-inclusive society by encouraging cross-sectoral and inter-departmental collaboration.<sup>69</sup>

**2.2.3** Compared to HKRPP issued in 2007, the RPP has broader coverage. While the former focused mainly on the facilitation of the provision of a barrier-free environment,<sup>70</sup> diversified services,<sup>71</sup> and integration of PWD into the community,<sup>72</sup> the latter was devised in recognition of the evolving nature of the challenges posed to PWD in both international and local contexts.<sup>73</sup> As such, the RAC attempts to realize its vision:

“Recognise the diversified developmental needs of persons with disabilities; respect the autonomy and independence of persons with disabilities; establish a disability inclusive society that enables persons with disabilities to develop their capabilities, unleash their potential and contribute to society.”<sup>74</sup>

<sup>64</sup> Rehabilitation Advisory Committee. (2007, May). *Hong Kong Rehabilitation Programme Plan*, para 1.1

<sup>65</sup> Rehabilitation Advisory Committee. (2007, May). para 1.3

<sup>66</sup> Rehabilitation Advisory Committee. (2020, June). *Persons with Disabilities and Rehabilitation Programme Plan*, Chapter 1. Retrieved from [https://www.lwb.gov.hk/en/highlights/rpp/Final\\_RPP\\_Report\\_ENG.pdf](https://www.lwb.gov.hk/en/highlights/rpp/Final_RPP_Report_ENG.pdf)

<sup>67</sup> Labour and Welfare Bureau. (2020, July 3). *Government releases Persons with Disabilities and Rehabilitation Programme Plan* [Press release]. <https://www.info.gov.hk/gia/general/202007/03/P2020070300370.htm>

<sup>68</sup> This marks the first time that the UN Convention has been incorporated into a policy direction paper in Hong Kong after it has become applicable in Hong Kong since 2008, as a result of the PRC's enforcement that began on 31 August 2008. Rehabilitation Advisory Committee. (2020, June). para 2.1.1

<sup>69</sup> Rehabilitation Advisory Committee. (2020, June). para 1.2.

<sup>70</sup> Rehabilitation Advisory Committee. (2007, May). para 2.1; Rehabilitation Advisory Committee. (2020, June). para 2.1.1, 3.7.3, 5.3.1

<sup>71</sup> Rehabilitation Advisory Committee. (2007, May). para 1.6; Rehabilitation Advisory Committee. (2020, June). Chapter 6

<sup>72</sup> Rehabilitation Advisory Committee. (2007, May). para 1.6; Rehabilitation Advisory Committee. (2020, June). para 4.1

<sup>73</sup> Rehabilitation Advisory Committee. (2020, June). para 2.1.1

<sup>74</sup> Rehabilitation Advisory Committee. (2020, June). para 2.2.1



**2.2.4** With this in mind, the RAC proposes 4 Strategic Directions, 20 Themes, and 62 Strategy Recommendations. The four strategic directions of the RPP include (i) supporting PWD “to cope with changes at different stages during their lifespan,”<sup>75</sup> (ii) stepping up community care services,<sup>76</sup> (iii) promoting disability-inclusive culture,<sup>77</sup> and (iv) providing sustainable development of services.<sup>78</sup> Two of the twenty themes of the RPP – vocational rehabilitation (Theme 4) and employment (Theme 5) – are most relevant to inclusive employment, both are listed under Strategic Direction I.

Going to work is very important to me. I am worried that my parents would catch COVID and I won't be able to go to work because of that.  
by a Youth with Autism Spectrum Disorder

## Vocational Rehabilitation and Vocational Training

**2.2.5** Theme 4 covers vocational rehabilitation training and vocational training.<sup>79</sup> For PWD who are unable or yet to take up open employment,<sup>80</sup> the RAC recommends that life planning and continued education be provided to enhance their competitiveness.<sup>81</sup> It also suggests the implementation of a pilot scheme, “Vocational Rehabilitation Advanced Training Courses,” run by Integrated Vocational Rehabilitation Services Centres (IVRSC). The pilot scheme targets trainees in IVRSC and sheltered workshops to equip them with life skills and develop their potential following their interests and talents.<sup>82</sup> In addition, various services, including counseling and post-employment follow-up, will be strengthened to provide more substantial incentives for trainees to stay in their work, and to support their carers. The pilot scheme, if successful, may replace sheltered workshops with the enhanced IVRSC in the future.<sup>83</sup>

**2.2.6** In terms of vocational training programmes, the RAC supports the enhanced programme offered by the three Shine Skills Centres (SSC) that, among others, extend post-graduation support and provide “up-skilling” and “re-skilling” courses to help students to adapt to the work environment and motivate them to stay in open employment. If the enhanced programme proved effective, the RAC recommends that other subvented Integrated Vocational Training Centres consider adopting it.<sup>84</sup>

## Employment Support

**2.2.7** The overarching direction of Theme 5, Employment Support is to “encourage them [PWD] to contribute to the society at different work positions on the basis of their abilities.”<sup>85</sup> Based on this direction, the RAC formulates 6 Strategic Recommendations, elaborated separately below.

**Strategic Recommendation 12:** Explore integrating and optimising the pilot schemes that encourage employment of persons with disabilities to allow more flexible utilisation of funding; continuously optimise employment schemes so as to increase the incentives and stability of the employment of persons with disabilities.<sup>86</sup>

<sup>75</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 3

<sup>76</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 4

<sup>77</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 5

<sup>78</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 6

<sup>79</sup> Rehabilitation Advisory Committee. (2020, June). para 3.4

<sup>80</sup> This group of PWD usually takes up services provided by Sheltered Workshops, Supported Employment, and Integrated Vocational Rehabilitation Services Centres.

<sup>81</sup> Rehabilitation Advisory Committee. (2020, June). para 3.4.2-3.4.3

<sup>82</sup> Rehabilitation Advisory Committee. (2020, June). para 3.4.2

<sup>83</sup> Rehabilitation Advisory Committee. (2020, June). para 3.4.2

<sup>84</sup> Rehabilitation Advisory Committee. (2020, June). para 3.4.3

<sup>85</sup> The other two subvented Integrated Vocational Training Centres are Caritas Lok Mo and Hong Chi Pinehill. Rehabilitation Advisory Committee. (2020, June). para 3.5.1

<sup>86</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 3

**2.2.8** The RAC opines that the three schemes administered by the Community Care Fund are relatively inflexible; thus, it recommends enhancement.<sup>87</sup> The three schemes are the “Pilot Scheme on Living Allowance for Low-income Carers of Persons with Disabilities,” the “Pilot Scheme on Providing Subsidy for Higher Disability Allowance Recipients in Paid Employment to Hire Carers,” and the “Special Care Subsidy for the Severely Disabled.” While all three provide subsidies to PWD, they fail to cover groups that may have emerged from new circumstances or advances in technology. Self-employed or home office PWD are the cases in point. The RAC also recommends that consideration be given to the regularization of the “Pilot Scheme on Raising the Maximum Level of Disregarded Earnings for Recipients with Disabilities under the Comprehensive Social Security Assistance Scheme.”<sup>88</sup>

**2.2.9** Further, the RAC supports the increase of funding and provision of retention allowance under the Support Programme for Employees with Disabilities (SPED) and WOPS, respectively.<sup>89</sup>

***Strategic Recommendation 13:*** Enhance on-the-job support and workplace adaptation, promote innovative technology and creative arts, etc as a multi-pronged approach to expand the employer network and new job types for persons with disabilities with different qualifications and abilities, and to provide internship programmes for prospective graduates.<sup>90</sup>

**2.2.10** The RAC calls for an examination of how innovative means, such as the application of technology, can be used to enlarge PWD employment opportunities.<sup>91</sup> Moreover, the RAC expresses support for measures of various departments, including the Arts Development Fund for Persons with Disabilities<sup>92</sup> by the SWD, a set of enhanced programmes, like the “Aim-Higher” scheme, the Interactive Selective Placement Services website, implemented by the LD,<sup>93</sup> and the Civil Service Bureau's internship programmes for PWD.<sup>94</sup> It also considers encouraging NGOs and business organizations to offer similar internship programmes.<sup>95</sup> The RAC suggests that the SWD explore the feasibility of peer support services similar to those for community mental health services.<sup>96</sup>

***Strategic Recommendation 14:*** Continuously increase subsidies to employers to employ persons with disabilities and to purchase assistive devices, and undertake modification works of workplace; shorten application time and simplify application process; and enhance relevant measures as appropriate.<sup>97</sup>

**2.2.11** Various measures, for example, raising the allowance for the hiring of PWD under the WOPS, receive support from the RAC.<sup>98</sup> Similarly, the RAC supports the SWD's attempt to enhance SPED, including features like constant updates of approved items eligible for subsidies.<sup>99</sup>

***Strategic Recommendation 15:*** Adopt joint job matching and promotion strategy, coupled with a one-stop information platform and employment support flow, in enhancing job-matching and follow-up services, and reducing employers' cost in information search for obtaining effective support.<sup>100</sup>

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<sup>87</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.2

<sup>88</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.2

<sup>89</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.3

<sup>90</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 3

<sup>91</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.4

<sup>92</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.5

<sup>93</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.6

<sup>94</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.7

<sup>95</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.7

<sup>96</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.5

<sup>97</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 3

<sup>98</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.8

<sup>99</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.9

<sup>100</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 3

**2.2.12** The RAC agrees with the LD's effort to upgrade the Interactive Selective Placement Service, its plan to collaborate with the SWD on the consolidation and simplification of employment support services, and a standard form to be used by subvented organizations for information handling.<sup>101</sup> The RAC also recognizes the government's effort to involve the LD, the SWD, and PWD self-help groups in disseminating information regarding PWD employment to trade and employers' associations.<sup>102</sup>

**Strategic Recommendation 16:** Continuously optimise the “Enhancing Employment of Persons with Disabilities through Small Enterprise” Project and promote the development of social enterprises by facilitating the lease of suitable properties under the “Socially Caring Leasing Arrangements”.<sup>103</sup>

**2.2.13** The RAC supports the two programmes listed above and urges relevant government departments to explore measures to help interested organizations to get better prepared.<sup>104</sup>

**Strategic Recommendation 17:** Establish disability-friendly workplace and promote inclusive work culture through innovative promotional strategies.<sup>105</sup>

**2.2.14** The RAC suggests that funding be provided to PWD self-help organizations to promote a disability-friendly workplace culture through talks and experiential activities.<sup>106</sup> To encourage an inclusive culture, the RAC recommends cooperating with media partners and establishing business support networks for information sharing. For example, business organizations experienced in hiring PWD could serve as “enterprise job coaches” to share their knowledge and know-how.<sup>107</sup> Additionally, the Labour and Welfare Bureau is encouraged to continue to collaborate with the Hong Kong Council of Social Service (HKCSS) and rehabilitation organizations to consolidate existing resources, such as award schemes, and to work with the Equal Opportunities Commission to increase understanding of reasonable accommodation.<sup>108</sup>

**2.2.15** A comparison of the Strategic Recommendations concerning PWD vocational training and employment made in the HKRPP 2007 and the RPP, respectively, indicates that the latter's recommendations are more concrete and expansive in scope than the former's. The RPP builds on the directions of its predecessor that centered around, among others, the promotion of employment, provision of vocational training and service, and development of measures to increase employment opportunities.<sup>109</sup> More efforts to promote employment are proposed under the RPP, including job adaptation, flexi-working hours, flexible duty assignments, increasing job types, and the use of innovation and technology.<sup>110</sup> While the HKRPP 2007 focuses on providing market-oriented vocational training,<sup>111</sup> the RPP extends it to re-training and support at the workplace and for PWD carers.<sup>112</sup> The RAC also endorses long-term goals like a review of existing vocational training programmes and the possibility of phasing out Sheltered Workshops.<sup>113</sup> Furthermore, the RPP highlights new employment opportunities brought by technology and innovation.<sup>114</sup> While social enterprises were at the nascent stage when the HKRPP 2007 was adopted,<sup>115</sup> the role of social enterprises is acknowledged and further encouraged in the RPP.<sup>116</sup>

<sup>100</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 3

<sup>101</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.10

<sup>102</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.11

<sup>103</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 3

<sup>104</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.5.12-3.5.13

<sup>105</sup> Rehabilitation Advisory Committee. (2020, June). Chapter 3

<sup>106</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.14

<sup>107</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.14

<sup>108</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.15

<sup>109</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.5.4-3.5.7; Rehabilitation Advisory Committee. (2007, May). para 7.4

<sup>110</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.4

<sup>111</sup> Rehabilitation Advisory Committee. (2007, May). paras 7.5-7.6

<sup>112</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.4.2-3.4.3

<sup>113</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.4.2-3.4.3

<sup>114</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.4

<sup>115</sup> Rehabilitation Advisory Committee. (2007, May). para 7.6

<sup>116</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.5.12-3.5.13

**2.2.16** The RPP takes a step further than the HKRPP 2007 in aiding both PWD employers and job seekers. In addition to the HKRPP 2007's recommendations on enhancing the skills of job seekers and provision of information,<sup>117</sup> the RPP takes a more holistic approach to cover the entire employment process and calls for a one-stop information platform.<sup>118</sup>

**2.2.17** To sum up, the RPP adds a few important dimensions in response to the changing needs of PWD and other developments. First, the RAC recommends the creation of a disability-friendly work environment and the promotion of an inclusive culture at the workplace.<sup>119</sup> Second, the RAC stresses utilizing technology and innovative methods in information dissemination, public education, PWD workplace assistance, and job opportunity creation.<sup>120</sup> Third, the RAC explicitly recognizes funding and subsidies for purposes like supporting the provision of assistive devices and workplace modifications.<sup>121</sup> Last but not least, it also calls for the simplification of subsidy applications<sup>122</sup> and consolidation of information between the LD and the SWD<sup>123</sup> and relevant stakeholders to achieve a more disability-friendly society.

**2.2.18** It is interesting to note that the RPP did not take up a few recommendations proposed under the HKRPP 2007, namely the development of employment indicators in public, private, and nonprofit organizations, the publication of figures of employees with disabilities, and the conduct of statistical surveys.<sup>124</sup>

## 2.3 Disability Discrimination Ordinance (DDO)

**2.3.1** DDO was enacted in 1995 to eliminate and prevent discrimination against PWD. It establishes a comprehensive legal framework protecting PWD from discrimination in daily lives, covering “employment, accommodation, education, access to partnerships, membership of trade unions and clubs, access to premises, educational establishments, sporting activities and the provision of goods, services and facilities.”<sup>125</sup> It also defines critical concepts like disability, persons with disabilities, and discrimination.<sup>126</sup>

**2.3.2** In particular, Part 3 of DDO concerns employment. It prohibits employers from discriminating against employees with disabilities in different situations such as the offer of employment,<sup>127</sup> omission of an employment offer,<sup>128</sup> access to opportunities for promotion,<sup>129</sup> terms of employment,<sup>130</sup> and dismissal or detriment.<sup>131</sup> It further protects contract workers from discrimination or harassment from contractors / sub-contractors;<sup>132</sup> the terms apply to employment agencies.<sup>133</sup>

<sup>117</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.5.10-3.5.11; Rehabilitation Advisory Committee. (2007, May). paras 7.5-7.6

<sup>118</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.5.10-3.5.11

<sup>119</sup> Rehabilitation Advisory Committee. (2020, June). para 3.5.14

<sup>120</sup> Rehabilitation Advisory Committee. (2020, June). paras 2.1.1, 3.5.4, 3.5.5, 3.5.14

<sup>121</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.5.8-3.5.9

<sup>122</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.5.8-3.5.9

<sup>123</sup> Rehabilitation Advisory Committee. (2020, June). paras 3.5.6, 3.5.10-3.5.11

<sup>124</sup> Rehabilitation Advisory Committee. (2007, May). para 7.6

<sup>125</sup> Long Title, Disability Discrimination Ordinance (Cap. 487)

<sup>126</sup> s.2, Disability Discrimination Ordinance (Cap. 487)

<sup>127</sup> s.11(1)(a), Disability Discrimination Ordinance (Cap. 487)

<sup>128</sup> s.11(1)(c), Disability Discrimination Ordinance (Cap. 487)

<sup>129</sup> s.11(2)(a), Disability Discrimination Ordinance (Cap. 487)

<sup>130</sup> s.11(2)(b), Disability Discrimination Ordinance (Cap. 487)

<sup>131</sup> s.11(2)(c), Disability Discrimination Ordinance (Cap. 487)

<sup>132</sup> s.13(1), Disability Discrimination Ordinance (Cap. 487)

<sup>133</sup> s.19, Disability Discrimination Ordinance (Cap. 487)



**2.3.3** DDO stipulates two lawful justifications for not hiring PWD; one based on the inherent requirements of a job and the other on the hardship on the employer. First, DDO recognizes that PWD may not be able to carry out some inherent requirements of a job,<sup>134</sup> which refers to “core requirements that are essential and/or intrinsic to a particular employment.”<sup>135</sup> In other words, a requirement is not inherent if the result of the work remains essentially the same without performing such a requirement.<sup>136</sup> Inherent requirements cover more than the physical ability to perform tasks and include the ability to maintain a harmonious working relationship with co-workers and control emotions and behaviors, etc.<sup>137</sup> To justify the decision not to hire, the employer needs to (a) ascertain inherent requirements based on the job nature, (b) demonstrate that the PWD is unable to perform the inherent requirements, and (c) show that providing reasonable accommodations to the employees with disabilities cannot compensate for the difficulties incurred in the performance of the inherent requirements.<sup>138</sup> The assessment of whether a person can perform the inherent requirements of the job should be objective and based on factors like previous performance and experiences.<sup>139</sup> It is essential to mention that the law does not impose a positive duty on employers to alter the inherent requirements of the job in order to accommodate the needs of PWD.<sup>140</sup>

**2.3.4** Second, if employing PWD would result in unjustifiable hardships to the employers, the law allows the employers not to hire.<sup>141</sup> Several factors are essential, including the size and financial resource of the employer, the reasonableness of accommodation, nature of benefit or detriment to PWD, the employers’ fiscal circumstances, and the cost of the work accommodation.<sup>142</sup> As such, a large corporation might find it more affordable than a small company to hire PWD.<sup>143</sup>

**2.3.5** The above defenses are closely tied to the provision of reasonable accommodation,<sup>144</sup> including workplace modifications, alterations of jobs’ duties, and provision of assistive equipment.<sup>145</sup> The employers do not bear any legal obligation to provide accommodation to PWD to conduct their work, but whether the accommodation has been reasonably provided or considered is an essential factor for the Court before the employer can successfully establish the above two defenses.<sup>146</sup> In other words, it might be difficult for an employer to justify the decision not to hire based on the inability to perform inherent requirements or unjustifiable hardship without even considering the possibility of providing reasonable accommodation. Similarly, if an accommodation can be provided at ease, the failure to provide might render the above two defenses unsubstantiated.

**2.3.6** The Equal Opportunities Committee published the Code of Practice on Employment Under The Disability Discrimination Ordinance (Code of Practice) in 2011 to “encourage and nourish a healthy partnership between employers and employees on working towards an equitable workplace for all.”<sup>147</sup> It “provides guideline on how to prevent disability discrimination, harassment and vilification to better implement DOO in the workplace and to help employees to understand their rights and responsibilities under DOO.”<sup>148</sup> Despite having no legal status, it serves as a practical guide to employers on compliance with the existing legal framework.<sup>149</sup> The guide covers the entire employment process, including recruitment, workplace absence, promotion, and harassment.<sup>150</sup> Real-life and hypothetical examples are used to illustrate the application of the law.

