



特殊儿的就业发展与职前预备

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引言：

- 谁有特殊孩子仍在高中就读或还未毕业？
- 特殊儿是否有能力就业？

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内容:

特殊儿的就业现况

Enabling Academy 转衔项目

职前准备的重要考量

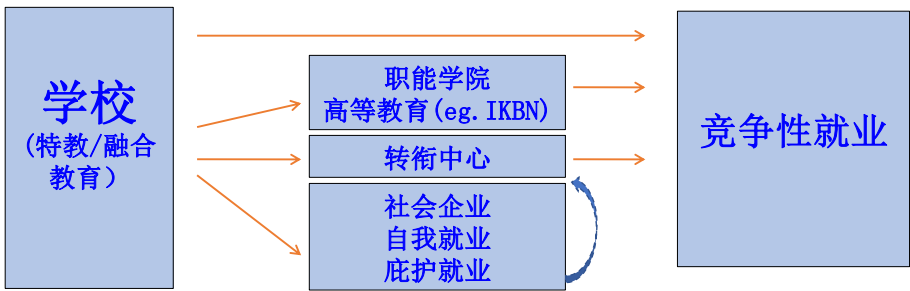
马来西亚的现况:学习障碍者毕业生

- 仅有10% 的毕业生成功就业
- 高中转衔和就业支持项目很重要
- 许多非盈利组织和社区康复中心已开始设立就业或社会企业项目。由于缺乏知识，人力资源，设施和基金，并没有结构性的转衔项目
- 政府机构之间的合作项目也未成立。

推荐策略:

一个系统性的高中转衔和就业转衔项目

建议：马来西亚的转衔项目和就业支持系统



主要单位：
特教部，社会福利部，技能发展部，非盈利组织/社区康复中心，私企



马来西亚转衔项目实例



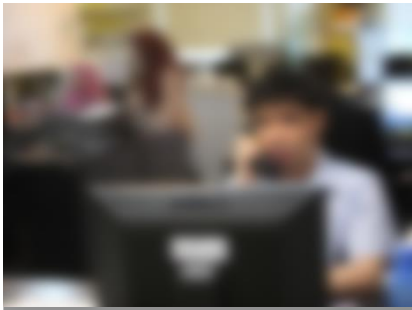
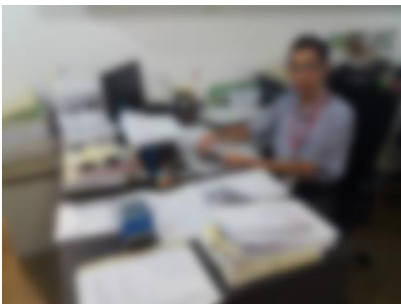
Enabling Academy 的由来



C.L, UG Procurement

自2013年

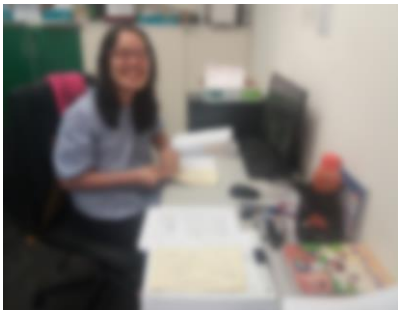
- 提供有意义和稳定就业机会给自闭症或亚斯伯格症青年；让他们得以继续学习和改善生活素质
- 创建一个开放和融合的企业文化