<sup>134</sup> s.12(2), Disability Discrimination Ordinance (Cap. 487)

<sup>135</sup> Equal Opportunities Committee. (2011). *Code of Practice on Employment Under The Disability Discrimination Ordinance*, para 5.10

<sup>136</sup> Secretary for Justice DCEO 8/2004 at 265 (v)

<sup>137</sup> Equal Opportunities Committee. (2011). para 5.11

<sup>138</sup> s.12(2)(c)(i), Disability Discrimination Ordinance (Cap. 487), Equal Opportunities Committee. (2011). para 5.8

<sup>139</sup> s.12(2), Disability Discrimination Ordinance (Cap. 487)

<sup>140</sup> Equal Opportunities Committee. (2011). para 5.14

<sup>141</sup> s.12(2)(c)(ii), Disability Discrimination Ordinance (Cap. 487); Equal Opportunities Committee. (2011). para 5.15

<sup>142</sup> s.4, Disability Discrimination Ordinance (Cap. 487); Equal Opportunities Committee. (2011). para 5.15

<sup>143</sup> Equal Opportunities Committee. (2011). para 5.17

<sup>144</sup> s.12(2)(c)(ii), Disability Discrimination Ordinance (Cap. 487)

<sup>145</sup> Equal Opportunities Committee. (2011). para 5.19

<sup>146</sup> s.12(2)(c)(ii), Disability Discrimination Ordinance (Cap. 487); Equal Opportunities Committee. (2011). para 5.18

<sup>147</sup> Equal Opportunities Committee. (2011). para 1.2

<sup>148</sup> Equal Opportunities Committee. (2011). para 1.5

<sup>149</sup> s.65(12), Disability Discrimination Ordinance (Cap. 487); Equal Opportunities Committee. (2011). para 1.4

<sup>150</sup> Equal Opportunities Committee. (2011). para 1.5

## 2.4 Institutional Set-ups and Programmes

**2.4.1** A discussion on inclusive employment will be incomplete without knowing the services that facilitate PWD employment. The LWB is responsible for the overall policy setting for PWD employment (**Appendix I**). One of its entities, the RAC, formulated the latest RPP, which sets the direction of PWD employment in the near future. The Bureau also plays the role of a coordinator to facilitate communication and services among government and non-governmental bodies.

**2.4.2** The two departments under the Bureau, the LD and the SWD are tasked with different works. The Selective Placement Division of the LD is tasked to facilitate PWD employment. In addition to providing market information, it matches PWD with jobs and offers allowances to PWD employers and PWD on-the-job mentors. At the same time, the SWD equips PWD for employment chiefly through various NGO partners. Its mandate covers the entire employment process from vocational training to job placement with service targets spanning over different ages, and types and degrees of disabilities. It also provides resources to employers for workplace accommodation and PWD wage subsidies, as well as financial incentives to PWD on-the-job mentors. Seed money is also offered to NGOs for starting businesses for PWD.

**2.4.3** **TABLE 2.1** briefly describes the major duties and services regarding inclusive employment provided by the LWB and its two departments.

### Labour and Welfare Bureau

#### Commissioner for Rehabilitation

The duties of the Commissioner include the development of an overall strategy on policies and programmes on rehabilitation, coordination among governmental and non-governmental bodies in the execution of the CRPD and RPP, facilitation of inter-bureau issues concerning PWD's rights and well-being, and rehabilitation services like disability-friendly environment and PWD employment.<sup>151</sup>

#### One-stop Information and Support Platform for Employment of Persons with Disabilities

This online platform provides information to employers interested in hiring or having hired PWD and job seekers with disabilities. In addition, it contains information on related government support and relevant legislation.<sup>152</sup>

#### Rehabilitation Advisory Committee (RAC)

The RAC mainly advises on rehabilitation services (and their subvention principles) in Hong Kong, coordinates among the governmental departments and voluntary organizations on rehabilitation services, and monitors the effective allocation of resources.<sup>153</sup>

<sup>151</sup>Labour and Welfare Bureau. (2021). *LWB: Commissioner for Rehabilitation*. Retrieved from <https://www.lwb.gov.hk/en/about/org3.html>

<sup>152</sup>Labour and Welfare Bureau. (2019). *One-stop Information & Support Platform for Employment of Persons with Disabilities*. Retrieved from <https://www.inclusiveemployment.hk/en/other/aboutus.html>

<sup>153</sup>Labour and Welfare Bureau. (2022). *Rehabilitation Advisory Committee*. Retrieved from <https://www.lwb.gov.hk/en/advisory/rac.html>

## Social Welfare Department

### Sheltered Workshop

Sheltered Workshop mainly serves PWD who cannot secure a job in open employment. In Sheltered Workshop, PWD receive vocational training in a tailor-made environment such that their potential and working capacity are stretched to the fullest. As of 2021, there were over 5,300 capacities in 34 Sheltered Workshops across the city.<sup>154</sup>

### Supported Employment

It offers job counseling, attachment, and trial support to persons with moderate disablement whose abilities to work come between Sheltered Workshop and open employment, for example, persons with a moderate intellectual disability.<sup>155</sup> In the 2020/2021 year, 38 organizations provided over 1,600 quotas for supported employment.<sup>156</sup>

### Integrated Vocational Rehabilitation Services Centre (IVRSC)

IVRSC prepares PWD for open employment via vocational training and support. The 33 IVRSCs across the territory offer rehabilitation services customized to overcome the limitations arising from their disabilities.<sup>157</sup>

### Integrated Vocational Training Centre - Day (IVTC - Day)

A comprehensive set of vocational training is provided in IVTC - Day to help PWD achieve open employment.<sup>158</sup> As of 2021, the 2 centres in Kowloon City and Tai Po gave a combination of 453 quotas for daytime training and 170 spaces for residential services.<sup>159</sup>

### On the Job Training Programme for People with Disabilities

The programme was established to train PWD's employment capacity in the open market. Through this programme, PWD receive job training, vocational support, and assistance, and are given the opportunity to attach to a job for a maximum of three months. Also, employers can assess the working capacity of PWD via job trials, during which the SWD will subsidize employers up to 50% of the wage.<sup>160</sup> As of 2021, over 400 quotas were available from 14 agencies.<sup>161</sup>

### Sunnyway - On the Job Training Programme for Young People with Disabilities (Sunnyway)

Sunnyway aims to enhance the employment opportunity of persons aged between 15 and 29 who have disabilities or early signs of mental illness. It provides 180-hour employment training, during which trainees will participate in visits and be equipped with job-related skills. The programme also arranges job attachment, job trials, and post-placement services.<sup>162</sup> Currently, more than 300 quotas are offered by 15 agencies.<sup>163</sup>

<sup>154</sup> Social Welfare Department. (2021). *Sheltered Workshop*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_shelteredw/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_shelteredw/)

<sup>155</sup> Social Welfare Department. (2021). *Supported Employment*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_supportede/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_supportede/)

<sup>156</sup> Ibid

<sup>157</sup> Social Welfare Department. (2021). *Integrated Vocational Rehabilitation Services Centre*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_intivrsc/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_intivrsc/)

<sup>158</sup> Social Welfare Department. (2021). *Integrated Vocational Training Centre*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_intivtc/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_intivtc/)

<sup>159</sup> Ibid

<sup>160</sup> Social Welfare Department. (2021). *On the Job Training Programme for People with Disabilities*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_onthejobtr/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_onthejobtr/)

<sup>161</sup> Ibid

<sup>162</sup> Social Welfare Department. (2021). *Sunnyway - On the Job Training Programme for Young People with Disabilities*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_onthejobsw/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_onthejobsw/)

<sup>163</sup> Ibid

## Work Extension Programme

Existing trainees aged 40 or above in the Sheltered Workshop or IVRSC who cannot perform the tasks due to a decline in work abilities or old age are served under this programme. They are assigned works that can utilize their residual working capacities; and will attend social and developmental programmes and activities tailor-made for their mental and physical health.<sup>164</sup> In 2019, 51 participating organizations offered more than 1,100 spaces.<sup>165</sup>

## Financial Incentive Scheme for Mentors of Employees with Disabilities Receiving Subvented Vocational Rehabilitation Services

This scheme provides financial incentives to workplace mentors of PWD.<sup>166</sup> The current incentives are \$500 and \$1,000 for one-month and two-month assistance, respectively.<sup>167</sup>

## Support Programme for Employees with Disabilities (SPED)

Through SPED, a one-off subsidy of up to \$40,000 per employee with disabilities is given to PWD employers to purchase assistive devices and modify the workplace to facilitate PWD's discharging of duties.<sup>168</sup>

## Enhancing Employment of People with Disabilities through Small Enterprise Project

A sum of \$50 million is allocated as seed money to NGOs to establish small enterprises and businesses that allow PWD to secure genuine employment in a supportive work environment.<sup>169</sup> Currently, around 80 enterprises in food and beverage, professional, cleaning, and retail services are funded.<sup>170</sup>

## Labour Department

### Selective Placement Division

The Division provides employment services to job seekers with disabilities and employers who intend to hire job seekers with disabilities.<sup>171</sup> The services include employment counseling and guidance, labor market information, and job matching and follow-up service. It also organizes public education and promotional activities to increase the general public's understanding of PWD employment.<sup>172</sup>

### Work Orientation and Placement Scheme (WOPS)

WOPS was established to encourage employers to offer job opportunities to PWD. Employers who hire PWD under WOPS will receive a maximum allowance of \$60,000 over nine months per PWD employee. An award of \$1,500 will be given to an experienced co-worker who acts as an on-the-job mentor to coach the PWD.<sup>173</sup> Furthermore, WOPS helps PWD job seekers to enhance their interview and interpersonal skills via short-term pre-employment training.<sup>174</sup>

**Table 2.1: Major services provided by the Government**

<sup>164</sup> Social Welfare Department. (2021). *Social Welfare Department - Work Extension Programme (WEP)*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_wep/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_wep/)

<sup>165</sup> Ibid

<sup>166</sup> Subvented vocational rehabilitation services include Supported Employment Service, Integrated Vocational Rehabilitation Services Centre, Integrated Vocational Training Centre, On the Job Training Programme for People with Disabilities and Sunnyway - On the Job Training Programme for Young People with Disabilities.

<sup>167</sup> Social Welfare Department. (2021). *Financial Incentive Scheme for Mentors of Employees with Disabilities Receiving Subvented Vocational Rehabilitation Services*.

Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_cvrs/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_cvrs/)

<sup>168</sup> Social Welfare Department. (2021). *Support Programme for Employees with Disabilities*. Retrieved from

[https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_sped/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_sped/)

<sup>169</sup> Social Welfare Department. (2021). *Enhancing Employment of People with Disabilities through Small Enterprise Project*. Retrieved from

[https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_employment/id\\_enhancing/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_employment/id_enhancing/); Social Welfare Department. (2020). *Guide to "Enhancing Employment of People with Disabilities through Small Enterprise" Project*, para 1.2

<sup>170</sup> Social Welfare Department. (2021). *Enhancing Employment of People with Disabilities through Small Enterprise Project*. Retrieved from

[https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_employment/id\\_enhancing/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_employment/id_enhancing/)

<sup>171</sup> The Division mainly serves people with visual impairment, hearing impairment, physical impairment, chronic illness, intellectual disability, ex-mental illness, autism spectrum disorder, specific learning difficulties and attention deficit/hyperactivity disorder. See Labour Department. (2021). *Selective Placement Division*. Retrieved from <https://www.labour.gov.hk/eng/service/content3.htm>

<sup>172</sup> Labour Department. (2021). *Selective Placement Division*. Retrieved from <https://www.labour.gov.hk/eng/service/content3.htm>

<sup>173</sup> The allowance is subject to fulfilment of further requirements stipulated under WOPS. See Labour Department. (2018). *Work Orientation and Placement Scheme*. Retrieved from <https://www1.jobs.gov.hk/isps/WebForm/Wops/default.aspx?runmode=english&sc=0>

<sup>174</sup> Ibid



## 2.5 Other Programmes

**2.5.1** In addition to the SWD and the LD, there are other programmes aiming to prepare PWD for employment. Major training bodies such as the Employee Retraining Board (ERB), the Vocational Training Centre, and the Yi Jin Programme all play a part. These and a few others will be briefly introduced.

### Employees Retraining Board (ERB)

**2.5.2** The ERB provides market-driven and employment-oriented training courses and services to those who do not have a college education.<sup>175</sup> Its service targets are various and include special target groups like PWD.<sup>176</sup> Currently, six types of training courses are offered, including placement-tied courses, skills upgrading courses, generic skills courses, courses for special service targets, youth training courses, and tailor-made courses.<sup>177</sup>

### Diploma Yi Jin Programme (DYJ)

**2.5.3** DYJ is introduced as an alternative pathway for secondary 6 school leavers and adults. It aims to equip students with generic skills and general knowledge, such as basic language, information technology, mathematical reasoning, and interpersonal skills.<sup>178</sup> It is a common alternative pathway, among others, for PWD to obtain a formal qualification.

### Shine Skills Centre (SSC)

**2.5.4** SSC is managed by the Vocational Training Centre. It provides vocational training, rehabilitation, and professional support to youngsters aged 15 or above who have special education needs. In addition, it offers skill-oriented programmes in business, service, and information technology to prepare students for open employment.<sup>179</sup>

### Community Care Fund

**2.5.5** Funded by Community Care Fund, the Pilot Scheme on Providing Subsidy for Higher Disability Allowance Recipients in Paid Employment to Hire Carers was launched in 2016 to encourage PWD to sustain employment. Each eligible person would be granted a monthly subsidy of \$5,000 to hire carers. This scheme has been extended to September 2023.<sup>180</sup>

### Arts Development Fund for Person with Disabilities

**2.5.6** Managed by SWD, it provides funding to NGOs that offer activities and training in art to PWD to cultivate their interest and develop their potential, with the possibility of grooming them to be artists.<sup>181</sup>

<sup>175</sup> Employees Retraining Board. (2016). *Course Prospectus*. Retrieved from

[https://www.erb.org/corporate\\_information/corporate\\_communications/course\\_prospectus/en/](https://www.erb.org/corporate_information/corporate_communications/course_prospectus/en/)

<sup>176</sup> Employees Retraining Board. (2016). *Overview*. Retrieved from [https://www.erb.org/erb/about\\_us/overview/en/](https://www.erb.org/erb/about_us/overview/en/)

<sup>177</sup> Employees Retraining Board. (2016). *Course Prospectus*. Retrieved from

[https://www.erb.org/corporate\\_information/corporate\\_communications/course\\_prospectus/en/](https://www.erb.org/corporate_information/corporate_communications/course_prospectus/en/)

<sup>178</sup> Yi Jin. (2021). *Yi Jin*. Retrieved from <https://www.yijin.edu.hk/english/introduction.html>

<sup>179</sup> Vocational Training Council Group. (n.d.). *Shine – Full-time Programmes*. Retrieved from

[https://www.vtc.edu.hk/shine/html/en/programmes/fulltime\\_programmes.html](https://www.vtc.edu.hk/shine/html/en/programmes/fulltime_programmes.html)

<sup>180</sup> HKSAR Government, Social Welfare Department. (2021). *Pilot scheme on providing subsidy for Higher Disability Allowance recipients in paid employment to hire carer*.

Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_supportser/sub\\_HCA/](https://www.swd.gov.hk/en/index/site_pubsvc/page_supportser/sub_HCA/)

<sup>181</sup> HKSAR Government, Social Welfare Department. (2021). *Arts Development Fund for Persons with Disabilities*. Retrieved from

[https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_supportser/sub\\_adfpd/](https://www.swd.gov.hk/en/index/site_pubsvc/page_supportser/sub_adfpd/)

## Civil Service Bureau Internship for PWD

**2.5.7** Although the Civil Service Bureau does not have a mandatory quota on PWD employees,<sup>182</sup> it has been offering internship positions since 2016 to PWD in tertiary institutions and the SSC. In 2021, 58 students joined the internship programme.<sup>183</sup>

**2.5.8** This chapter summarizes the existing policy and service landscape concerning PWD employment in Hong Kong. Policies are primarily administered by the LWB and its departments, while other statutory bodies operate some. The latest RPP has largely endorsed the existing policies while providing suggestions for improvements. As presented above, the programmes run by the LD and the SWD provide job-matching, post-employment services, and incentives for employers and co-worker mentors. Chapter 4 of this report presents interviews with major stakeholders involved in PWD employment. As a prelude, overlapping services and inconsistency in financial incentives across the LD and the SWD have been frequently mentioned, resulting in confusion and inefficient use of resources.

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<sup>182</sup> HKSAR Government, Civil Service Bureau. (2013). *Civil Service Bureau - LCQ20: Employment of people with disabilities in Government* [Press release]. Retrieved from <https://www.csb.gov.hk/english/info/2513.html>

<sup>183</sup> HKSAR Government. (2021). *CE visits student intern with disabilities at government department (with photo)*. [Press release]. <https://www.info.gov.hk/gia/general/202108/24/P2021082400867p.htm>

## CHAPTER 3 SOCIETAL ATTITUDES TOWARDS INCLUSIVE EMPLOYMENT

### 3.1 A Community-wide Online Survey

**3.1.1** After delineating the policy direction and efforts of the government and NGOs in enhancing inclusive employment, it is essential to ascertain the societal sentiment on the topic. The analysis in this chapter is based on the data collected from an online survey, which Hong Kong Public Opinion Research Institute (HKPORI) administered from 30 July to 10 August 2021. A sample of 2,715 respondents was successfully collected, with an overall success rate of 3.0%. The collected data was weighted to reflect the gender, age, educational attainment, and economic activity status of the population. Although the questionnaire contained questions on social inclusion, it aimed to specifically capture the respondents' attitudes on various aspects of inclusive employment. It focused on three PWD groups: the special educational needs (SEN), intellectually disabled (ID), and physically disabled.

**3.1.2** Before presenting the respondents' views on inclusive employment, it will be interesting to find out their opinions on a more general topic, social inclusion. While 92% of the online survey respondents believed social inclusion was important, only 44% agreed that Hong Kong was inclusive. According to the United Nations (UN), social inclusion is "the process of improving the terms of participation in society for people who are disadvantaged based on age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights."<sup>184</sup>

**3.1.3** **TABLE 3.1** gives a bearing of how PWD fare vis-à-vis other marginal groups in Hong Kong. Among the six groups, 36% of the online survey respondents believed that society's acceptance of the physically disabled was high. The acceptance levels of the other groups were lower, with the ex-mentally ill group at the bottom of the list. The ID group ranked fourth, with 11% believing that societal acceptance was high. The mean score in **TABLE 3.1** may be an easier way to articulate the acceptance levels of the six groups. It ranges from 1 to 5; the lower the score, the lower the level of acceptance. Among the six groups, the physically disabled received the highest score at 3.1, which is the middle of the scale and indicates an average level of acceptance. The other five groups received a lower score, meaning that society's acceptance leaned towards the low side. Considering the not-so-ideal acceptance levels of PWD, it is all the more important to study ways to improve their opportunity to participate in society.

	High	Low	Mean
Physically disabled	36%	25%	3.1
South Asians	13%	42%	2.6
New arrivals from the Mainland	17%	49%	2.5
Intellectually disabled	11%	53%	2.4
Ex-drug users	9%	55%	2.3
Ex-mentally ill	7%	65%	2.2

**Table 3.1. Levels of acceptance of selected group**

<sup>184</sup> United Nations. *Leaving no one behind: the imperative of inclusive development. Report on the World Social Situation 2016*, p.20. Retrieved from <https://www.un.org/esa/socdev/rwss/2016/full-report.pdf>

**3.1.4** Hong Kong society's attitudes towards PWD employment were captured through the online survey. The questionnaire is included in **Appendix II**. The following contains major findings of the online survey.

## 3.2 Initial Findings of Perceptions of PWD Employment

**3.2.1** Society in the old days had the idea that PWD were to be taken care of; they would not have the ability to work, let alone contribute to society. This idea may gradually change with the recognition of PWD rights, technological development, and new ways of engaging the PWD. The respondents of the online survey gave some initial encouragement. Hong Kong society tends to accept PWD employment. 60% of the respondents disagreed that "resources are better spent on welfare for people with disabilities rather than facilitating their employment;" only 14% agreed with the statement, and about a quarter was unsure (**TABLE 3.2**). Although the figures did not show unequivocal endorsement for enhancing PWD employment, support for the old, conservative idea of fragile PWD is no longer the mainstream.