7位：大学程度

其他：SPM/中学程度

3:20



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D. L

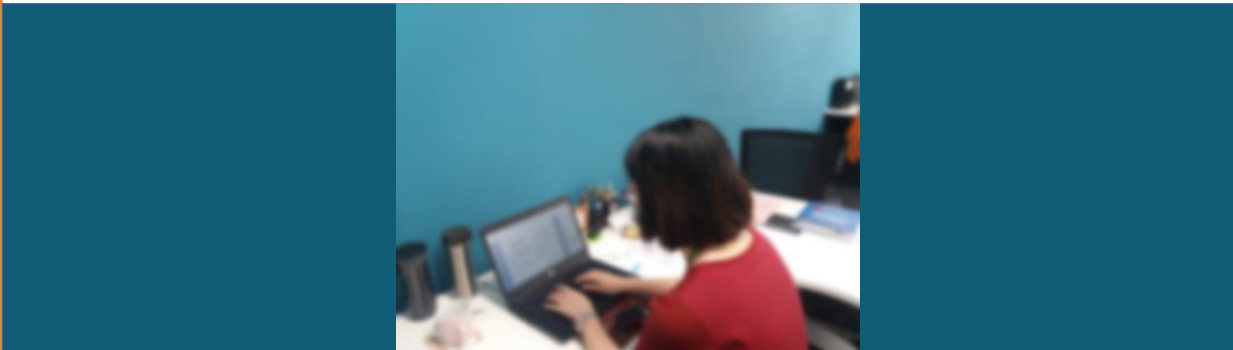


D.L, Finance, Gamuda Bhd

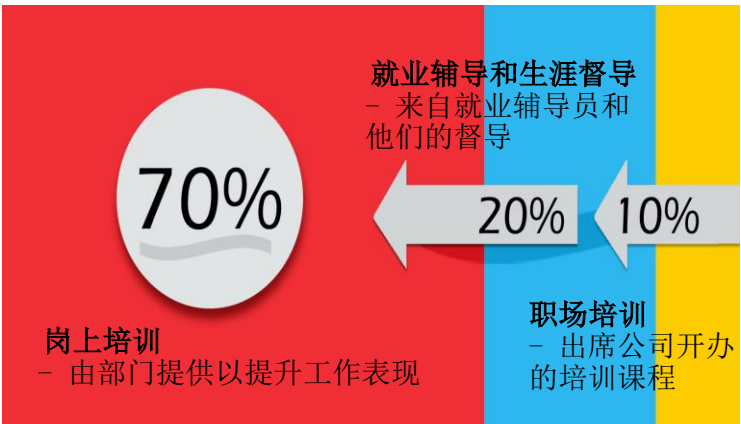
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职业生涯发展机会



- 入职培训
- 团队合作
- 职场人际关系
- 基本时间管理
- Ms. Excel - 初级 & 中级
- Ms. Word - 初级 & 中级
- 绘图程序软体 (Autocad) Level 1

支持系统



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成就和成果



自闭症雇员	家人	Gamuda
<ul style="list-style-type: none">有能力成为资产有信心和成就感	<ul style="list-style-type: none">因为孩子能独立而感到安慰	<ul style="list-style-type: none">融合工作环境

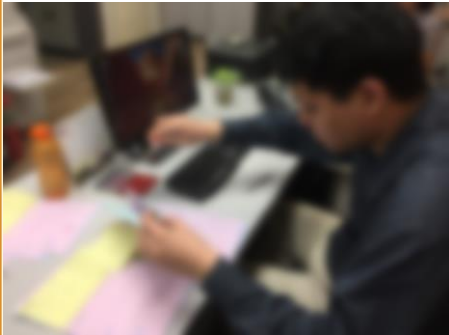
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创立赋能学院为了培训更多自闭症青年能成功就业。

项目宗旨

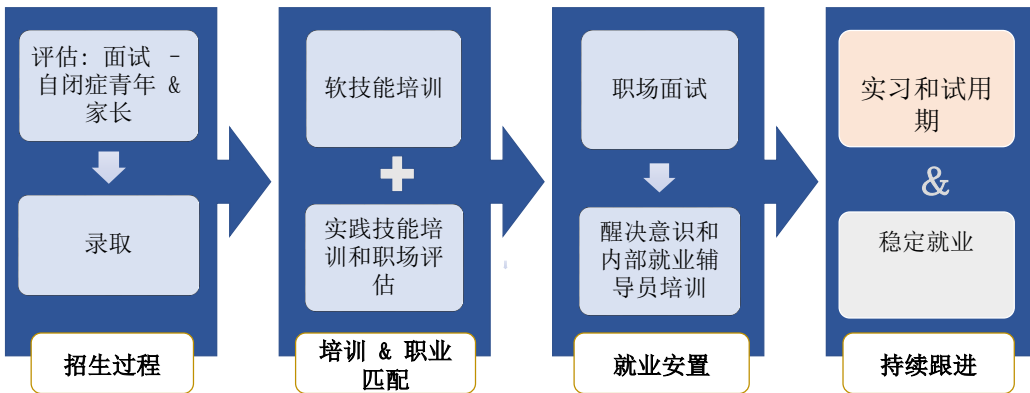


- 培训自闭症青年进入白领职场
- 提供就业转衔项目：职前培训和就业安置支持
- 启发伙伴公司提供白领工作机会予自闭症青年

S.P - Bricks Dotcom Sdn Bhd

Yayasan Gamuda Enabling Academy 就业转衔项目

[3个月的培训，自闭症青年，白领工作]