**Resources are better spent on welfare for people with disabilities rather than their employment**  
「與其花資源協助殘疾人士就業，不如將資源花在他們的福利上」

	Frequency	Percentage
Disagree	1,626	60%
Neutral	639	24%
Agree	391	14%
DK	58	2%
<b>Total (n)</b>	<b>2,715</b>	<b>100%</b>

**Table 3.2 Perception of welfare payment vs. employment facilitation**

**3.2.2** Despite various government efforts in providing vocational training to PWD, the online survey respondents recognized that the PWD group was disadvantaged in the employment process (**TABLE 3.3**). Only around 15% of the respondents agreed that PWD vocational training opportunities were sufficient. Around a quarter of the respondents believed that SEN (27%) and the physically disabled (24%) had a similar chance of being employed as those without a disability. The figure is even lower for the ID (18%).

**Hong Kong provides sufficient vocational training opportunities to equip them for employment**  
「香港有足夠的技能訓練以裝備他們就業」

	SEN	ID	Physically Disabled
Disagree	53%	54%	46%
Neutral	22%	19%	23%
Agree	14%	13%	15%
DK	12%	14%	15%
<b>Total (n)</b>	<b>100% (2,709)</b>	<b>100% (2,705)</b>	<b>100% (2,708)</b>

**They and people without disabilities have a similar chance of being employed**  
 「他們與非殘疾人士的就業機會相約」

	SEN	ID	Physically Disabled
Disagree	44%	60%	53%
Neutral	23%	16%	18%
Agree	27%	18%	24%
DK	7%	6%	5%
<b>Total (n)</b>	<b>100% (2,705)</b>	<b>100% (2,708)</b>	<b>100% (2,705)</b>

**Table 3.3 Perception of PWD employment opportunities**

**3.2.3** Society does not seem to realize that job accommodation is essential to PWD employment (**TABLE 3.4**). Even for a group whose disability is as visible as the physically disabled, only six in ten respondents (62%) thought that their co-workers would accept that certain special arrangements would be needed at work. The corresponding figures for the ID and SEN were 51% and 42%, respectively. About one in three respondents (29%) reckoned that their co-workers would not mind taking time to set up a workplace for the ID, while 34% thought so regarding the SEN, and 47% conceded about the physically disabled.

**Co-workers generally accept that special arrangements need to be made for them to work**  
 「其他員工們一般都接受他們在工作上需要有特別安排」

	SEN	ID	Physically Disabled
Disagree	10%	11%	7%
Neutral	32%	23%	22%
Agree	42%	51%	62%
DK	16%	15%	10%
<b>Total (n)</b>	<b>100% (2,707)</b>	<b>100% (2,704)</b>	<b>100% (2,704)</b>

**Co-workers would not mind taking the time to set up a workspace for them**  
 「其他員工不會介意花時間為他們營造適合的工作環境」

	SEN	ID	Physically Disabled
Disagree	16%	21%	10%
Neutral	32%	31%	29%
Agree	34%	29%	47%
DK	18%	18%	14%
<b>Total (n)</b>	<b>100% (2,704)</b>	<b>100% (2,710)</b>	<b>100% (2,706)</b>

**Table 3.4 Perception of job accommodation for PWD**

**3.2.4** Although many respondents were not optimistic about PWD employment opportunities, quite a substantial portion recognized PWD constituted an essential workforce. **TABLE 3.5** shows that close to half of the respondents agreed that the physically disabled (48%) were an important part of the workforce, while the portions were slightly lower regarding the SEN (44%) and the ID (36%). When asked if they mind working with PWD, the figures were more encouraging. Close to nine in ten respondents (88%) claimed not to mind working with the physically disabled, 77% said so about SEN, and 65% about ID. In fact, quite a number of the respondents appreciated that PWD could actually be an inspiration to other co-workers (for the physically disabled, 55%; the SEN, 43%, and the ID, 42%). As to PWD's work performance, such as whether they would increase the workload of co-workers and if they could handle everyday work stress, the respondents' perceptions varied across different types of disabilities. About half of the respondents (45%) thought working with the physically disabled would not increase their workload,<sup>185</sup> and the physically disabled could handle daily work stress (51%). Around one-third of the respondents held the same view about the SEN (34% and 33% respectively), and one-fourth regarding the ID (25% and 22% respectively). The respondents' opinions varied on the subject of standardization of work evaluation of PWD and non-PWD workers. While 62% of the respondents agreed to the physically disabled using the same standards, 52% had the same attitude about the SEN and 36% the ID. However, most respondents believed in equal performance and equal treatment for PWD workers (for the physically disabled, 82%; the SEN, 71%, and the ID, 65%).<sup>186</sup>

**They are an important part of the workforce**  
 「他們是社會重要的勞動力」

	SEN	ID	Physically Disabled
Disagree	15%	22%	14%
Neutral	32%	32%	32%
Agree	44%	36%	48%
DK	9%	11%	6%
<b>Total (n)</b>	<b>100% (2,708)</b>	<b>100% (2,707)</b>	<b>100% (2,704)</b>

<sup>185</sup> Our findings are lower than that published by the Equal Opportunities Commission recently, which stated 55.1% disagreed that "hiring workers with a disability would increase the workload of other workers without a disability." The EOC report does not distinguish different types of disabilities. Mercado Solutions Associates Ltd., November 2021. *Equal Opportunities: Awareness Survey 2021 Report*, p. 16, para 3.1.1.3. [https://www.eoc.org.hk/Upload/files/research-report/EO-Awareness2021\\_Report-Eng\\_3Nov2021\\_clean.pdf](https://www.eoc.org.hk/Upload/files/research-report/EO-Awareness2021_Report-Eng_3Nov2021_clean.pdf)

<sup>186</sup> The view is generally consistent with the finding of the EOC. It reported that "76.4% agreed that "Workers with a disability should receive the same wage for the same workload as compared with other workers without a disability." *Equal Opportunities: Awareness Survey 2021 Report*, p. 16, para 3.1.1.2.

**I don't mind working with them**  
「我不介意與他們一同工作」

	SEN	ID	Physically Disabled
Disagree	3%	8%	1%
Neutral	17%	21%	9%
Agree	77%	65%	88%
DK	3%	5%	2%
<b>Total (n)</b>	<b>100% (2,707)</b>	<b>100% (2,705)</b>	<b>100% (2,709)</b>

**Working with them could inspire co-workers**  
「與他們一同工作能啟發其他員工」

	SEN	ID	Physically Disabled
Disagree	7%	10%	4%
Neutral	35%	34%	29%
Agree	43%	42%	55%
DK	15%	14%	12%
<b>Total (n)</b>	<b>100% (2,707)</b>	<b>100% (2,710)</b>	<b>100% (2,704)</b>

**Working with them would not increase my workload**  
「與他們一同工作不會增加我的工作量」

	SEN	ID	Physically Disabled
Disagree	15%	22%	16%
Neutral	37%	37%	29%
Agree	34%	25%	45%
DK	14%	16%	10%
<b>Total (n)</b>	<b>100% (2,701)</b>	<b>100% (2,705)</b>	<b>100% (2,706)</b>



**They can handle the stresses of daily work life**  
「他們可以應付日常工作壓力」

	SEN	ID	Physically Disabled
Disagree	11%	20%	6%
Neutral	37%	37%	30%
Agree	33%	22%	51%
DK	19%	22%	14%
<b>Total (n)</b>	<b>100% (2,706)</b>	<b>100% (2,708)</b>	<b>100% (2,701)</b>

**They should receive the same wage, treatment, and promotion opportunities as other co-workers given the same performance**  
「在同等的工作表現下，他們應得到和其他員工相同的工資、待遇和晉升機會」

	SEN	ID	Physically Disabled
Disagree	8%	11%	5%
Neutral	18%	19%	12%
Agree	71%	65%	82%
DK	3%	6%	2%
<b>Total (n)</b>	<b>100% (2,709)</b>	<b>100% (2,709)</b>	<b>100% (2,709)</b>

**They and other workers should be evaluated on the same performance standards**  
「他們和其他員工的工作表現應按照相同標準評核」

	SEN	ID	Physically Disabled
Disagree	17%	30%	10%
Neutral	25%	27%	24%
Agree	52%	36%	62%
DK	6%	7%	4%
<b>Total (n)</b>	<b>100% (2,706)</b>	<b>100% (2,707)</b>	<b>100% (2,707)</b>

**Table 3.5 Perceptions of PWD employment**



**3.2.5** The above figures show much room to campaign for inclusive employment. Although a considerable portion of the respondents did not mind working with PWD, the concept and the practice of inclusive employment call for public education and promotion. For example, that job accommodation is part and partial of inclusive employment was not generally accepted. Additional research is required to identify the reasons behind this; whether it is due to a feeling of unfairness because of special arrangements, an ignorance of what the special arrangements entail, or a general sense of obliviousness.

**3.2.6** Comparing the respondents' perceptions of employment-related issues of the three PWD groups, the physically disabled emerged on top. The ID group was generally perceived as the weakest among the three in terms of recognizing them as an important part of the workforce, increasing others' workload, and managing stress. Even the portion willing to work with the ID was smaller. The abilities of the ID may be more restricted than the other two groups. Still, these perceptions may not be entirely accurate based on the interviews with employers and ID co-workers. The respondents' opinions of the physically disabled should also be brought to the fore. About half of the respondents saw them positively on the questions concerning workforce, workload, and handling stress. Interviews with the physically disabled revealed the challenges they had to surmount to get employed, including society's inadequate knowledge of how technology could compensate for their disabilities; in fact, only minor adjustment in the workplace was required for them to work in a job (**SEE CHAPTER 4**).

### 3.3 Further Analysis

**3.3.1** To dig a little deeper, we identify factors that may be related to people's perceptions of the three groups of PWD. One factor could be the adequacy of vocational training. People may not have high regard for PWD's abilities if they believe PWD are not well equipped to work. The data show that only around 15% of the respondents agreed that Hong Kong provided adequate vocational training to the three groups of disabled persons; thus, it is worth finding out if the adequacy of vocational training bears any relation to the respondents' perceptions. Another factor could be whether working with PWD would increase one's workload, assuming that people would typically not welcome co-workers who make them busier. The online survey revealed that quite a large portion of respondents have doubts about not raising their workload if they had PWD co-workers (referring to the three groups of PWD, the figures were between 55% and 75%). Such a perception of PWD may influence their attitudes on other work-related questions. Lastly, whether a person finds it alright to work with PWD could be related to their perceptions of PWD employment. Those who do not mind having PWD co-workers tend to be more accepting.

**3.3.2** **TABLE 3.6** presents the Pearson correlation coefficients between the three factors and perceptions of employment-related issues of the three groups of PWD. The coefficient ranges from -1 to +1. A correlation coefficient of 0 means no relationship between the two variables. A -1 coefficient indicates a perfect negative relation, i.e., without exception, as the value of one variable increases, the value of the other variable decreases. Conversely, if a correlation coefficient is positive, the values of the two variables increase or decrease in the same direction.

**3.3.3** As **TABLE 3.6** shows, the correlation coefficients of "I don't mind working with them" are positively related to all work-related and job accommodation items for all three groups of PWD; all of them are statistically significant. The pattern implies that the stronger the respondents indicate they did not mind working with any of the three groups of PWD, the more positive their views towards PWD employment and job accommodation. For example, the respondents who said they did not mind working with the SEN were likely to believe that SEN would inspire other co-workers, and they could manage daily work stress, etc. The same can be said about the ID and the physically disabled.

SEN	"I don't mind working with them"	"HK provides sufficient vocational training to equip them for employment"	"Working with them will not increase my workload"
<b>Employment Opportunity</b>			
"They and people without disabilities have a similar chance of being employed"	.108**	.341**	.137**
<b>Work-related Items</b>			
"They should receive the same wage, treatment and promotion opportunity as other co-workers"	.414**	.003	.226**
"Working with them could inspire co-workers"	.407**	.054*	.346**
"They can handle daily work stress"	.400**	.119**	.417**
"They are an important part of the workforce"	.393**	.054**	.351**
"They and other co-workers should be evaluated on the same performance standards"	.188**	.106**	.261**
<b>Job Accommodation</b>			
"Co-workers generally accept that special arrangements need to be made for them to work"	.246**	.124**	.285**
"Co-workers would not mind taking the time to set up a workspace for them"	.282**	.214**	.401**
<b>ID</b>			
<b>Employment Opportunity</b>			
"They and people without disabilities have a similar chance of being employed"	.092**	.329**	.228**
<b>Work-related Items</b>			
"They should receive the same wage, treatment and promotion opportunity as other co-workers"	.361**	-.001	.198**
"Working with them could inspire co-workers"	.472**	0.027	.392**
"They can handle daily work stress"	.387**	.141**	.480**

"They are an important part of the workforce"	.363**	.042*	.394**
"They and other co-workers should be evaluated on the same performance standards"	.139**	.089**	.267**
<b>Job Accommodation</b>			
"Co-workers generally accept that special arrangements need to be made for them to work"	.276**	.120**	.285**
"Co-workers would not mind taking the time to set up a workspace for them"	.342**	.158**	.395**
<b>Physically Disabled</b>			
<b>Employment Opportunity</b>			
"They and people without disabilities have a similar chance of being employed"	-0.005	.383**	.109**
<b>Work-related Items</b>			
"They should receive the same wage, treatment and promotion opportunity as other co-workers"	.464**	.029	.248**
"Working with them could inspire co-workers"	.324**	0.006	.321**
"They can handle daily work stress"	.340**	.072**	.398**
"They are an important part of the workforce"	.355**	0.009	.344**
"They and other co-workers should be evaluated on the same performance standards"	.225**	.117**	.287**
<b>Job Accommodation</b>			
"Co-workers generally accept that special arrangements need to be made for them to work"	.226**	.099**	.261**
"Co-workers would not mind taking the time to set up a workspace for them"	.253**	.161**	.365**

**Table 3.6 Correlations of selected variables with perceptions of PWD employment-related issues**

\*\* Correlation is significant at the 0.01 level (2-tailed). \* Correlation is significant at the 0.05 level (2-tailed).

**3.3.4** The speculation that people would generally avoid having co-workers who would increase their workload turned out to be true. All correlation coefficients between the variable “Working with them will not increase my workload,” and other employment-related questions are positively related; they are all statistically significant. Thus, the stronger the respondents felt that working with the SEN, ID, and physically disabled would not bring extra work, the more positive they viewed working with the three groups.

**3.3.5** The variable “Hong Kong has adequate vocational training to equip PWD for work” is not as straightforward as the other two variables. Although most of the correlation coefficients are positive and significant, there are some non-significant ones. For all three groups of PWD, the adequacy of vocational training was unrelated to the question of whether “They should receive the same wage, treatment, and promotion opportunity as other co-workers given the same performance.” The result seems to suggest that whether Hong Kong provided sufficient vocational training for PWD or not did not affect the respondents’ opinion regarding “equal performance, equal treatment” for the three groups of PWD. Furthermore, the sufficiency of vocational training was not related to whether the ID and the physically disabled were an inspiration to co-workers. The relationship was significant but weak for the SEN.

**3.3.6** A set of partial correlation coefficients were produced to ascertain that the observed relationships in **TABLE 3.6** hold up and are not due to the effects of other variables. The interpretation of partial correlation coefficients is similar to that of correlation coefficients. However, partial correlation is more advanced in the sense that it controls for the effects of other variables when measuring the association between two variables. It is a way to rule out variables suspected to have influenced the original relationship between two variables. Thus, a significant partial correlation coefficient means that the control variables have not affected the relationship.

**3.3.7** Initial crosstab analyses show that age, gender, and whether the respondents knew any persons having any of the three types of PWD<sup>187</sup> were significantly related to many employment-related variables in **TABLE 3.5**. A partial correlation analysis was performed to eliminate the possibility that the patterns observed in **TABLE 3.5** were due to the influence of age, gender, and knowing people with a specific disability. The results are presented in **TABLE 3.7**.

**3.3.8** In fact, the patterns in **TABLE 3.7** are almost a replica of **TABLE 3.6**, implying that the relationships revealed in **TABLE 3.6** were not influenced by the effects of the three control variables (age, gender, and knowing PWD).

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<sup>187</sup> For each of the three types of disability, the respondents were asked if they 1. Have any relatives having the specific type of disability; 2. Other than relatives do they know people with such a disability; and 3. If they ever worked with people with that disability. The answers were recoded into a dichotomous variable of “yes” and “no.”

SEN	"I don't mind working with them"	"HK provides sufficient vocational training to equip them for employment"	"Working with them will not increase my workload"
<b>Employment Opportunity</b>			
"They and people without disabilities have a similar chance of being employed"	.092**	.346**	.111**
<b>Work-related Items</b>			
"They should receive the same wage, treatment and promotion opportunity as other co-workers"	.401**	.004	.212**
"Working with them could inspire co-workers"	.410**	.071**	.345**
"They can handle daily work stress"	.410**	.123**	.421**
"They are an important part of the workforce"	.408**	.035	.364**
"They and other co-workers should be evaluated on the same performance standards"	.169**	.103**	.245**
<b>Job Accommodation</b>			
"Co-workers generally accept that special arrangements need to be made for them to work"	.269**	.125**	.293**
"Co-workers would not mind taking the time to set up a workspace for them"	.309**	.206**	.392**
<b>ID</b>			
<b>Employment Opportunity</b>			
"They and people without disabilities have a similar chance of being employed"	.103**	.331**	.226**
<b>Work-related Items</b>			
"They should receive the same wage, treatment and promotion opportunity as other co-workers"	.372**	.004	.203**
"Working with them could inspire co-workers"	.466**	.044	.413**
"They can handle daily work stress"	.390**	.125**	.466*

"They are an important part of the workforce"	.396**	.040	.423**
"They and other co-workers should be evaluated on the same performance standards"	.184**	.083**	.270**
<b>Job Accommodation</b>			
"Co-workers generally accept that special arrangements need to be made for them to work"	.288**	.121**	.282**
"Co-workers would not mind taking the time to set up a workspace for them"	.360**	.142**	.386**
<b>Physically Disabled</b>			
<b>Employment Opportunity</b>			
"They and people without disabilities have a similar chance of being employed"	-.014	.386**	.112**
<b>Work-related Items</b>			
"They should receive the same wage, treatment and promotion opportunity as other co-workers"	.466**	.011	.246**
"Working with them could inspire co-workers"	.342**	.021	.332**
"They can handle daily work stress"	.347**	.074**	.410**
"They are an important part of the workforce"	.344**	.019	.343**
"They and other co-workers should be evaluated on the same performance standards"	.222**	.127**	.282**
<b>Job Accommodation</b>			
"Co-workers generally accept that special arrangements need to be made for them to work"	.219**	.112*	.284**
"Co-workers would not mind taking the time to set up a workspace for them"	.243**	.158**	.362**

**Table 3.7 Partial correlations controlling for gender, age, and knowing PWD of selected variables with perceptions of PWD employment-related issues**

\*\* Correlation is significant at the 0.01 level (2-tailed). \* Correlation is significant at the 0.05 level (2-tailed).



## 3.4 The Quota System

**3.4.1** After looking at the respondents' opinions on various aspects of inclusive employment, it is time to see if they accept the quota system, i.e., the requirement for an institution to hire a specified portion of PWD. It is a rather common view that the quota system is an effective way to increase PWD employment, on the assumption that in its absence, employers will be reluctant to hire PWD. A number of countries have a quota system in place (**SEE CHAPTER 1, PARAS 1.3.11-1.3.14**).

**3.4.2** Implementing the quota system in Hong Kong may trigger intense objections, especially from the business sector. Societal consensus needs to be fostered before it could be fully enforced. Thus, instead of a full-blown implementation, we asked if a certain type of institution should take the lead to adopt a quota system. As **TABLE 3.8** shows, over three-fourths of the respondents agreed that there should be regulations to require the government (76%) to hire a certain percentage of PWD, followed by public institutions (71%), and large enterprises (69%). The levels of acceptance show that it may be time for society to open discussion on the quota system.

Institution	Agree	Disagree
Government	76%	12%
Public institutions	71%	13%
Large enterprises*	69%	14%
NGOs	50%	14%
Small and medium enterprises	40%	23%

**Table 3.8 Implementation of the quota system in various institutions**

\*Business organizations that have over 100 employees

## 3.5 Observations

**3.5.1** A few observations from the above analyses are worth reiteration and further consideration. First, there is a need to raise society's awareness of the ability of PWD, particularly regarding the SEN and the ID. For example, a closer examination of the "neutral" and "don't know" responses showed that 50% to 60% of the respondents were unsure if working with the SEN or the ID would increase their workload or if the two groups could handle daily work stress. Of course, it is also possible that the situation was due to a lack of experience working with the SEN or the ID. Promoting the knowledge of the abilities of PWD or creating more opportunities for interaction might help.

**3.5.2** Second, promoting job accommodation - the crux of inclusive employment - is of major importance. The data show that 42% to 62% of the respondents agreed that PWD might need special arrangements at work, and even smaller portions believed co-workers would bother to set up a workspace for PWD. The respondents probably did not realize that job accommodation is more than modifying the workplace to facilitate the physically disabled; it also includes adaptation and adjustment of the work process. That job accommodation is crucial to successful inclusive employment needs to be publicized.

**3.5.3** Third, the findings show that a quarter or fewer respondents deemed PWD to have similar employment opportunities as their non-PWD counterparts. Despite their limitations, the fewer job opportunities could be indicative of various phenomena, such as not knowing where to hire PWD, not knowing what support the employers would get, co-workers unprepared to have PWD colleagues, a narrow range of work types, etc. It calls for further examination.

**3.5.4** Fourth, even though the government has emphasized PWD employment and invested in vocational training for PWD, there is a general perception that vocational training is inadequate. Only around 15% of the respondents thought that Hong Kong provides sufficient vocational training to PWD. It is possible that the public is not aware of PWD vocational training, or there is a misalignment of training with job market needs.

**3.5.5** Fifth, the rather high acceptance for a quota system to be adopted in the government, public bodies, and big business enterprises implies that it is a good time for society to deliberate on its implementation; where and when to start, what percentages, and how to make it work.

**3.5.6** This chapter portrays a picture that the public is in general supportive of inclusive employment. Yet as is common in any quantitative analysis, there is a certain limit to what the numbers can tell. For example, it is often taken as self-evident that vocational training is fundamental to employment; our findings, however, suggested that there were a few exceptions. The next chapter supplements this chapter by unveiling the untold stories through interviews with major stakeholders.

## CHAPTER 4 ISSUES FOR FURTHER DISCUSSION AND REFLECTION

### 4.1 Five Dimensions

**4.1.1** This chapter describes the challenges as well as service and policy gaps the research team has identified based on information collected for this Study. Although the Study distinguishes three types of disabilities, namely people with SEN, the ID,<sup>188</sup> and the physically disabled, the following presentation will not differentiate the three groups unless specified. The observations will be depicted along five dimensions pertaining to (i) public policy; (ii) PWD education; (iii) employment and training; (iv) PWD employment incentives; and (v) motivation for business organizations.

**4.1.2** In addition to the review of government papers and policies and the online survey results, interviews with stakeholders are an invaluable way to gauge information on real-life situations and get a sense of the overall vibes of inclusive employment. The research team has conducted 53 individual and group interviews that included 8 PWD of different types of disabilities, 3 caregivers, representatives of 14 NGOs, employers and PWD supervisors from 14 business and social enterprises, active participants and founders of 5 self-help groups, teachers and social workers of 6 schools, and 3 other stakeholders. In addition, 11 focus group meetings with PWD, caregivers, and NGOs were carried out. There were 148 participants involved in these engagement activities.

### 4.2 Public Policy

**4.2.1** Enhancing PWD employment has been the government's goal for some time, and resources have been allocated in this regard. Relevant government departments and public bodies are engaged to train and place PWD for work. Since employment involves training and placement, the primary responsibility of PWD employment is under the auspices of the LWB, with services provided by its two subsidiaries, the LD and the SWD. From the perspective of optimizing the use of public resources, stronger coordination between the two departments can further refine PWD vocational training and employment services. As PWD first receive basic training in ordinary or special schools before they enroll in vocational training programmes, better coordination between the relevant organizations and units could enhance the effectiveness and efficiency of the vocational training programmes. Moreover, the knowledge of inclusive employment is insufficient, as labeling and misunderstanding are rather rampant. Stronger support for social enterprises, self-help groups, and adult PWD services is also warranted.

#### Coordination between Policy Bureaus

#### *Roles of the Social Welfare Department (SWD), the Vocational Training Council (VTC), and the Labour Department (LD)*

**4.2.2** The SWD, LD, and VTC all work to facilitate PWD open employment. Without a clear delineation of roles and responsibilities between departments and units, a mismatch between vocational training and the job market, and a misplacement of expertise can take place.

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<sup>188</sup> It covers people with mild to moderate ID who are more ready for open employment.

**4.2.3** PWD usually look to the SWD for vocational training and job placement services. However, the LD has the biggest job pool and is more up-to-date on the market trend. The LD's Selective Placement Division is tasked to help PWD find jobs commensurate with their abilities and interests through its services, including vocational counseling and assessment, job matching and referral, as well as at least six months of follow-up service upon employment.<sup>189</sup> Nonetheless, stakeholders we interviewed stated that job-matching for PWD was conducted in a similar way as for non-PWD cases, relying mainly on the PWD's curriculum vitae.

**4.2.4** Vocational training, however, is offered not by the LD but programmes mainly funded and operated by the SWD and VTC. SWD's programmes – most noticeably the Integrated Vocational Training Centre, the On the Job Training Programme for People with Disabilities, and the Sunnyway–On the Job Training Programme for Young People with Disabilities – are designed to equip PWD for employment. As they aim to enhance PWD's employability, placing the PWD students in jobs, whether in the forms of attachment or job trial, is the major component of all these programmes. Identifying willing business organizations for job placement is largely left to the NGOs operating the programmes; the LD has little involvement. The same situation applies to VTC's vocational training service for PWD.<sup>190</sup>

**4.2.5** It is found that these vocational training bodies may not have enough up-to-date information about the job market trend. Employers in our interviews alluded to discrepancies between the PWD training programmes and market developments, especially in areas related to technology and the use of computer software. For instance, one interviewee mentioned that the PWD trainees were often taught the computer languages that were going out of fashion; another interviewee pointed out that current vocational training courses did not cater to specific procedures in AI development that might be suitable for PWD. The two examples aptly illustrate misplaced efforts and missed employment opportunities when trainers are not aligned with market developments.

**4.2.6** In addition to the difficulties of keeping up with the market trend, interviewees from NGOs alluded to the challenges of finding potential employers and continuing to engage current ones. While social workers might have the expertise to train PWD for employment, equip them with soft skills, and instill attitudes appropriate for the workplace; they often found it challenging to engage the business sector as it required reaching out to an entirely distinct network of people with somewhat different routines and concerns to them. For the LD, PWD employment is dissimilar to its ordinary business. It requires expanding beyond its expertise to unfamiliar terrains, such as adopting a more heedful approach to job-matching, broadening its staff's knowledge of PWD, and providing follow-up service to the PWD employees and employers to handle issues that may arise.

**4.2.7** The current situation indicates there is a need to review the roles and responsibilities between the LD, VTC, and SWD. In their endeavor to match jobs and encourage work retention, the LD needs to offer PWD services beyond their expertise. The VTC and SWD, wanting PWD to put good use to what they learned, are eager to explore employment opportunities. In both cases, one as an employment agency and the other as a vocational training body, the agencies are required to step outside their expertise for the work.

<sup>189</sup> HKSAR Government, Labour Department. (2014). *Employment Service*. Retrieved from <https://www1.jobs.gov.hk/isps/WebForm/Home/AboutUs/EmpServices.aspx>

<sup>190</sup> The service is offered by the three Shine Skills Centre. See [https://www.vtc.edu.hk/shine/html/tc/services/shine\\_employment\\_support\\_services.html](https://www.vtc.edu.hk/shine/html/tc/services/shine_employment_support_services.html)

## Target groups and provision of training courses among the Vocational Training Council (VTC), the Employees Retraining Board (ERB), and the Social Welfare Department (SWD)

**4.2.8** After leaving special schools or normal schools, PWD and SEN youths can receive vocational training provided by the VTC, the SWD, and the ERB. Under VTC, the SSC specializes in vocational training for PWD. Eligible students can enroll in both full-time programmes and part-time courses offered through its three centres.<sup>191</sup> Like the SSC, the Integrated Vocational Training Centres (operated by Caritas Lok Mo and Hong Chi Pinehill), both funded by the SWD, offer 2-3 years of full-time training to PWD youths to prepare them for employment. In addition, the ERB has recently launched the Love Upgrading Special Scheme 5 in January 2022 for the unemployed and underemployed.<sup>192</sup> PWD were one of its target groups, to which it provides full-time and part-time training courses.<sup>193</sup> Also, the ERB collaborates with NGOs such as the Baptist Oi Kwan Social Service, the Hong Kong Federation of Handicapped Youth, the Hong Kong Rehabilitation Society, and the Hong Kong Rehabilitation Power in PWD training.<sup>194</sup>

**4.2.9** Furthermore, there is the Sunnyway, a programme funded by the SWD and operated by various NGOs. PWD aged between 15 and 29 are eligible for enrollment. It provides at least 180 hours of training, offers job attachment and trial, and no less than 12 months of post-placement service.<sup>195</sup>

**4.2.10** The above programmes serve similar PWD groups, and their courses overlap. Examples of common courses include office assistance, office reception, webpage design, digital filming, hotel room service, gift making and wrapping, sales, coffee barista, cleaning, social programme assistant, and desktop typesetting.<sup>196</sup> The SSC and the Integrated Vocational Training Centre programmes are full-time and year-long; thus, the coverage may be more comprehensive and focus not only on vocational skills but also on fundamental social skills and work attitudes. To be sure, there are variations in the courses offered and slight differences in terms of target groups. However, a higher degree of coordination among the SWD, VTC, and ERB is called for to ensure all targeted PWD groups are served and to enhance the complementarity of the programmes.

## Coordination between the Education Bureau (EDB) and the LWB

**4.2.11** SEN students go through the education system before they take up vocational training. When SEN students leave secondary school, most of them will have received Life Planning Education and Career Guidance. A few secondary schools and special schools also offer Qualification Framework (QF) courses.

**4.2.12** The LWB and the EDB might want to strengthen their collaboration to increase the efficacy of vocational training. Better coordination and information sharing in such areas as school curriculums, social skills training, career planning, and the distribution of various types of SEN students are crucial to the better development of SEN's post-secondary training. For example, SEN students in public normal secondary schools had increased from 19,640 in the 2015/16 school year to 27,990 in the 2020/21 school year,<sup>197</sup> representing a 43% increase in five years. A breakdown of SEN types shows that the top three categories are students who have special learning difficulties (12,010), Attention Deficit and/or Hyperactivity Disorder (ADHD) (8,550), and ASD (4,990); the numbers of these three groups of students had increased by 9%, 97%, and 110%, respectively. Armed with such information, the vocational training bodies could look more closely into what training the ADHD and ASD students have received in secondary schools; and design suitable programmes to further enhance PWD's preparation for employment.

<sup>191</sup> Vocational Training Council. (n.d.). *Introduction*. Retrieved from <https://www.vtc.edu.hk/shine/html/en/about/intro.html>

<sup>192</sup> Employees Retraining Board. (n.d.). *Course Information* (in Chinese only). Retrieved from <https://www.erb.org/scheme/tc/PWD/>

<sup>193</sup> In addition, it offers individual and group consultant services for potential ERB users, including PWD, to advise suitable courses. See <https://www.erb.org/tc/en/home/>

<sup>194</sup> Baptist Oi Kwan Social Service. (2022). *Training and Employment Service* (in Chinese only). Retrieved from <https://erb.bokss.org.hk/micourses/>; Hong Kong Federation of Handicapped Youth. (n.d.). *Supported Employment and Training*. Retrieved from <https://www.hkfyh.org.hk/zh/service/main/2-3/>; Hong Kong Rehabilitation Power. (n.d.). *Training and Employment Services* (in Chinese only). Retrieved from <https://www.hkorp.org/service>

<sup>195</sup> HKSAR Government, Social Welfare Department. (2022). *Sunnyway – On the Job Training Programme for Young People with Disabilities*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_listofserv/id\\_vocational/id\\_onthejobsw/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_listofserv/id_vocational/id_onthejobsw/)

<sup>196</sup> Employees Retraining Board. (n.d.). *Course Information* (in Chinese only). Retrieved from <https://www.erb.org/scheme/tc/PWD/>; Vocational Training Council. (n.d.). *Full-time Programmes*. Retrieved from [https://www.vtc.edu.hk/shine/html/tc/programmes/fulltime\\_programmes.html](https://www.vtc.edu.hk/shine/html/tc/programmes/fulltime_programmes.html); Caritas Lok Mo Integrated Vocational Training Centre. (n.d.). *Vocational Training* (in Chinese only). Retrieved from <https://www.clm.org.hk/>

<sup>197</sup> Education Bureau. (2022). *Figures and Statistics*. Retrieved from <https://www.edb.gov.hk/en/about-edb/publications-stat/figures/index.html>



## Variance in employment allowances provided by LD and SWD

**4.2.13** The LD and SWD offer various incentive schemes for PWD employers and employees to encourage PWD employment. The amounts of subsidies awarded to employers and employees differ, leading to potential competition for employers.

**4.2.14** Under the SWD, the Sunnyway, and the On the Job Training Programme for People with Disabilities offer \$2,000 a month to PWD on job attachment. When an employer provides a job trial to a PWD, he/she will receive a subsidy for half of the wage of the PWD, with a ceiling of \$4,000 per month for a maximum of 6 months.

**4.2.15** Under the LD, the WOPS awards a participating scheme employer an allowance of up to \$60,000 per PWD recruit. In the first three months, the employer will receive a subsidy of the salary paid to the PWD employee minus \$500, with a ceiling capped at \$8,000 per month. In the 4th to 9th month, the employer subsidy is two-thirds of the PWD salary, with a ceiling of \$6,000 per month. The on-the-job mentor who assists the PWD employee in adjusting and adapting to the workplace will receive a cash award of \$1,500.<sup>198</sup> To encourage PWD to stay in the job, the LD's Retention Allowance Scheme gives \$1,000 per month to the PWD who stays in the job for 3 months for a maximum of 9 months.<sup>199</sup>

**4.2.16** The LD employer allowances are more attractive than the SWD's. For example, if the monthly salary of a PWD employee is \$8,000 or less, the employer will only need to pay \$500 for the PWD's salary in each of the first three months of employment, the LD will cover the rest. As to the SWD, the employer will need to pay half of the PWD's salaries, and the employer subsidy is limited to \$4,000 per month. Such an arrangement makes PWD job placement for vocational training bodies, a task they find challenging in the first place, much more so.

## Review of Social Security Net

**4.2.17** Sometimes, the requirements to receive public subsidies are too inflexible to allow effective utilization. For example, a physically disabled interviewee shared his frustration arising from the unbending requirements of the "Pilot Scheme on Providing Subsidy for Higher Disability Allowance Recipients in Paid Employment to Hire Carers." The scheme provides cash allowance to the recipients of Higher Disability Allowance to hire a carer so as to enable them to continue to work. The objective is to facilitate PWD to stay in employment. However, those who are self-employed or work from home are not eligible, despite receiving an income. People who receive Higher Disability Allowance have medical proof to be in need of constant care from others. That they still seek employment should be highly encouraged. Therefore, the eligibility of such schemes should take into different considerations and be more flexible to inspire PWD to work.

Parents feel that if there is no disability allowance and discounted rate for travelling on public transport, the cost of people with disabilities to get to the workplace may be higher than their salary and it's therefore not worth the effort.  
*by a School Social Worker*

<sup>198</sup> Employers must hire PWD through the Selective Placement Division's Work Orientation and Placement Scheme. See <https://www1.jobs.gov.hk/isps/WebForm/WOPS/Introduction/>

<sup>199</sup> The scheme is offered under the Selective Placement Division. Eligible allowance recipients must secure their jobs registered with the Selective Placement Division with the help of employment consultants. See <https://www1.jobs.gov.hk/isps/WebForm/RAS/Introduction/>



**4.2.18** Furthermore, the Comprehensive Social Security Assistance (CSSA) Scheme has wide coverage to provide for people in need. A PWD has to have a certain level of income and, perhaps more importantly, the confidence to maintain it to come off CSSA. For example, the Medical and Rehabilitation Grants cover the cost of a wheelchair, which is pricy and will need to be replaced every few years. Fees for sessions with occupational therapists and physiotherapists are also covered.<sup>200</sup> An interviewee admitted that he would be careful to limit his income so that he could remain eligible for CSSA payments. Raising the amounts of disregarded earnings under CSSA is one way to encourage PWD to work. The “Pilot Scheme on Raising the Maximum Level of Disregarded Earnings for Recipients with Disabilities under the CSSA Scheme” has increased the disregarded earnings of PWD receiving CSSA to \$4,000 per month. An evaluation of the pilot scheme concludes that it encouraged PWD to seek employment and look for higher salaried jobs.<sup>201</sup> However, other means for dispatching assistance should be considered, such as reimbursements based on items or services' actual costs.

For those receiving CSSA, employment options are limited. Our living costs are too high, we would need a job that can cover the cost of hiring a helper and buying medical equipment... if the (electric) wheelchair is broken (needs to be replaced), then all the savings made through working will be gone.  
*by a Wheelchair User*

## Inadequate Public Awareness and Knowledge of Inclusive Employment

### *A need to reduce labeling*

**4.2.19** Interviews with parents and individuals with SEN confirmed a sense of uneasiness about revealing their conditions. In our interviews, parents of ID and ASD children commonly talked about the fear of being labeled as one of the major reasons for enrolling their children in normal rather than special schools. Society would categorically regard special school graduates as feeble and needy of much extra help all their lives. To shelter their children from this negative labeling, parents would put their children in special schools only when other options were exhausted. However, these students often suffered in normal schools; their confidence slipped due to awful test results, and they tended to envelop themselves socially or develop other defense mechanisms to shroud peer bullying. Although many teachers by now have acquired some basic knowledge regarding various types of SEN, interviews with social workers and teachers indicated that teachers in normal schools were still not equipped to deal with issues relating to SEN students such as disruption of classroom order or bullying of SEN students. At the same time, teaching students to accept and mingle with SEN students seemed lacking in normal schools. It was not unusual for SEN students to find themselves in a difficult position where acceptance and understanding were wanting. Some parents openly regretted sending their children to a normal school after witnessing their overall changes when switching to special schools.

Many employers are conservative, they would ask me “if I hire a person with ADHD, would they cause trouble?”  
*by a Social Worker*

<sup>200</sup> HKSAR Government, Social Welfare Department. (2021). *A Guide to Comprehensive Social Security Assistance*, p.24. Retrieved from [https://www.swd.gov.hk/storage/asset/section/250/en/CSSAG102021\(Eng\).pdf](https://www.swd.gov.hk/storage/asset/section/250/en/CSSAG102021(Eng).pdf); p.24

<sup>201</sup> HKSAR Government, Social Welfare Department. (2020). *Community Care Fund Pilot Scheme on Raising the Maximum Level of Disregarded Income Earnings for Recipients with Disabilities under the Comprehensive Social Security Assistance Scheme Evaluation Report*. Retrieved from [https://www.communitycarefund.hk/download/CCF\\_Disregarded\\_Earning\\_eng.pdf](https://www.communitycarefund.hk/download/CCF_Disregarded_Earning_eng.pdf)

**4.2.20** Individuals with invisible disabilities would try to conceal their conditions for a similar reason as ID and ASD parents. Because of various preconceived notions of their disabilities, they fear that others would judge them in terms of their disabilities rather than their ability. Interviewing adults with ADHD disclosed the quandary they usually faced at work. Although their styles and habits, such as being forgetful, unorganized, and sometimes impulsive, were common among young adults, they worried that disclosing their ADHD diagnosis would hamper chances of employment or distort their relationships with co-workers. The irony was that disclosure might actually bring more understanding to the workplace. High-functioning autism (HFA) young adults found themselves in a dilemma akin to their ADHD counterparts. The anxiety of being seen through colored lenses often prevents people with invisible disabilities from accepting and embracing their identities.