培训大纲

课程 1

专注于软技能发展：

- 个人管理
- 职业管理
- 生涯管理



培训大纲

课程 2

在模拟的办公室环境实践和体验办公室的工作



第一届毕业生

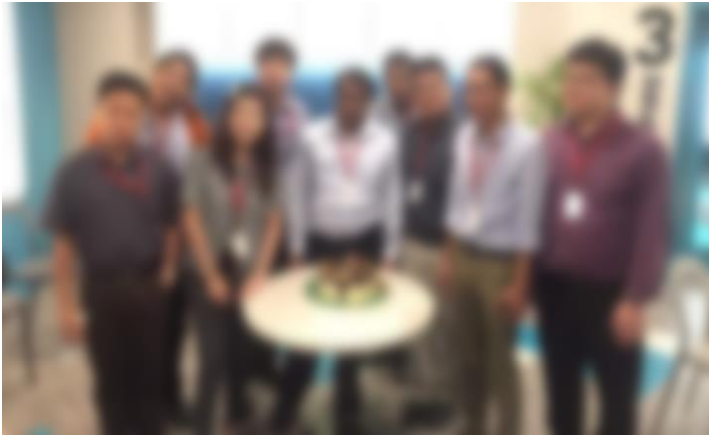


伙伴公司：

- Macro Dimension Concrete Sdn Bhd
- Feruni Ceramiche Sdn. Bhd
- GM Klang Sdn Bhd
- Brick Dotcom Sdn Bhd
- Hap Seng Land Sdn Bhd
- CIMB Principal Asset Management
- Gamuda Trading Department
- Thistle, Guocoland, Hong Leong Group
- Golden Screen Cinemas Malaysia

工作岗位：行政助理，会计助理，数据输入员等等

第二届毕业生



伙伴公司:

- Lafarge Cement Sdn Bhd [2]
- A & A Architects Sdn Bhd
- Ringo Low & Associates
- DRB-HICOM Bhd
- Gamuda Engineering – Tunnel Department
- Gamuda Engineering – Admin Department
- Gamuda Land KK - Internship
- Agrifert Malaysia Bhd

工作岗位: 工程师, 文件库管理, 行政助理, 会计助理等等

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Enabling Academy promotes sustainable employment by providing training for individuals on the autism spectrum and placing them in suitable white-collar roles in companies that embrace workplace diversity. This training programme is sponsored by Yayasan Gamuda.

In 2013, Project Differently-Able (Project DA) was launched at Gamuda Berhad. Since then, 20 employees with autism have been employed and the number continues to increase. Such success inspired the Gamuda Group to establish the Enabling Academy, aimed at enabling more people with autism towards gainful and sustainable employment. The Enabling Academy is implementing an employment transition programme that trains and places people with autism into companies.

Programme Overview

This employment transition programme, sponsored by Yayasan Gamuda, comprises two courses designed to equip trainees with relevant soft skills and practical job training that are essential for employability:

Course I

Personal Development for Career Sustainability

This course focuses on soft skills development, covers three modules: Personal Management, Career Management and Life Management. Training will be conducted in classroom setting with creative approaches that encourage active participations from trainees for effective learning. Lessons learned will be enhanced during practical training.

Course II

Job Skills Development

A mock office with simulated-based learning approach is set up at the academy to provide trainee an experience in a corporate work environment with relevant jobs, such as, clerical and administrative jobs, IT related jobs and research assistant job to develop their employability skills. Besides practical job training, basic work etiquettes such as communication skills, accountability, team work and time management will be taught in practical ways.

Checklist of an applicant's eligibility

- 21 years old and above
- Has an official autism diagnosis or medical report from a registered psychologist/psychiatrist
- Has completed secondary school education (or equivalent), diploma or a bachelor's degree
- Has vocational aptitude suitable for any administrative or professional jobs in corporate setting
- Independent in personal care, hygiene and grooming
- Able to follow instructions from supervisor and colleagues at work
- Display basic work etiquette such as punctuality, discipline, responsibility and team work.
- Able to handle basic interpersonal skills.
- Able to arrange transportation to and from work
- Interested in corporate employment and has the ability to work in an office environment

For those interested, please send resume and autism diagnosis or medical report from a registered psychologist/psychiatrist to: enablingacademy@gamuda.com.my

Enabling Academy

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Sponsored by



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自闭症青年在职场常遇见的难题：



- 与同事或主管产生摩擦
- 人际关系和沟通方面
- 情绪失控
- 无法理解工作指令
- 无法克服一些癖好，如上网，玩手机等等
- 记忆问题
- 刻板行为
- 感官功能失调（某些案例）
- 体力
- 工作组织能力

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职前准备的重要考量



就业意愿



就业能力和态度



兴趣



自我认知



基本沟通能力




独立生活技能

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Enabling Academy 评估表



Employment Transition Programme Initial Vocational Aptitude Checklist

Name of Trainee: _____

Name of Job Coach: _____

1. WORK ASSIGNMENT

Scale:

Category	Task	Assessment Scale	Comments
Vocational Life	Attendance - all absences from work, late arrival and early leaving without valid reasons (such as long-term and timing of train service)		
	Health Conditions - rating for own health and keeping a good health condition.		
	Personal Grooming - personal grooming is suitable for the workplace.		
	Observance of rules - follows the rules of the workplace.		
	Greetings - able to greet others appropriately.		
	Communication and observation - able to communicate and build conversation with colleagues and supervisors.		