**4.2.21** The official term the government uses to describe this group is “people with disabilities”(殘疾人士). The term might induce a negative association as the commonality underlying them is disabilities. Whether this term should continue to be used is subject to public discussion. About two-thirds (64%) of the online survey respondents thought that the term “people with special needs”(有特殊需要人士) was appropriate, more than those who preferred “people with disabilities”(45%). In this connection, our interviewees also pointed out that the Chinese translation of ASD (自閉症) had a negative connotation.

**4.2.22** Social workers and teachers at special schools believed other students and society, in general, would be more understanding if they knew more about the characteristics of different types of disabilities. Unfortunately, there is still not a systematic way to articulate the traits of various disabilities and the appropriate ways to interact with the disabled in school.

### ***The business sector is unaware of the abilities of PWD and various employment support***

**4.2.23** Despite the LD's increased promotion campaigns for inclusive employment, our interviews with both NGOs and employers revealed that the message had not reached the business sector sufficiently. NGOs still had to strive to find new PWD employment opportunities, while business organizations had to rummage through a sea of information to locate relevant ones for hiring PWD. A business organization even went the extra mile to design its own in-house training programme for its PWD trainees. Many of them were unaware that NGOs offered post-placement services, and the LD and SWD provided salary subsidies to PWD employers.

The society does not know enough about people with disabilities, causing problems of their inclusion. A visually impaired friend went to interview for a dish washing job. He was refused the job, but my friend offered to work for a day for free, and they ended up hiring my friend.  
*by a Visually Impaired Person*

**4.2.24** Needless to say, business organizations practicing inclusive employment support the principle of social inclusion. However, our interviewees suggested that PWD's job performance was also a major factor for these businesses to continue to hire PWD. Whether it was due to the PWD's special talents, skill sets, temperament, loyalty, or creativity, business organizations could benefit from PWD employees' contribution as long as they could utilize PWD's strengths. Some employers were appreciative of the changes that PWD employees brought, such as a friendlier workplace and even specific rearrangements in terms of job flow, responsibilities, and, more generally, the value of inclusion. Unfortunately, these positive messages are not widely publicized.

**4.2.25** Society's awareness of PWD's abilities is somewhat limited. The most common perception is that they are suitable for manual and repetitive work, a perception reinforced on government websites and promotional materials. However, many jobs are waiting to be discovered besides washing dishes, mopping floors, tidying hotel rooms, making beds, and folding towels. Business organizations should recognize that PWD is a pool of untapped resources and be encouraged to identify suitable tasks within their organizations for PWD.

## Difficulties Encountered by Social Enterprises and Self-Help Groups

### *Social enterprises need to step up capacity building*

**4.2.26** Social enterprises serve at least two essential functions concerning PWD employment. Firstly, social enterprises can be the final step in PWD vocational training before they enter open employment, and secondly, they can offer permanent employment to PWD. Social enterprises concerning PWD employment are operated mainly by NGOs, parents, or caring individuals hoping to contribute to a worthy cause.

**4.2.27** Interviews with NGOs indicated that this last step of practicum in social enterprises was crucial to PWD for providing a near actual open employment scenario. The experience helped mitigate the distress that might be particularly testing to PWD in their early days of work and made the transition from training to employment easier. Seeing the tremendous benefits, some PWD parents set up social enterprises to help their children and others in a similar plight. The PWD parents' social enterprises are often small in scale and hard to sustain. Parents who were inexperienced in running a business would find it challenging to attract investment; the lack of resources implied minimum product development and promotion, shortage of administrative support, limited product/service distribution channels, and slowing the application for additional funding. The predicament of these social enterprises looks dismal unless this vicious cycle is broken.

**4.2.28** Social enterprise is a hybrid entity combining social purpose and commercial means. Hong Kong lacks legal definition and regulation of social enterprises, thereby encouraging public suspicion of the trickery of masking personal benefits behind a good cause. This limbo state makes it hard for non-NGO-operated social enterprises to attract investments.

## The scarcity of resources restricts the effectiveness of self-help groups

**4.2.29** Self-help groups are effective in solving problems as members live through them. PWD interviewees stressed that while sharing experiences with people in similar situations was almost therapeutic, the practical advice received was handy. Self-help groups' role is exceptionally prominent to people who acquire their disabilities later in their lives. For example, self-help groups were essential to the visually impaired and the physically disabled interviewees. Both found shortages in public services to help them adjust to their new disabilities in terms of coping with daily life, dealing with emotions, and finding employment. Interviewees with invisible disabilities diagnosed only when they reached adulthood also found self-help groups beneficial. Adult ADHD interviewees found relief in realizing they shared the common experiences of hardship in school and constant hiccups at work. Finding empathy and counsel in each other makes it easier to come to terms with one's conditions. In addition, self-help groups formed by PWD parents provide valuable platforms for mutual support and information sharing, which often come in handy. Finally, because of their familiarity with the situation, some self-help groups endeavor to promote public understanding and advocate for policy change.

**4.2.30** The government supports self-help groups. Public funding for the 101 self-help groups, including parents' associations, reached \$21 million annually in 2018-20.<sup>202</sup> A few suggestions were received from interviews with self-help groups concerning ways to improve the application procedure. For example, it was pointed out that application forms were packed with characters and were therefore not amenable to ADHD applicants. As self-help groups best understand the needs of their members, supporting them is an effective and efficient way to alleviate problems faced by PWD.

## Inadequate Adult Services for PWD

**4.2.31** Diagnosis and services for SEN students have been available only in recent years. Because students did not get diagnosed, many SEN students who would have received services today went unnoticed when they were in school. In the 2005 Policy Address, the government announced the Head Start Programme on Child Development,<sup>203</sup> which brought SEN identification and intervention to kindergarten students. At the end of 2015, the government started a pilot pre-school rehabilitation programme. In the 2018-19 school year, the SWD normalized the On-site Pre-school Rehabilitation Services for pre-primary school students.<sup>204</sup>

**4.2.32** Meanwhile, before the government implements the policy of early detection and intervention, many SEN students have already passed through the education system without receiving relevant services. The no-service group is rather sizable, using current SEN figures as estimates. In the 2017-2018 school year, there were 22,980 SEN primary school students and 22,380 secondary school students, constituting 7.8% and 8.6% of their respective populations. Among SEN primary school students, 24% had ASD, and 20% had ADHD. The corresponding figures for secondary school students were 15% and 26%.<sup>205</sup>

<sup>202</sup> HKSAR Government, Social Welfare Department. (2022). *Continuing Community Support*. Retrieved from [https://www.swd.gov.hk/en/index/site\\_pubsvc/page\\_rehab/sub\\_rehabah/id\\_ccs/](https://www.swd.gov.hk/en/index/site_pubsvc/page_rehab/sub_rehabah/id_ccs/)

<sup>203</sup> Now known as the Comprehensive Child Development Service. It is a collaborative effort of the Education Bureau (kindergarten), the Department of Health (Maternal and Child Health Centre), and the Social Welfare Department (Integrated Family Service Centre/Integrated Service Centre), and involves kindergarten teachers' referral of suspected cases for early identification and intervention. See

<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/comprehensive-child-development-service/index.html>

<sup>204</sup> In 2018-19, the average waiting time for pre-school rehabilitation services was 12.6 months for kindergarten students, and longer for children from special child care centres and early education and training centres. See <https://www.info.gov.hk/gia/general/202002/26/P2020022600495.htm>

<sup>205</sup> Research Office, Legislative Council Secretariat. (2019). *ISSH22/18-19 Special Education Needs*. Retrieved from <https://www.legco.gov.hk/research-publications/chinese/1819issh22-special-educational-needs-20190219-c.pdf>

**4.2.33** These non-diagnosed individuals may need services when they grow up. Adult ADHD interviewees who missed diagnosis while in school told of their common agonies arising from self-doubts, impulsiveness, absentmindedness, mishaps, and a sense of defeat. Many of them did not do well in school. Unaware that these were symptomatic of ADHD, they went about without receiving necessary medication and therapy. It was not until when they grew up and suspected they had ADHD did they seek a diagnosis. They also told of the relief and the changes they underwent once they received treatment. One interviewee likened ADHD individuals to super-powered cars, fast but could run loose in any direction. She underscored that people with ADHD were full of energy and creativity; their potential would be unleashed if others knew how to harness their strengths.

**4.2.34** Diagnosis for adult ADHD is, unfortunately, not readily available. Private diagnosis and treatment are insufficient and costly. Adults seeking services in the public health system face a long waiting time for diagnosis and occupational therapy. For example, to get a psychiatrist to perform a diagnosis, the waiting time, according to an interviewee, was two years. If the psychiatrist prescribed occupational therapy, there would be another 12-month waiting period because of a shortage of in-house therapists. In addition, there is no collaboration between the Hospital Authority and NGOs in such a way that occupational therapy could be referred to the latter.

**4.2.35** The group that acquires physical disabilities in adulthood also calls for increased support to help them adjust to new conditions. The newly acquired disability creates physical and mental stress for the PWD and could be taxing to the family during the adaptation process. Interviews with the visually impaired commented on the hardship of learning to live their new lives as blind people and the struggle to accept their new identity. Learning to use the white cane to get around the city took a lot of practice and courage. Re-entering the job market was formidable because of employers' perception, limited up-to-date vocational training opportunities, and job variety. Most of those the research team interviewed were only able to secure employment in NGOs or social enterprises after losing their eyesight, irrespective of their previous work experiences and qualifications.

**4.2.36** People who become wheelchair-bound face another set of challenges if they want to re-enter the job market; many are unlikely to continue with what they did after sustaining the injury. Interviewees pointed out that the situation was tougher for construction workers as they would need to change to another type of work. However, their re-training choices were limited due to a relatively weak basic training. In addition, interviewees pointed out the inadequacy of ERB courses suitable for wheelchair users. Another challenge is identifying barrier-free access in the workplace and the route to get to the workplace. The requirement to have barrier-free access in private buildings was implemented only in 2008. PWD, including the wheelchair-bound, may encounter various obstacles working in buildings erected before then. Getting to work is another hassle. An interviewee suggested that the Hong Kong Science Park and Cyberport were suitable for wheelchair people but getting to both places was not.



**4.2.37** Having observed the above situations, the following recommendations on public policy are suggested:

### RECOMMENDATIONS – PUBLIC POLICY

- To better define the roles, responsibilities, and services of vocational training bodies and employment agencies; and to foster stronger coordination of relevant organizations and departments in supporting PWD's preparation for employment
- To review all PWD social security items to allow more flexibility
- To implement extensive and innovative public education on social inclusion starting from kindergarten
- To reduce labeling, starting with a review of PWD terminologies and their Chinese translation
- To promote inclusive employment to targeted communities and at industry-specific job fairs
- To increase support for adult PWD services, the newly-disabled, social enterprises, and self-help groups

## 4.3 PWD Education

**4.3.1** Under the principle of integrated education, most PWD study in normal schools as SEN students. Other than receiving some extra help, SEN students are taught the same curriculum, required to take the same public examination, and given the same career planning as non-SEN students. The consequences of subjecting students of tremendously different abilities to the same cookie-cutter are grim and could be long-lasting. Other subjects or modules such as applied-learning courses or qualification framework courses may be more appropriate for SEN students; unfortunately, they are either unavailable or made light of.

### Career Planning for SEN students

**4.3.2** SEN students have learning difficulties, and some may also have behavioural issues. Their learning process may be different and uneven, but SEN students have strengths and weaknesses just like other students. For example, an ASD student could excel in mathematics but flounder in languages; another could shine in art but fail every other subject. An ADHD student could win every track and field race but does not do well in academic tests. As their development departs from universities' high entrance standards, many SEN students may not follow the straight path to higher education. The ordinary career planning programme in most schools is not suitable for SEN students because, in all likelihood, they are academically oriented and aim to prepare students for college education. The particular learning path of SEN demands more imagination of what the future has in store for them.

**4.3.3** To be effective, career planning for SEN students should be more tailor-made to suit their development. Interviews with social workers and Special Educational Needs Coordinators (SENCO) suggested that career planning for SEN should start in junior forms in secondary school to foster self-understanding and exposure to a host of career opportunities. Understanding one's strengths and weaknesses gives direction to career choices; identifying the SEN's strengths facilitates confidence-building.

Transition from special school to mainstream school has had a huge impact on our son. We don't care about his grades, we just want him to be able to get along with his classmates, but he was bullied all through his primary and secondary school.

*by a Parent of Student with Mild Grade Intellectual Impairment and Autism Spectrum Disorder*



**4.3.4** Interviewees revealed that SEN students received the same career counseling as non-SEN students. Sometimes, the school SENCO would help with SEN career counseling. However, career teachers may not fully understand the characteristics of different types of disabilities, and the school SENCO may not have enough knowledge of job requirements and job types. As SEN students may pursue a career path at odds with the mainstream in seeking higher education, it was suggested that career counseling for SEN students should be carried out by experts knowledgeable about PWD and the job market.

*Colleagues mimic and make fun of me. In primary school, classmates tossed my books out of the window. In P.3, I attempted suicide.  
by a Person with High Functioning Autism*

**4.3.5** The interviewees, including SEN teachers, social workers, and parents, talked about the effectiveness of internships in helping SEN students better understand their abilities and interests in certain types of jobs. No matter how well teachers prepared SEN students in schools or vocational training centres, being in an actual workplace and carrying out tasks like other co-workers was the best training SEN students could get. Unlike a simulated environment in training, through an internship, SEN students could get an idea of the actual work situation, including the workplace, work expectations, and collegial relations. Our interviewees believed that these valuable experiences to prepare SEN students for employment were irreplaceable.

## More Personalized Education

### *Stress individual abilities, life skill training, and career development*

**4.3.6** Following the principle of integrated education, unless a child has a severe learning difficulty or multiple disabilities,<sup>206</sup> they will be placed in a normal school. In the 2017-2018 school year, SEN made up 7.8% and 8.6% of primary and secondary school students, respectively. The variety of special needs is wide; effective instruction for an autistic student differs from those with ADHD, language delay, or dyslexia. In all fairness, the EDB has increased resources to help schools address diversity in learning.<sup>207</sup> Interviews with teachers indicated that schools appreciated these measures. However, they also pointed out that despite the extra resources, most SEN students suffered in the current setup in which DSE results defined success.

**4.3.7** If college education is unrealistic for a portion of SEN students, DSE becomes less relevant in their education. Instead, the emphasis should be placed on life skills training and career development. Teachers, social workers, and even parent interviewees all agreed that the stress on academics made the school an immense abyss and the learning experience an ordeal for many SEN students. Parent interviewees shared their children's positive changes after switching from normal to special schools. Once the academic and examination pressure was lifted, the children thrived and were much happier.

*Mainstream schools pay too much emphasis on DSE to the extent that subjects such as Physical Education, Art, and Carpentry have been reduced. Their secondary school life is full of frustrations, resulting in emotional issues.  
by a Parent of Student with ADHD*

<sup>206</sup> To place a child in a special school, the parent's consent is required as well.

<sup>207</sup> EDB established the post Special Educational Needs Coordinator (SENCO) specifically to assist in the implementation of the Whole School Approach to integrated learning, and to give support to SEN students. By the 2019/20 school year, all public ordinary schools have SENCO in place. See <https://www.edb.gov.hk/en/edu-system/special/support/wsa/pro-support/senco/index.html>. Furthermore, to step up support for SEN, the Learning Support Grant (LSG) has been made available to all public ordinary schools since the 2019/20 school year. It provides additional resources to schools based on the number of SEN students, with the aim of creating a more stable teaching force and flexibility in resource allocation. LSG replaced two earlier programmes: Intensive Remedial Teaching Programme and Integrated Education Programme. See [https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/primary/\(1\)EDBC19006E.pdf](https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/primary/(1)EDBC19006E.pdf)

**4.3.8** SEN students may not excel in academic subjects, but they may be good at specific skills. They may be suited for craftsmanship programmes that develop particular skills in, for example, the jewellery industry like design and setting, the precision industry like mechanical watch calibration, the bespoke industry like furniture and tailoring, etc. These programmes should aim to produce artisans and aspire to achievements higher than vocational training. If SEN students can participate in craftsmanship programmes reminiscent of secondary technical school, they may get a head start on their career path.

**4.3.9** As it is now practiced in Hong Kong, integrated education puts all students with diverse learning abilities under the same roof. However, by brushing aside individual learning differences and subjecting students in normal public schools to take DSE, it is actually trying to fit round pegs in square holes. SEN students may benefit more if their learning could be personalized based on their abilities.

### ***A need to review applied learning courses and qualification framework courses***

**4.3.10** In line with an early start on career planning for SEN students, applied learning courses (ApL), which are elective courses for upper secondary students, would be particularly relevant. ApL courses are vocationally and professionally tied; thus, students will be introduced to what working in a particular profession entail. In addition, as they involve both theory and practice, students will be better equipped to enter the job market. ApL courses were appreciated by parents, teachers, and social workers in our interviews. Unfortunately, despite its benefit to SEN students, interviewees revealed many normal schools downplayed ApL because it was considered less scholastic.

**4.3.11** Teacher interviewees suggested that QF courses be taught in schools where SEN student concentration was high. However, only a handful of secondary schools provide QF courses; Chi Lin Buddhist Secondary School<sup>208</sup> and Fortress Hill Methodist Secondary School<sup>209</sup> are cases in point. While both are not special schools, the vast majority of their students are SEN. As their students may not take DSE, they developed their own school-based teaching materials based on the EDB curriculum. Compared to normal schools, both curricula include more life and vocational-related training and offer QF levels 1 and 2 courses. Parent interviewees of Fortress Hill Methodist Secondary School hugely appreciated the school as it provided a happy environment that boosted not only learning but also self-confidence. Some students were given internships in their senior years, an experience that would tremendously facilitate future employment. As the two schools realize that DSE is not the best option for most of their students, they opt to focus on preparing students for work, a decision that is practically sound and emotionally nurturing for their students.

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<sup>208</sup> Chi Lin Buddhist Secondary School. (2021). Retrieved from <https://www.cbss.edu.hk/tc/index.php>

<sup>209</sup> Fortress Hill Methodist Secondary School. (2021). Retrieved from <https://www.lovefhmss.org/>

**4.3.12** Having observed the above situations, the following recommendations on PWD education are suggested:

#### RECOMMENDATIONS – PWD EDUCATION

- To encourage an individualized educational plan for SEN students
- To promote multifaceted measurement of success and encourage a greater variety and number of ApL courses in mainstream schools, and QF courses in special schools
- To start SEN career planning in junior secondary forms by experts who understand SEN characteristics and the job market

## 4.4 Employment and Training

**4.4.1** Maybe because society is still mostly fixated on what a PWD can do, vocational training focuses primarily on low-skilled and manual jobs. It appears that the scores of employment opportunities afforded by technological advancement have not been fully exploited. This is not to mention that talents have been undermined and wasted because of presumed inability and a lack of imagination of what work could be. To facilitate PWD employment, there needs to be a more vigorous job identification involving not only PWD vocational training bodies but also industry practitioners and society-at-large. In addition, employer engagement has to be more frequent in the face of new technology and industries. Engaging a career coach or a job coach for PWD workers may enhance their adaptation to the work environment.

### Broaden the Imagination of Work

**4.4.2** Traditionally, the concept of being in employment is to have a 9 to 5 or an eight-hour full-time job in a workplace. This concept is still very much alive, as a considerable portion of society does not fully embrace other modes of employment to this date. Part-time employment is regarded as temporary or transient, and free-lancers are thought of as happy-go-lucky, nonserious gals and lads. However, working full-time may not be ideal for some PWD, depending on their health conditions and the job nature. Social workers responsible for vocational training and job placement all agreed in interviews that more flexibility should be permitted for PWD employment.

**4.4.3** The work modes should be broadened to facilitate PWD employment, especially given the importance of job accommodation in successful PWD employment. For example, instead of being done by a single person, a job could be broken down into several tasks to be completed by different PWD at various times. Or, technology now evades spatial limitations of the traditional office, extending it to places unimaginable before, including the homes of PWD. In the same vein, technology has also cleared other barriers, such as converting text to speech or Braille to Chinese text, that previously barred PWD employment. Or, salary could be based on tasks completed rather than full-time employment. For example, a social enterprise pays its PWD employees based on the number of cars washed instead of hiring them full-time. Of course, there are pros and cons to different modes of employment; not having a full-time job also means not having certain benefits. Nevertheless, in PWD employment, the key is to allow flexibility befitting the PWD's conditions.

**4.4.4** There is a certain fixed mindset of what PWD are capable of doing, which is confined chiefly to low-skilled and manual jobs. This mindset needs to be changed. During the study, the research team came across a blind photographer, a deaf dancer, a muscular dystopian book illustrator, an internationally acclaimed ADHD magician, and a blind voice actor.<sup>210</sup> To be sure, these individuals were exceptionally talented. However, had their raw talents not been discovered and cultivated, and the imagination of what they could be broadened, they would have probably ended up being unemployed or underemployed.

## **Job Identification and Employer Engagement**

**4.4.5** For PWD who have not received post-secondary education, job type is limited. For example, after a year of training, graduates of the QF courses offered by the SSC on retail store operation and fast-food operation could become shop assistants, cashiers, cleaning attendants, etc.<sup>211</sup> To be sure, the five major vocational training centres offer a variety of courses in the fields of catering, logistics, packaging, IT, business, services, sports and recreational, etc.<sup>212</sup> However, interviews with social workers tasked with job placement indicated that most students, the intellectually disabled in particular, ended up in low-skilled manual jobs such as dishwashing, cleaning, janitorial services, courier delivery, warehouse keeping, and hotel housekeeping.

**4.4.6** One of the reasons for a limited range of job types is that job identification is mainly left to social workers, a task unfamiliar to most. Despite the extensive professional training received, social workers do not usually know much about the nature and requirements of other industries and jobs. Therefore, asking them to identify jobs suitable for PWD is like asking them to venture into another profession. Social worker interviewees talked about how they painstakingly identified suitable jobs and gingerly approached potential employers. Besides, job identification requires a thorough understanding of the job nature and the work process. For example, a teacher interviewee told of how a tour of airport operations had prompted him to explore further the suitability of certain aspects of luggage handling for SEN students. Social workers undoubtedly know the potential of PWD but placing the burden of job identification on them seems a mismatch of their strengths.

Now, as a decade ago, there are only three options: VTC, Selective Placement Division, and Sheltered Workshop. It's a pity to end up in Sheltered Workshop because the skills learned cannot be applied. Hong Kong lacks the necessary provisions to expand employment opportunities.  
*by a Teacher at Special School*

**4.4.7** Employer engagement is crucial to scouting new jobs and sustaining employers' effort to hire PWD. For example, during an interview with an IT employer, certain processes in building up AI recognition that might be suitable for PWD or SEN students suddenly came to mind. It is during some conversation or employer engagement that new job types surface. Continual engagement with the employers will foster a better understanding of the work process and improve job accommodation. It could also facilitate interaction and mutual understanding between employers and social workers. In fact, employer engagement is so vital that some NGOs have begun to have a specific person on this task. Another NGO is more market-driven in that they align its training programmes with market needs. They engage employers from identifying shortages in job type and skills needed to training programme design, job placement, and post-placement services.

<sup>210</sup> We also witnessed blind people playing chess and mah-jong.

<sup>211</sup> Vocational Training Council. (n.d.). *QF (Level 1) Programmes*. Retrieved from [https://www.vtc.edu.hk/shine/html/en/programmes/fulltime\\_programmes\\_details.html#SS111002](https://www.vtc.edu.hk/shine/html/en/programmes/fulltime_programmes_details.html#SS111002)

<sup>212</sup> They include the three Shine Skills Centre, Caritas Lok Mo Integrated Vocational Training Centre, and Hong Chi Pinehill Integrated Vocational Training Centre.

## Engage Career Coach and Job Coach

**4.4.8** Just as career planning should start early for SEN students, coaching is beneficial to PWD employment. A career coach meets with his/her coachees regularly to embark on a process of self-discovery and self-awareness. In contrast to a mentor, who offers advice and guidance, a career coach adopts a non-judgmental approach to help the coachee explore his/her interest, identify strengths and weaknesses, and induce a sense of self-acceptance and control through reflection. Coaching is a process that empowers the coachee to recognize his/her ability to plan for the future. Although disorientation about one's future is a common experience among youths, SEN students may feel it more intensely due to their limitations and misfit in the traditional education system. Thus, a trained career coach<sup>213</sup> could offer the extra help they need to discover what the future holds for them. CareER, an NGO that focuses on job-matching for highly educated PWD, engages career coaches to help their clients to admirable effect.

The training for people with disabilities does not match market needs. The work involved in data analytics, machine learning, and AI is very repetitive and tedious, and can be very suitable for HFA. There is high demand for such talents in all science parks. There is a market need, but these jobs have been outsourced to the Mainland.

*by an Employer*

**4.4.9** Self-discovery processes may not be feasible for weaker SEN youths; thus, assigning job coaches to them may be all the more necessary. A job coach helps PWD learn, accommodate and perform their work duties for securing employment and job retention. Job coaching is rather job-specific. It involves plenty of pre-employment work such as employer engagement, worksite and job analysis, as well as task analysis. The coach acts as a bridge between the PWD and their employers and co-workers to hammer out work and accommodation issues. A job coach needs to have compassion, and good interpersonal and communication skills.<sup>214</sup> A teacher interviewee opined that a trainer that knew a specific industry well would offer more practical and realistic vocational training. In Hong Kong, the work of the job coach, including training PWD for employment, job placement, and follow-up services, is predominantly carried out by social workers. The role of the job coach could be considered to relieve the heavy workload of the social worker to allow them to make better use of their professional training.

Employers are unaware that people with disabilities need to have job accommodation, therefore, learning is required. On the other hand, NGOs also haven't been able to step into employers' shoes.

*by a Social Worker*

<sup>213</sup> Career coaching is not regulated, but there are training bodies, such as the International Coaching Federation, that offer coaching education and a code of ethics to define appropriate conduct.

<sup>214</sup> Analyzing the educational background of a pool of job coach, it was found that 50.8% had a bachelor's degree, 19.1% held an associate degree, and 8.1% earned a master's degree. Psychology was the most popular major (18.5%), followed by business (12.8%), and social work (7.4%). Prior job experience as cashier, customer services representative or internship was helpful in becoming a job coach. See <https://www.zippia.com/job-coach-jobs/>



**4.4.10** Having observed the above situations, the following recommendations on employment and training are suggested:

#### RECOMMENDATIONS – EMPLOYMENT & TRAINING

- To broaden the concept of employment and involve more stakeholders such as employers and parents in expanding SEN job types
- To increase employer engagement and recruit individuals familiar with the operation of the business sector to foster a tighter connection between vocational training and employment
- To cultivate PWD's interests and offer career coaching to PWD school leaver
- To develop the profession of job coaching for PWD youths entering the job market

## 4.5 PWD Employment Incentives

**4.5.1** The PWD's motivation to work is akin to that of many youngers. Some people may have the erroneous concept that PWD, like the ID, have little idea of money. Others may think that working for a PWD is a pass-time activity. But an income for a PWD is more than money; it is also about pride and a sense of contribution. Thus, underpaying a PWD worker is a disincentive to work. Other job-related factors such as matching them to jobs commensurate with their abilities and interests and a forthcoming organizational culture are essential to the success of PWD employment. Job accommodation is widely recognized as a determining factor in PWD employment which needs to be further promoted. In addition, parents hold sway over their PWD children. Over-protective PWD parents tend to dissuade their children from work when encountering obstacles at work.

### Material Incentive

**4.5.2** Receiving material rewards was a strong incentive for PWD to seek and stay in employment. This point was mentioned by several interviewees, including the PWD, parents, social workers, and employers. They all concurred that PWD treasured a certain degree of financial autonomy, using what they earned to help pay family expenses, chip in a family trip, or buy a new phone or an electronic game. A social enterprise employer told of his PWD employees' joy when they received their salaries. The salaries meant more than the freedom for an exchange of goods; they were also about a sense of independence and contribution, thus, pride.

**4.5.3** The business organizations that the research team interviewed all claimed to have an "equal work, equal paid" policy; their PWD employees received salaries on par with co-workers with similar job duties and experiences. However, the concept of "equal work, equal paid" for PWD may not have taken root in society in general. Our survey showed that only 71% of respondents agreed that SEN should receive the same wage, treatment, and promotion opportunity as other co-workers with the same performance. The corresponding figures for the ID were 65% and the physically disabled, 82%. The reasons why some rejected "equal work, equal paid" for PWD are unclear. Whether it is about achieving an inclusive society or PWD equity, public education on this aspect is essential.

### Job-Related Requirements: Job Matching, Job Accommodation, and a Friendly Organizational Culture

**4.5.4** Matching the PWD with jobs commensurate with their abilities and interests is vital for successful employment. In this regard, internship opportunities let the PWD get a taste of the actual work situation; thus, it is an extremely useful means for finding out if they fit the jobs. The importance of the internship experience was mentioned by different stakeholders and recounted in various places in this report. Likewise, having someone familiar with the job market and job types would facilitate job matching.

Salary is the best motivator for PWD employees. They will do their best because of the salary.  
*by an Employer of a Social Enterprise*

Colleagues need to see the capabilities of people with disabilities, from disability to ability to contribution.  
*by a Social Worker*

**4.5.5** Most PWD need a certain degree of job accommodation in work and the workplace. In this regard, the Equal Opportunities Commission publishes the “Code of Practice on Employment under the Disability Discrimination Ordinance,” in which reasonable accommodation is specified. It includes workplace accessibility, changes to job design, work schedules and practices, equipment modification, and training.<sup>215</sup> Interviews with employers and social workers pointed to job accommodation as one of the determinants of successful employment. An engineer turned social enterprise owner applied his engineering knowledge to alter the physical setup and kitchen utensils to enhance the PWD employees' work process. It turned out that even a minor improvement would make a big difference in job performance. PWD employees comfortable with what they are doing would tend to stay in the job for some time.

I just want to prove to others that I am also capable. As long as I am in a suitable position, I can do it, too!  
*by a University Graduate with Hearing Impairment*

**4.5.6** Despite the significance of job and workplace accommodations to PWD employment, results from our online survey suggested that society was not so supportive. Those who believed that their co-workers would accept special arrangement needs for SEN to work was 42%; for the intellectually disabled, 51%; and for the physically handicapped, 62%. When asked if their co-workers were willing to take time to set up a workspace for SEN, only 34% agreed. The corresponding figures for the ID were 29%, and for the physically handicapped, 47%. These findings indicate that society may not recognize the prerequisite of inclusive employment and hence, a pressing need for public education.

**4.5.7** Having a PWD-friendly work environment would definitely advance PWD employment. Interviews with social workers and teachers commonly mentioned PWD's ineptitude in soft skills, particularly interpersonal interaction. A more receptive and amendable work environment will make PWD's adaptation easier. A few employer interviewees stressed the need to get the buy-in of colleagues. Therefore, they would arrange pre-PWD employment workshops for co-workers to raise awareness of the meaning and the requirements of inclusive employment. They would also match PWD employees with supportive supervisors. To cultivate an open environment, a supervisor underscored her mandate of “no question is too stupid to ask.” She saw this practice as a win-win situation as the PWD co-worker would have a clearer understanding of his/her duties. In addition, she acquired a more comprehensive picture of the work procedures and improved her communication skills in the process.

<sup>215</sup> Equal Opportunities Commission. (2011). *Code of Practice on Employment (2011)*, para 5.18 and 5.19 (p.45). Retrieved from [https://www.eoc.org.hk/EOC/Upload/UserFiles/File/ddocop\\_e.pdf](https://www.eoc.org.hk/EOC/Upload/UserFiles/File/ddocop_e.pdf)

## Parental Encouragement

**4.5.8** Parental encouragement is crucial to PWD employment. Teacher and social worker interviewees agreed that PWD employment hinged on parental attitudes; PWD were more likely to secure jobs if their parents were supportive. Despite the training PWD received, and no matter how employment-ready they were, protective parents feared mistreatment at the workplace and uncertainty on the journey to work, thus would discourage their PWD children from seeking or staying in employment. Supportive parents would urge their PWD children to overcome difficulties in the workplace and work with social workers should some instances call for their attention.

Parents from better-off families tend to protect their children from misery (at the workplace); they feel they owe their children.  
*by a Teacher at Special School*

One of the students got a cleaning job at a theme park. The parents did not like the idea because it would embarrass them if their friends found out. Parents can be a supportive or a restrictive force.  
*by a School Social Worker*

**4.5.9** As their children's abilities or mobility are limited, PWD parents adamantly maintain that they need to put in extra efforts to safeguard their children's well-being. Their mindset often borders on being overly protective. If unchecked, their PWD children would gradually retreat into a self-made cocoon and unlearn most of their previous training. The employer, teacher, and social worker interviewees repeatedly mentioned this undesirable scenario.

**4.5.10** Parents' fear of mistreatment both at the workplace and in public places is not ungrounded. The research team has heard of appalling instances of abuse, from name-calling to prejudiced gestures and maltreatment. Although many interviewees thought that the situation had improved compared to a decade ago, they also felt that the colored lenses with which people saw PWD had still not been shattered today. The online survey substantiates this view. It found that only 11% of the respondents believed that society's acceptance of the ID was high, compared to 53% that said low, and 36% rated it average. The corresponding figures for the physically disabled were 36%, 25%, and 39%.

**4.5.11** Having a safe and friendly working environment would allay parents' apprehension extensively. An interview with a business organization revealed that parents' anxiety about the work environment was quickly relieved once they visited the worksite. Seeing the work environment and meeting the supervisors had essentially changed parents' mindsets from doubtful to supportive. A parent who initially objected to his son working in a hospital became encouraging when he saw for himself the environment and the work process. Parents turn overprotective because they want to shield their PWD children from potential risks and mistreatment, not because they want to keep them home. Thus, public education and fostering a PWD supportive work environment will be instrumental to improving PWD employment.

**4.5.12** Having observed the above situations, the following recommendations on PWD employment incentives are suggested:

#### RECOMMENDATIONS – PWD EMPLOYMENT INCENTIVES

- To enhance public education on knowledge of PWD and awareness of “equal work, equal pay” for PWD
- To carefully plan and practice job-matching and accommodation by the vocational trainer and the PWD supervisor
- To prepare co-workers and assign PWD workers to supportive supervisors
- Parent education about the benefit of work for their PWD children and setbacks in their PWD children's employment

## 4.6 Motivation for Business Organizations

**4.6.1** Businesses are apprehensive about hiring PWD partly because they are unaware of where to hire them, the cost of hiring them, and the kind and the quality of support in pre-and post-PWD employment. They are also wary about colleagues’ or even customers’ acceptance of PWD co-workers. Their most eminent concerns must be addressed for business organizations to hire PWD workers. The PWD’s ability to carry out the assigned task is a prerequisite; therefore, it is important to have engaged vocational training bodies that understand the market trends and business needs. Besides, the business community is not fully aware of the benefits of having PWD workers. Public recognition and the promotion of social procurement could also incentivize business corporations to support inclusive employment.

### Pre to Post-Employment Support

**4.6.2** A substantial percentage of the online survey respondents said they did not mind working with SEN (77%), the ID (65%), and the physical-handicapped (88%). However, the PWD employment rate is still rather grim. Interviews with employers provided a few clues for the reasons behind it. First and foremost, finding out where to hire PWD is a challenge. They indicated that in many cases, it was only when they encountered PWD employment in job fairs or when they were approached by training bodies that they became aware of the possibility of PWD employment. Next, they need to rest assured that the PWD employee will not become a liability to the company. Hiring PWD was not on their minds because they were anxious about various issues of having a PWD worker on board. The most common concerns included the performance of PWD, making job accommodation, accessibility of the workplace, co-workers' acceptance, and support services.

**4.6.3** A way for potential employers to find PWD workers is through the LD’s Selective Placement Service. However, none of the employers and PWD employees we interviewed hired PWD or secured jobs through it. A social worker interviewee once mentioned that job matching at the Selective Placement Service relied heavily on the CV of the PWD job seeker. Arming with a partial understanding of the PWD job seeker, it would not be easy to match him/her to a suitable job. Since the Selective Placement Service has the largest pool of jobs for PWD, it will be to the advantage of all parties if it forms a closer partnership with PWD vocational training organizations in such a way that the potential employers could know about the training the PWD received and the kind of support they would need.<sup>216</sup>

<sup>216</sup> For the PWD who do not have the support of NGOs, finding employment might be more difficult and this group may need to receive extra attention from the Selective Placement Service

**4.6.4** First-time PWD employers are particularly nervous in wanting to make the first trial work. They are eager to learn how to rearrange the tasks, draw up the work schedule, and enforce supervision to facilitate the new PWD employee's adaptation to the environment. In addition, employer interviewees agreed that having a coaching session for co-workers was useful to raise awareness and sensitivity and enable interaction between the PWD employee and his/her co-workers. Follow-up visits by a social worker to ensure a smooth work process and knowing that someone would be there to help when needed put employers' minds at ease.

### An Advancement of Vocational Trainers to Keep Up with Business Needs

**4.6.5** For employers to work with a person who understands the needs and challenges of a business operation will ease the way for PWD employment. Interviews with employers and vocational training personnel suggested that job matching and accommodation would be more effective if carried out by a person who, although might not have a business background, had a firm grasp on business needs. A few successful training bodies, including social enterprises, had incorporated colleagues who had previously worked in the fields of human resources and headhunting or were knowledgeable of the industry.

**4.6.6** The business background affords the trainers another perspective to consider not only the welfare of the PWD trainees but also the concerns of the company and job market demands. A business organization, by nature, is profitmaking. An inclusive business operation is no exception. Employer interviewees made it clear that the contribution of the PWD employee to work was one of the most significant factors for him/her to be retained. Thus, equipping the PWD with vocational skills and training them with good work ethics such as punctuality, honesty, job completion, etc., are only the basics. The training the PWD receive should reflect market needs, which will give them the advantage to prevail over others. Employer interviewees pointed out that the fast-changing market sometimes made PWD training obsolete even by the time they entered the job market. Having a trainer who is familiar with the industry would undoubtedly help update the training content and methods and expand job types.

**4.6.7** Furthermore, compared to social workers by training, people who have a business background tend to be more entrepreneurial. They are prone to react to market needs and are more ready to take risks. Having such a quality may be instrumental to the survival and scaling up of social enterprises. The research team interviewed social enterprises and self-help groups run by individuals with a business background. These organizations were thriving because they swiftly and aptly adapted to the changes in the market and clientele needs. They understood their niche position and were more adventurous. Having an affinity to the business sector is by no means a guarantee for success, but it could expand the PWD employment horizon.

### Support from Engaged Vocational Training NGOs

**4.6.8** Just as the need for vocational training bodies to engage employers, having an engaged and committed vocational training body is a boost to the PWD employer. It could help assess if the company is ready for PWD employment and advise necessary adjustments. Employer interviewees often expressed that a close relationship with the NGO training bodies was essential to kickstart and sustain PWD employment. Some said they would not have ventured into PWD employment if not for the support of NGOs.



We are keen to support services and products offered by people with disabilities, but we really don't know where to get more information. There are other employers who dare not hire (people with disabilities) because they are worried about being sued for violating the Disability Discrimination Ordinance.  
*by an Employer*

**4.6.9** Having a PWD co-worker requires various degrees of job accommodation and adjustments of other co-workers. Breaking down a job into discrete tasks and arranging other work routines will need the help of the PWD vocational trainer or social worker familiar with the ability and characteristics of the PWD. The engaged NGO could tailor-made different kinds of training and provide timely support to both the PWD worker and his/her co-workers. Furthermore, managing the expectations of all stakeholders, including the PWD employee and his/her parents, the employers, and co-workers, helps foster a smooth relationship at work.