Interpersonal Behaviour	Work Capability
<p>Understand workplace relationships - understands the basic work relationship and able to follow directions from multiple people in multiple settings</p> <p>Listen to instructions - able to follow instructions from multiple people in multiple settings</p> <p>Keep an appropriate relationship - able to relate with colleagues in general</p> <p>Physical strength - has enough physical strength to work for a day</p> <p>Follow instructions - does the work according to instruction.</p> <p>Attending - able to work accurately and maintain the heat and quality.</p> <p>Identification skills - able to identify errors or defective items</p> <p>Work speed - able to follow the required work speed</p> <p>Maintaining the work - able to learn to master the assigned tasks.</p> <p>Working with changes in work - able to cope with changes in job descriptions and procedures.</p> <p>Use of communication and social media - able to use telephone and social media platforms appropriately in the work setting.</p> <p>Working with danger/hazard - able to work with danger, hazard and prohibition.</p> <p>Questions, report, correct and observation - able to ask questions, report, correct or observations throughout when necessary.</p> <p>Punctuality - arrived on time (time to start work, break time and delivery schedule, etc)</p>	

Health and Safety

Attitude, Transfer Skills
<p>Keeping things tidy and in order - able to handle tools, materials and products carefully and keep them in order</p> <p>Willingness - willing to do any type of work patiently and proactively.</p> <p>Concentration - show concentration at work</p> <p>Responsibility - show the assigned work until it completes.</p> <p>Team work - able to cooperate with others at work through work and team sharing.</p> <p>Respect assistance - able to tolerate and not be angry when experiencing discomfort, stress and pain.</p> <p>Personal Hygiene skills - able to carry out personal hygiene with basic appropriate body/clean care products, using disinfectant and other personal hygiene products.</p> <p>Work hazards - able to read warning signs and labels</p> <p>Wear safety - able to cross streets and walk to a destination independently</p> <p>Transportation - able to: <ul style="list-style-type: none"> Use public transport Have a motorcycle license Have a driving license (Tick the relevant information)</p> <p>Personal boundaries - know how to tell others to stop boundaries in physical contact (e.g. touching, holding, nodding) & other intimate body contact.</p> <p>Respect others personal boundaries - know how to respect others' boundaries, differences (e.g. in age and skin tone) to be a handicapped / handicapped</p>

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各方的角色和责任

家长

- 接纳
- 对孩子有正确的认知
- 灌输与年龄相符的教导
- 灌输工作概念
- 培养良好生活习惯和行为规范
- 家庭互动时间
- 情绪管理
- 正向行为支持

校方/老师

- 与父母共同配搭
- 正向行为支持
- 发掘特殊儿的兴趣和才能
- 提供实践机会

转街中心

- 正向行为支持
- 探索特殊儿的兴趣和才能
- 培训职业态度和提升能力
- 就业辅导员支持
- 提供实践机会

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资讯

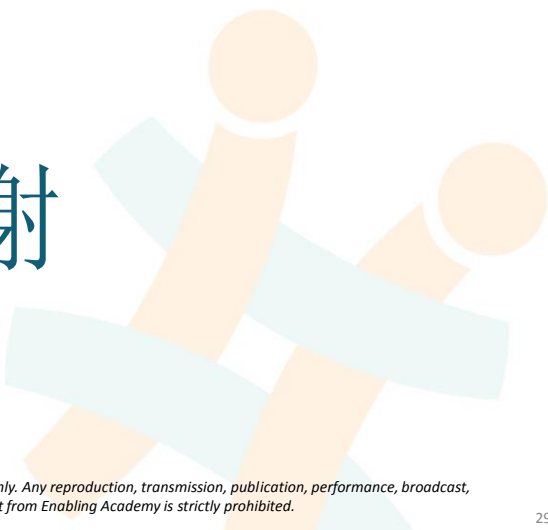


- Malaysian Care service directory for Persons with Disabilities 基怀身心障碍者服务列表/指南:
http://www.malaysiancare.org/pwd_list

总结

- 尽早拟定支持计划和生涯规划
- 根据特殊儿的情况寻找适合的渠道（例：社会企业，转衔中心，庇护工厂，竞争性就业等等）
- 尽可能地给予见识(exposure)和体验的机会，不要过度保护
- 帮助特殊儿接纳自身情况，培养自我认知，并发掘潜能
- 父母在支持的过程中也需有适当的休息和自我护理
- 转衔中心需有就业辅导员(Job Coach)以达成特殊儿的稳定就业。

谢谢



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