### Fulfill CSR/ESG Reporting

**4.6.10** Now is an opportune time to promote inclusive employment because more and more business organizations want to fulfill corporate social responsibility and, for publicly listed companies in Hong Kong, the Hong Kong Exchanges and Clearing (HKEX) requires an annual Environmental, Social and Governance (ESG) report.<sup>217</sup> The practice of inclusive employment falls under the social aspect of ESG reporting. To be sure, inclusive employment is more broadly understood and refers not only to hiring PWD workers but also, for example, gender and racial balance in the workforce. Moreover, as more and more investors recognize that unabashed capitalism of outright profitmaking is environmentally and socially unsustainable, there is a growing trend for investors, particularly impact investors, to take a company's ESG performance as an important consideration for an investment decision. This is, therefore, the chance to promote PWD employment.

**4.6.11** Two international companies that the research team interviewed were particularly proactive in PWD employment. Both have in-house diversity and inclusion policies; both began with a focus on gender and racial inclusion, then developed into the PWD aspect in recent years. One of the companies has an ex-social worker in the human resources department, thus enabling a better link with NGOs. They revealed that their clients were supportive of PWD employment. Regardless of the clients' ESG performance, they could claim they conducted business with a company concerned about the underprivileged group. Despite their proactive approach to offering work to PWD, both companies were unaware that procuring PWD services and products could be an essential way to support and facilitate inclusive employment.

Employing PWD helps companies enhance their CSR and makes a strong business case!  
*by an Employer*

<sup>217</sup> ESG reporting became mandatory in July 2020.



**4.6.12** Hong Kong does not have a quota system requiring PWD employment; even the two international companies with in-house diversity and inclusion policies started PWD employment only recently. As PWD employment was relatively new to them, they hoped that there could be more cases showing the abilities of PWD and how to best tap into this pool of resources. A common theme threading through interviews with big and small business organizations pertains to knowing how PWD's skills could match business needs and the support the companies could garner. Showing successful cases and the lessons learned from failure cases would help business organizations in their decision to venture into PWD employment.

## Cultivate a Supportive Organizational Culture

**4.6.13** One of the by-products of PWD employment is the positive change in organizational culture. Around half of the online survey respondents agreed that PWD could inspire co-workers (for SEN, 43%; ID, 42%; and the physically disabled, 55%). Another aspect frequently mentioned by employer interviewees was the cultivation of a more caring organizational culture. As other co-workers knew they might need to spend more time explaining the task to PWD workers or keeping an eye on PWD workers for safety reasons, the atmosphere became more accepting, sensitive, and caring. Some highlighted matching the PWD worker with an empathetic supervisor would nurture a smooth work environment. The supportive ambiance would have a ripple effect and eventually radiate to reach a bigger group.

**4.6.14** Nonetheless, the cultivation of a supportive organizational culture does not always materialize. Hong Kong is famous for its efficiency, that is, the pace at which things get done. This may be a challenge for PWD workers because they may not operate or react fast enough. The research team heard a few times that in the food and beverage industry, PWD workers got bullied because they were not up to the pace of other co-workers. Instances like these would create conflict rather than a supportive organizational culture.

**4.6.15** It appears that fostering a supportive organizational culture depends on the employer's approach or the PWD's immediate supervisor. For example, some restaurants appreciate the contribution of their PWD workers and strive to create and reinforce a positive synergy between PWD and other co-workers. These employers or supervisors highlighted the abilities and strengths of PWD workers and the advantages of having their service. Gradually, the co-workers realized that the contribution of PWD compensated for their weakness. If the employer or supervisor measures the PWD workers using the same standards as their co-workers from the start, without accommodating the job or giving them leeway or time to adjust, inclusive employment is likely to fail.

## Public Recognition and Government Subsidies

**4.6.16** The government provides various subsidies and allowances to employers who hire PWD.<sup>218</sup> Large companies that the research team interviewed tended not to apply for the subsidies because they were unaware of these schemes or were deterred by the complicated application procedure. They usually treated PWD salaries as a part of their general labour cost. Smaller companies were more inclined to receive subsidies as they helped lower the overall costs. Thus, having these subsidies facilitated PWD employment. However, for an employer to receive PWD employment subsidies from the LD, hiring must be done through the LD. Therefore, business organizations that do direct recruitment are not eligible for the PWD employment allowances.

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<sup>218</sup> Subsidy schemes include the Work Orientation and Placement Scheme, the On the Job Training Programme for People with Disabilities, the Sunnyway - On the Job Training Programme for Young People with Disabilities; and the Financial Incentive Scheme for Mentors of Employees with Disabilities. The government also provides a one-off subsidy to employers for the purchase of assistive devices and workplace modifications. See [https://www.lwb.gov.hk/en/highlights/charter\\_scheme/s9.html](https://www.lwb.gov.hk/en/highlights/charter_scheme/s9.html)

**4.6.17** There are cases where employers used the subsidy scheme to their benefit rather than the mutual benefit of the employer and PWD worker. The interviews with stakeholders revealed cases that employers terminated the PWD workers once they used up the subsidy for that particular PWD employee. The PWD worker was dismissed not because he/she was inept or the post became redundant, for the employer would hire another PWD worker using the same subsidy scheme. It was quite clear that the employer believed in PWD's ability, but he/she put cost-cutting over and above the value of inclusive employment.

**4.6.18** A possible way to mitigate employment termination upon ending the subsidy is to reduce the subsidy amount gradually. This method is adopted by the WOPS of LD. It provides a total of nine months of salary subsidy to the PWD employer, with a higher amount in the first three months.<sup>219</sup> The other two salary subsidy schemes of the SWD, the On the Job Training Programme for People with Disabilities and the Sunnyway programme, provide a flat rate subsidy to employers for six months. Unfortunately, no data is publicly available to compare employment termination of the three subsidy schemes.

**4.6.19** Public recognition of business organizations is a motivation for advancing inclusive employment. This is particularly the case for public and international businesses obliged to produce an annual ESG report. The LWB gives out the Friendly Employment Award for Inclusive Organization and the Outstanding Mentor Award for Inclusive Organization.<sup>220</sup> HKCSS also awards the Caring Company logos and the List of Barrier-free Companies/Organizations.<sup>221</sup> In addition, the Equal Opportunities Commission has introduced the Equal Opportunity Employer Recognition Scheme in 2020.<sup>222</sup>

**4.6.20** Currently, these award schemes have no material implication for the awardees. Having accumulated a list of business organizations that fulfilled certain standards of inclusive employment, the government and the HKCSS may promote the idea of social procurement akin to the notion of green procurement. The government and public organizations may consider giving priorities to awardees in public procurements and encourage business organizations to engage these awardees for the purchase of products and services.

**4.6.21** Having observed the above situations, the following recommendations on motivating business organizations are suggested:

#### RECOMMENDATIONS – MOTIVATION FOR BUSINESS ORGANIZATIONS

- To promote the availability of PWD employment support to employers
- To promote the concept of social procurement and recognize the companies that practice inclusive employment
- To promote inclusive employment as part of ESG reporting
- To publicize the benefits of inclusive employment to the business operation and be specific about how to attain the desirable results
- To study the effectiveness of various subsidy schemes in promoting inclusive employment

<sup>219</sup> HKSAR Government, Labour Department. (2018). *Work Orientation and Placement Scheme*. Retrieved from <https://www1.jobs.gov.hk/isps/WebForm/WOPS/Introduction/>

<sup>220</sup> The latest list of awardee organizations was 2017-18; no further list is provided. It is not sure whether the scheme is still running. See [https://www.lwb.gov.hk/en/highlights/charter\\_scheme/s10.html](https://www.lwb.gov.hk/en/highlights/charter_scheme/s10.html)

<sup>221</sup> The Hong Kong Council of Social Service. (n.d.). *Nomination Information*. Retrieved from [https://caringcompany.org.hk/en\\_nomi\\_intro.php](https://caringcompany.org.hk/en_nomi_intro.php)

<sup>222</sup> Equal Opportunities Commission. (2021). *Awardees' List*. Retrieved from <https://www.eoc.org.hk/s/eoemployer/en/awardees.html>

# CHAPTER 5 CONCLUSION

## 5.1 Looking Ahead

**5.1.1** This Study is built on previous research and focuses on identifying the policy and service gaps of inclusive employment from the perspectives of public policies, PWD vocational training, concerns of employers and PWD parents, as well as incentives to raise PWD employment. It shows that in PWD inclusive employment, the Hong Kong government adheres to the UN's CRPD; its developments are largely in line with many overseas countries. Hong Kong has enacted anti-discrimination laws to protect PWD. Although it does not have a quota system in place, the government has implemented a number of measures to promote inclusive employment for PWD. In particular, under the direction of the LWB, the LD and the SWD provide job-matching, vocational training, and post-employment follow-ups. In addition, there are monetary subsidies and allowances to employers and adjustments of PWD work-related social benefits. Public policies are on the right track, but the Study reveals that the implementation might need fine-tuning; and that closer coordination between the two departments, and also between the departments and the policy bureau, needs to be further strengthened.

**5.1.2** The data and information collected in this Study confirmed most of the findings in the literature, as presented in Chapter 1 of this Report. For example, from the perspective of PWD co-workers, both overseas and local co-workers preferred to have a physically disabled colleague to the mentally and psychologically disabled, including the group with ID. Also, the acceptance of PWD workers was related to PWD's job adaptation. The online survey confirmed a significant relationship between a willingness to work with PWD and the belief that the PWD worker could handle work stress. Interviews with business organizations that practice inclusive employment revealed that both organizational culture and management style were crucial to inclusive employment like their overseas counterparts. An organization that cherishes the ability of individual workers, emphasizes communication, and focuses on improvement would have a higher chance to succeed in inclusive employment. It would usually help if the organization had social inclusion and diversity policies.

**5.1.3** It appeared that both overseas and local employers shared similar concerns about PWD employment. The cost of accommodation and the ease at which it could be carried out were two of the issues. Another consideration pertained to whether the PWD worker is up to the task. An under-performed employee, with or without disability, would not be welcomed. The employer would also appraise the cost of PWD supervision, such as the need for extra resources and the readiness and willingness of the supervisor. Co-workers' and customers' acceptance of PWD would also be part of the consideration.

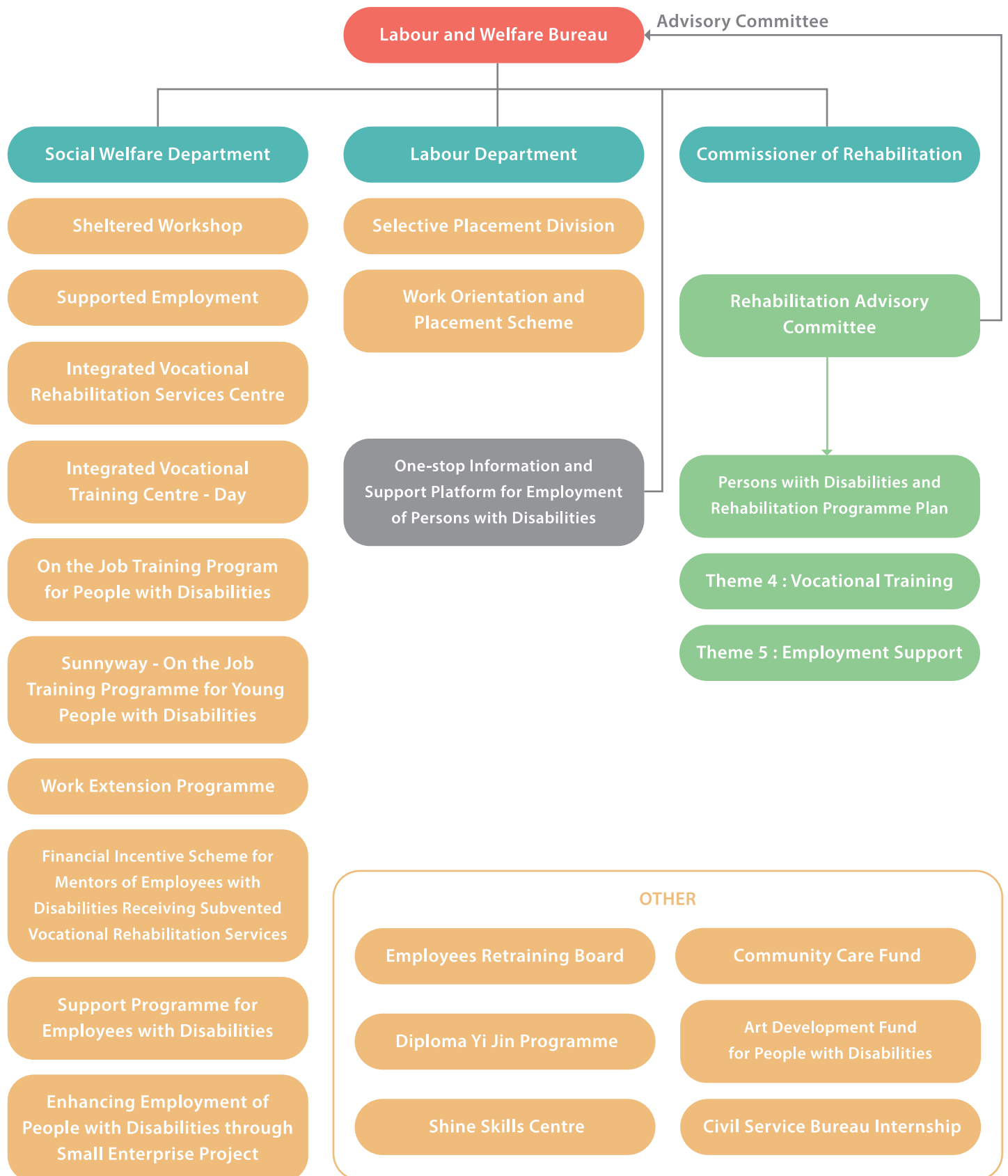
**5.1.4** The recommendations put forward in this Report are primarily consistent with the relevant ones made in the latest RPP (under Theme 4 and Theme 5) published in 2020. To name just a few examples, both see a need for simplification of public service application and consolidation of services, the urgency of public education, the use of innovative promotional strategies, the construction of a comprehensive information website, further facilitation of social enterprises and support groups, and the possibilities brought about by technology.

**5.1.5** In addition to the ones common to the RPP, this Report has highlighted several aspects of inclusive employment and proposed corresponding suggestions. It pointed out the shortages in diagnosis and treatment, especially in adult services. Those SEN students missing diagnosis while in school faced various difficulties in adult life, particularly interpersonal relationships and work. However, adult services are scant in both the public and private sectors. This report also alluded to an education system which pays excessive attention to academic results. Traditional education that focuses on DSE results and college entrance may not fit SEN students; it could build up frustrations that might have long-term effects. Therefore, there is the suggestion for SEN education to be more personalized and able to raise opportunities and acceptance of various career paths. Related to this suggestion, career planning for SEN students ought to start early in secondary schools by career teachers who also understand SEN characteristics. Furthermore, society and vocational training professionals need to broaden the concept of employment. It should realize that training PWD for work does not always equal matching them to a full-time job; slashers and part-timers are also serious workers who can bring bread and butter to the table and contribute to society. The Report also stresses the significance of stakeholder engagement in vocational training. Regular communication between industry experts, employers, and training bodies would improve market information and enhance vocational training that caters to market demand. The Report also suggests promoting social procurement as an alternative way to support PWD employment.

**5.1.6** Despite a need to further increase public knowledge of different types of disabilities and interaction with PWD, the Study found an improved acceptance of PWD. There was also a considerable level of support for the government, public bodies, and big business corporations to employ a certain percentage of PWD. It may be time to open discussion to deliberate on the issue.

**5.1.7** Last but not least, promoting inclusive employment strategically, and leveraging societal resources, be they time, ideas, efforts, expertise, or money, are paramount to achieving social inclusion and inclusive employment. During the course of the Study, the research team came across many public-spirited individuals who are keen to contribute to a more inclusive society. These individuals are indicative of a resourceful community only to be further explored and utilized.

# APPENDIX I CURRENT INSTITUTIONAL SET-UP AND PROGRAMMES





# APPENDIX II QUESTIONNAIRES

## Survey on Inclusive Employment and Social Inclusion in Hong Kong

Hello, Sir/Madam. This is the Social Entrepreneurship and Civic Action Lab of the Centre for Civil Society and Governance at The University of Hong Kong (HKU). The objective of this survey is to solicit community views regarding inclusive employment and social inclusion in Hong Kong. This survey serves as part of the **Inclusive Career Platform** project supported by The Hong Kong Jockey Club Charities Trust.

### Survey Contents

You are invited to complete a questionnaire about inclusive employment and social inclusion in Hong Kong (it will take about 15 to 20 minutes). The contents are about your demographic background, understanding, exposure and perception towards people with disabilities in general and towards inclusive employment, and understanding of social inclusion in Hong Kong.

### Possible Risks and Relevant Mitigation Measures

This study poses no more risk than expected in daily life.

### Confidentiality

All information you provide will be kept strictly confidential. Individual details will not be disclosed or identifiable from this survey. After the completion of the study, all the records will be transcribed into archives and all personal identifiers will be removed.

### Benefits

You will receive no direct benefits from participating in this study. However, your responses may help us learn more about the current situation regarding inclusive employment and social inclusion in Hong Kong.

### Data Retention

The responses will be stored at the Centre for Civil Society and Governance at HKU and will be kept for a maximum of five years after survey period is over.

### Termination

Your participation is voluntary. You may terminate your participation at any time without invoking any adverse consequences. If you have any questions or concerns about the research, please feel free to contact Ms. XXXXX Cheung, the Senior Project Officer of the Study by phone (xxxx-xxxx) or by email (xxxxxxx@hku.hk). If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, HKU by phone at 2241-5267.

### Electronic Consent

Please put a tick "✓" in **ALL three boxes** below if you understand the above content and are willing to participate in this survey.

- I have read the above information.
- I voluntarily agree to participate.
- I am 18 years of age or older.

(Human Research Ethics Committee, The University of Hong Kong) Valid until: 11-01-2025

(Human Research Ethics Committee, The University of Hong Kong) Reference number: EA200246

To what extent do you agree with the following statement: “Hong Kong is an inclusive society”?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you think social inclusion is important?

Very unimportant	Somewhat unimportant	Neutral	Somewhat important	Very important	Don't know / hard to say
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How appropriate do you think the following terms are to call “people with disabilities”?

	Very appropriate	Appropriate	Neutral	Inappropriate	Very inappropriate	Don't know / hard to say
People with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with diverse abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differently abled people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other terms you think are appropriate to call “people with disabilities”:

How high do you think Hong Kong’s levels of acceptance towards the following groups are?

	Very high	High	Average	Low	Very low	Don't know / hard to say
South Asians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New arrivals from the Mainland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ex-drug abusers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ex-mentally ill persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with physical disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentally handicapped persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you think the Hong Kong government has provided sufficient support to the following groups to facilitate their integration into society?

	Very sufficient	Sufficient	Average	Insufficient	Very insufficient	Don't know / hard to say
South Asians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New arrivals from the Mainland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ex-drug abusers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ex-mentally ill persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with physical disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentally handicapped persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important do you think the following stakeholders are in promoting social inclusion?

	Very unimportant	Somewhat unimportant	Neutral	Somewhat important	Very important	Don't know / hard to say
Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NGOs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social enterprises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other stakeholders you think are important in promoting social inclusion:

To what extent do you agree with enacting a new law that requires the following organisations to hire a certain percentage of people with disabilities?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public institutions (e.g. Hong Kong Housing Society, Hospital Authority, Airport Authority Hong Kong)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small and medium enterprises (Manufacturing enterprises which employ fewer than 100 persons and non-manufacturing enterprises which employ fewer than 50 persons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large enterprises (Enterprises hiring 100 persons or more)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NGOs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statement: "Resources are better spent on welfare for people with disabilities rather than to facilitate their employment"?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Randomise these three parts: **Specific Learning Difficulties**, **Intellectual Disability** and **Physical Disability**.

## Specific Learning Difficulties

The following questions are about people with **specific learning difficulties (SEN)** (e.g. autism, ADHD, dyslexia, etc.):

In your opinion, do people with specific learning difficulties belong to “people with disabilities”?

- Definitely yes
- Probably yes
- No
- Not sure

Can you recognize the conditions they have when you encounter people with specific learning difficulties?

- Yes, immediately
- Yes, after observing for a while
- Yes, but uncertain of accuracy
- Cannot
- Not sure

	Yes	No	Not sure
Do you have any relatives with specific learning difficulties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than a relative, do you know anyone personally with specific learning difficulties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you worked with someone with specific learning difficulties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you come across people with specific learning difficulties where you lived or worked?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with specific learning difficulties?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
They are more optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are more resilient when facing challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are more determined than others to reach their goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are a burden on society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are a burden on their family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public tends to be less accepting towards them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with specific learning difficulties?  
 To help us better understand the general perception regarding employment of people with specific learning difficulties, kindly complete the following questions regardless of your employment situation.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
I do not mind working with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They should receive the same wage, treatment and promotion opportunity as other coworkers given the same performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They and people without disabilities have a similar chance of being employed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hong Kong provides sufficient vocational training opportunities to equip them for employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with them would not increase my workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not know how to get along with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with them could inspire coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They can handle the stresses of daily work life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coworkers generally accept that special arrangements need to be made for them to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are an important part of the workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coworkers would not mind taking the time to set up a workspace for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They and other workers should be evaluated on the same performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with specific learning difficulties?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
(If I am single now) I am open to marry them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as close kin by marriage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as next door neighbours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as casual friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(If I am employed now) I would accept them as my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would avoid interacting with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Intellectual Disability

The following questions are about **people with intellectual disability**:

In your opinion, do people with intellectual disability belong to “people with disabilities”?

- Definitely yes
- Probably yes
- No
- Not sure

Can you recognize the conditions they have when you encounter people with intellectual disability?

- Yes, immediately
- Yes, after observing for a while
- Yes, but uncertain of accuracy
- Cannot
- Not sure

	Yes	No	Not sure
Do you have any relatives with intellectual disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than a relative, do you know anyone personally with intellectual disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you worked with someone with intellectual disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you come across people with intellectual disability where you lived or worked?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with intellectual disability?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
They are more optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are more resilient when facing challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are more determined than others to reach their goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are a burden on society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are a burden on their family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public tends to be less accepting towards them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with intellectual disability?

To help us better understand the general perception regarding employment of people with intellectual disability, kindly complete the following questions regardless of your employment situation.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
I do not mind working with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They should receive the same wage, treatment and promotion opportunity as other co-workers given the same performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They and people without disabilities have a similar chance of being employed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hong Kong provides sufficient vocational training opportunities to equip them for employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with them would not increase my workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not know how to get along with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with them could inspire coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They can handle the stresses of daily work life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coworkers generally accept that special arrangements need to be made for them to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are an important part of the workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coworkers would not mind taking the time to set up a workspace for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They and other workers should be evaluated on the same performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with intellectual disability?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
(If I am single now) I am open to marry them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as close kin by marriage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as next door neighbours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as casual friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(If I am employed now) I would accept them as my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would avoid interacting with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Physical Disability

The following questions are about **people with physical disability (including visual impairment)**:

In your opinion, do people with physical disability belong to “people with disabilities”?

- Definitely yes
- Probably yes
- No
- Not sure

Can you recognize the conditions they have when you encounter people with physical disability?

- Yes, immediately
- Yes, after observing for a while
- Yes, but uncertain of accuracy
- Cannot
- Not sure

	Yes	No	Not sure
Do you have any relatives with physical disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than a relative, do you know anyone personally with physical disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you worked with someone with physical disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you come across people with physical disability where you lived or worked?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with physical disability?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
They are more optimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are more resilient when facing challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are more determined than others to reach their goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are a burden on society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are a burden on their family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public tends to be less accepting towards them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with physical disability?

To help us better understand the general perception regarding employment of people with physical disability, kindly complete the following questions regardless of your employment situation.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
I do not mind working with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They should receive the same wage, treatment and promotion opportunity as other coworkers given the same performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They and people without disabilities have a similar chance of being employed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hong Kong provides sufficient vocational training opportunities to equip them for employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with them would not increase my workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not know how to get along with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with them could inspire coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They can handle the stresses of daily work life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coworkers generally accept that special arrangements need to be made for them to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They are an important part of the workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coworkers would not mind taking the time to set up a workspace for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They and other workers should be evaluated on the same performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements related to people with physical disability?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know / hard to say
(If I am single now) I am open to marry them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as close kin by marriage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as next door neighbours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept them as casual friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(If I am employed now) I would accept them as my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would avoid interacting with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We would like to ask you for some personal information for further analysis.

## Age

- |                                       |                               |                                   |
|---------------------------------------|-------------------------------|-----------------------------------|
| <input type="radio"/> _____ years old | <input type="radio"/> 35 – 44 | <input type="radio"/> 65 – 74     |
| <input type="radio"/> 18 – 24         | <input type="radio"/> 45 – 54 | <input type="radio"/> 75 – 84     |
| <input type="radio"/> 25 – 34         | <input type="radio"/> 55 – 64 | <input type="radio"/> 85 or above |

## Gender

- Female
  Male
  Other

## Educational level

- |   |   |
|---|---|
| <input type="radio"/> Primary or below  | <input type="radio"/> Bachelor's degree |
| <input type="radio"/> Lower secondary (Secondary 1 to 3)  | <input type="radio"/> Master's degree   |
| <input type="radio"/> Upper secondary (Secondary 4 to 7 / DSE / Yi Jin)                               | <input type="radio"/> Doctorate degree  |
| <input type="radio"/> Non-degree post-secondary (including diploma / certificate / sub-degree course) |   |

## Employment status

- |  |   |
|--|---|
| <input type="radio"/> Full-time employment | <input type="radio"/> Retired   |
| <input type="radio"/> Part-time employment | <input type="radio"/> Homemaker   |
| <input type="radio"/> Freelancer           | <input type="radio"/> Not working and not looking for work for other reason |
| <input type="radio"/> Unemployed           | <input type="radio"/> Other: _____  |
| <input type="radio"/> Student              |   |

## Industry you are working in

Only ask full-time / part-time workers or freelancers

- |  |   |
|--|---|
| <input type="radio"/> Manufacturing  | <input type="radio"/> Arts and culture, creative industry                                       |
| <input type="radio"/> Construction   | <input type="radio"/> Financing and insurance   |
| <input type="radio"/> Import / export, wholesale and retail trades         | <input type="radio"/> Real estate, professional and business services                           |
| <input type="radio"/> Transportation, storage, postal and courier services | <input type="radio"/> Public administration, education, human health and social work activities |
| <input type="radio"/> Accommodation and food services                      | <input type="radio"/> Miscellaneous social and personal services                                |
| <input type="radio"/> Information and communications                       | <input type="radio"/> Other: _____  |





### 香港共融就業及社會共融調查

先生／女士你好：香港大學公民社會與治理研究中心滙創坊誠邀閣下參與由香港賽馬會慈善信託基金支持的「聚創樂融計劃」研究調查。本研究旨在收集社會各界對香港共融就業及社會共融的看法，而此次問卷調查乃研究項目之其中一部分。

#### **問題內容**

我們希望閣下完成一份有關「香港共融就業及社會共融」的問卷（需時約十五分鐘至二十分鐘）。內容包括閣下的背景資料及對殘疾人士、共融就業與香港社會共融的認知和理解。

#### **潛在風險及相關舒緩措施**

本研究對參與者不會構成日常生活以外的額外風險。

#### **隱私及保密協議**

所有收集到的資料將絕對保密，所有個人資料並不會被公開或記認。研究完成後，我們會妥善地將數據存檔，並會在完成研究後將所有個人可識別的資料從紀錄中移除。

#### **參與報酬**

是次問卷調查並沒有提供任何報酬，但閣下的參與能夠幫助我們了解更多現時香港共融就業及社會共融的情況。

#### **資料保存**

已填妥之問卷將存放於香港大學公民社會與治理研究中心，存放時間最長為完成問卷後五年。

#### **參與和終止研究**

是次參與純屬自願性質，閣下可隨時終止參與是項問卷，有關決定將不會引致任何不良後果。如閣下對是項研究有任何查詢，請與本研究計劃的高級項目主任張XX小姐聯絡（電話：xxxx-xxxx，電郵：xxxxxxx@hku.hk）。如閣下欲知道更多有關研究參與者的權益，請聯絡香港大學非臨床研究操守委員會（電話：2241-5267）。

#### **電子同意書**

如閣下明白以上內容，並願意參與是項研究，請在下列全部三個空格內加上「✓」號。

- 本人已細閱以上資料。
- 本人自願參與是次問卷調查。
- 本人已年滿18歲。

(香港大學研究操守委員會) 批准到期日：11-01-2025  
(香港大學研究操守委員會) 參考編號：EA200246

你有多同意以下說法：「香港是一個共融社會」？

非常不同意	不同意	中立	同意	非常同意	不知道 / 很難說
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你認為社會共融有多重要？

非常不重要	有點不重要	中立	有點重要	非常重要	不知道 / 很難說
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你認為以下對「殘疾人士」的稱呼有多合適？

	非常合適	合適	中立	不合適	極不合適	不知道 / 很難說
殘疾人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
有特殊需要人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
多元人才	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
不同能力人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

其他你認為對「殘疾人士」合適的稱呼：

你認為香港社會對以下羣體的接納程度有多高？

	十分高	高	一般	低	十分低	不知道 / 很難說
南亞裔人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
內地來港新移民	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
戒毒人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精神病康復者	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
肢體傷殘人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
智障人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你認為香港政府有沒有足夠措施協助以下羣體融入社會？

	十分足夠	足夠	一般	不足	十分不足	不知道 / 很難說
南亞裔人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
內地來港新移民	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
戒毒人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
精神病康復者	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
肢體傷殘人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
智障人士	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你認為以下持分者對促進社會共融有多重要？

	非常不重要	有點不重要	中立	有點重要	非常重要	不知道 / 很難說
政府	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
社會大眾	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
教育團體	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
非政府機構	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
商界	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
社會企業	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

其他你認為對促進社會共融重要的角色：

你有多同意立法規定以下機構聘請某百分比的殘疾人士？

	非常不同意	不同意	中立	同意	非常同意	不知道 / 很難說
政府	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
公營機構 (如房協、醫管局、機管局)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
中小企 (聘用少於100名員工的製造業公司和聘用少於50名員工的非製造業公司)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
大企業 (聘用多於100名員工的公司)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
非政府機構	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下說法：「與其花資源協助殘疾人士就業，不如將資源放在他們的福利上」？

非常不同意	不同意	中立	同意	非常同意	不知道 / 很難說
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

以隨機次序顯示「特殊學習障礙」、「智能障礙」和「肢體殘障」三個部分。

## 特殊學習障礙

以下問題均和有特殊學習障礙人士(例如自閉症、過度活躍症、讀寫障礙等)有關：

你認為有特殊學習障礙人士是否屬於「殘疾人士」？

- 絕對是
- 可能是
- 不是
- 不清楚

如果你遇到有特殊學習障礙人士，你能否辨認出他們有相關狀況？

- 能夠，立即可以辨認到
- 能夠，但需要觀察一會
- 能夠，但不肯定判斷是否正確
- 不能夠
- 不清楚

	有	沒有	不清楚
你有沒有親屬有特殊學習障礙？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
親屬以外，你有沒有認識具有特殊學習障礙的人士？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
你有沒有曾經與具有特殊學習障礙的人士一同工作？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
你在住所或工作地點附近，有沒有遇過有特殊學習障礙的人士？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有特殊學習障礙人士的陳述？

	非常 不同意	不同意	中立	同意	非常 同意	不知道 / 很難說
他們比較樂觀	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們在逆境下比別人更堅強	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們比別人更有決心實現自己的目標	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是社會的負擔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是家庭的負擔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
人們往往不包容他們	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有特殊學習障礙人士的陳述？

不論閣下的就業情況如何，也請你回答以下的問題，以助我們更深入了解社會對有特殊學習障礙人士就業的看法。

	非常 不同意	不同意	中立	同意	非常 同意	不知道/ 很難說
我不介意與他們一同工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在同等的工作表現下，他們應得到和其他員工相同的工資、待遇和晉升機會	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們與非殘疾人士的就業機會相約	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
香港有足夠的技能訓練以裝備他們就業	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
與他們一同工作不會增加我的工作量	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我不懂跟他們相處	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
與他們一同工作能啟發其他員工	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們可以應付日常工作壓力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他員工們一般都接受他們在工作上需要有特別安排	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是社會重要的勞動力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他員工不會介意花時間為他們營造適合的工作環境	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們和其他員工的工作表現應按照相同標準評核	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有特殊學習障礙人士的陳述？

	非常 不同意	不同意	中立	同意	非常 同意	不知道/ 很難說
(如果我現時單身) 我接受和他們結婚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受家人和他們結婚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受和他們做鄰居	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受和他們做普通朋友	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(如果我現時有工作) 我接受和他們做同事	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我會避免和他們接觸	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 智能障礙

以下問題均和有**智能障礙人士** (即智障 / 弱智) 有關：

你認為有智能障礙人士是否屬於「殘疾人士」？

- 絕對是
- 可能是
- 不是
- 不清楚

如果你遇到有智能障礙人士，你能否辨認出他們有相關狀況？

- 能夠，立即可以辨認到
- 能夠，但需要觀察一會
- 能夠，但不肯定判斷是否正確
- 不能夠
- 不清楚

	有	沒有	不清楚
你有沒有親屬有智能障礙？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
親屬以外，你有沒有認識具有智能障礙的人士？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
你有沒有曾經與具有智能障礙的人士一同工作？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
你在住所或工作地點附近，有沒有遇過有智能障礙的人士？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有智能障礙人士的陳述？

	非常不同意	不同意	中立	同意	非常同意	不知道 / 很難說
他們比較樂觀	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們在逆境下比別人更堅強	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們比別人更有決心實現自己的目標	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是社會的負擔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是家庭的負擔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
人們往往不包容他們	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有智能障礙人士的陳述？

不論閣下的就業情況如何，也請你回答以下的問題，以助我們更深入了解社會對有智能障礙人士就業的看法。

	非常 不同意	不同意	中立	同意	非常 同意	不知道/ 很難說
我不介意與他們一同工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在同等的工作表現下，他們應得到和其他員工相同的工資、待遇和晉升機會	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們與非殘疾人士的就業機會相約	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
香港有足夠的技能訓練以裝備他們就業	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
與他們一同工作不會增加我的工作量	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我不懂跟他們相處	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
與他們一同工作能啟發其他員工	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們可以應付日常工作壓力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他員工們一般都接受他們在工作上需要有特別安排	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是社會重要的勞動力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他員工不會介意花時間為他們營造適合的工作環境	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們和其他員工的工作表現應按照相同標準評核	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有智能障礙人士的陳述？

	非常 不同意	不同意	中立	同意	非常 同意	不知道/ 很難說
(如果我現時單身) 我接受和他們結婚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受家人和他們結婚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受和他們做鄰居	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受和他們做普通朋友	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(如果我現時有工作) 我接受和他們做同事	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我會避免和他們接觸	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 肢體殘障

以下問題均和有肢體殘障人士 (包括視障) 有關：

你認為有肢體殘障人士是否屬於「殘疾人士」？

- 絕對是
- 可能是
- 不是
- 不清楚

如果你遇到有肢體殘障人士，你能否辨認出他們有相關狀況？

- 能夠，立即可以辨認到
- 能夠，但需要觀察一會
- 能夠，但不肯定判斷是否正確
- 不能夠
- 不清楚

	有	沒有	不清楚
你有沒有親屬有肢體殘障？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
親屬以外，你有沒有認識具有肢體殘障的人士？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
你有沒有曾經與具有肢體殘障的人士一同工作？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
你在住所或工作地點附近，有沒有遇過有肢體殘障的人士？	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有肢體殘障人士的陳述？

	非常不同意	不同意	中立	同意	非常同意	不知道 / 很難說
他們比較樂觀	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們在逆境下比別人更堅強	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們比別人更有決心實現自己的目標	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是社會的負擔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是家庭的負擔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
人們往往不包容他們	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有肢體殘障人士的陳述？

不論閣下的就業情況如何，也請你回答以下的問題，以助我們更深入了解社會對有肢體殘障人士就業的看法。

	非常 不同意	不同意	中立	同意	非常 同意	不知道/ 很難說
我不介意與他們一同工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
在同等的工作表現下，他們應得到和其他員工相同的工資、待遇和晉升機會	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們與非殘疾人士的就業機會相約	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
香港有足夠的技能訓練以裝備他們就業	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
與他們一同工作不會增加我的工作量	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我不懂跟他們相處	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
與他們一同工作能啟發其他員工	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們可以應付日常工作壓力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他員工們一般都接受他們在工作上需要有特別安排	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們是社會重要的勞動力	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
其他員工不會介意花時間為他們營造適合的工作環境	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
他們和其他員工的工作表現應按照相同標準評核	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

你有多同意以下關於有肢體殘障人士的陳述？

	非常 不同意	不同意	中立	同意	非常 同意	不知道/ 很難說
(如果我現時單身) 我接受和他們結婚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受家人和他們結婚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受和他們做鄰居	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我接受和他們做普通朋友	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(如果我現時有工作) 我接受和他們做同事	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
我會避免和他們接觸	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 個人資料

我們希望取得 閣下一些個人資料以作分析。

### 年齡

- \_\_\_\_\_ 歲
- 18 - 24歲
- 25 - 34歲
- 35 - 44歲
- 45 - 54歲
- 55 - 64歲
- 65 - 74歲
- 75 - 84歲
- 85歲或以上

### 性別

- 女性
- 男性
- 其他

### 教育程度

- 小學或以下
- 初中 (中一至中三)
- 高中 (中四至中七 / DSE / 毅進)
- 專上非學位 (包括文憑 / 證書 / 副學位課程)
- 學士學位
- 碩士學位
- 博士學位

### 就業情況

- 全職工作
- 兼職工作
- 自由工作者
- 失業
- 學生
- 退休人士
- 料理家務者
- 因其他原因沒有工作,亦沒有尋找工作
- 其他: \_\_\_\_\_

### 從事行業 (只問全職、兼職或自由工作者)

- 製造業
- 建造業
- 進 / 出口、批發及零售業
- 運輸、倉庫、郵政及速遞服務業
- 住宿及餐飲服務業
- 資訊及通訊業
- 文化 / 藝術 / 創意產業
- 金融及保險業
- 地產、專業及商用服務業
- 公共行政、教育、人類醫療保健及社工活動
- 其他社會及個人服務
- 其他: \_\_\_\_\_

家庭每月入息 (包括政府津貼、家用、退休金、租金收入等)

- <\$15,000                       \$60,000+
- \$15,000 – \$29,999            不知道 / 很難說
- \$30,000 – \$59,999

你有沒有以下狀況? (請選擇所有適用答案)

- 注意力不足／過度活躍症                       特殊學習障礙
- 智障     視障
- 肢體傷殘     聽障
- 器官殘障／長期病患                               言語障礙
- 自閉症譜系障礙                                       沒有
- 精神病

你的工作有沒有涉及員工招聘? (只問全職、兼職或自由工作者)

- 有     沒有

整體而言,你有多滿意或不滿現時香港的.....?(以隨機次序顯示三個狀況)

	好滿意	幾滿意	一半半	幾不滿	好不滿	不知道 / 很難說
政治狀況	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
經濟狀況	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
民生狀況	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

為表謝意,賽馬會共融·知行計劃將向完整填寫問卷的被訪者以郵寄方式送出由本地插畫師「含蓄」繪畫的一套五款明信片。如你希望收到相關明信片,請提供你的郵寄地址。明信片數量有限,送完即止。

- 郵寄地址: \_\_\_\_\_
- 不需要

 **問卷完**

感謝你的寶貴時間!如對是項研究有任何查詢,請與香港大學公民社會與治理研究中心張XX小姐聯絡 (電話: xxxx-xxxx, 電郵: xxxxxxxx@hku.hk)。



**Diagnostic Study Digest** is now available for easy review.  
Please scan the QR Codes below to check them out.

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CHINESE VERSION



ENGLISH VERSION



# CONTACT US

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## PROJECT WEBSITE



## FACEBOOK PAGE



## INMATCH MOBILE APP

