



TEA VIETNAM

# **BREAKING THE VICIOUS CYCLE OF SUBSTANDARD QUALITY**

**TRAINING AND JOB OPPORTUNITIES  
FOR PEOPLE WITH DISABILITIES**

**IN VIETNAM**

- SBC SBC101.EN - PRINCIPLES OF INNOVATION
- *April 24th, 2023*

**TEA VIETNAM MEMBERS**

PHAN KIEU DUYEN

PHAN LE TRAN CHAU

HO LE KHANH DAN

NGUYEN NGOC PHUONG HOANG

NGUYEN VAN SANG

NGUYEN THO

**TABLE OF CONTENTS**

<b>A. INTRODUCTION</b> .....	3
<b>B. IN-DEPTH ANALYSIS</b> .....	4
<b>1. CHALLENGES</b> .....	4
<b>2. CURRENT SOLUTIONS</b> .....	5
<b>3. TEA VIETNAM</b> .....	6
<b>C. CONCLUSION</b> .....	7
<b>D. REFERENCES</b> .....	9

## **A. INTRODUCTION**

According to the World Health Organization (2023), there are an estimated 1.3 billion people with disabilities (PWDs) in the world, accounting for 16% of the world's population. In Vietnam, a nation steeped in deep-rooted traditions and customs, the issues facing people with disabilities have been largely ignored by society at large. Besides, the quality of life is primarily dependent on education and career opportunities. Over seven million people in Vietnam are suffering from various forms of disability, and they are confronted with persistent obstacles that can be challenging to overcome (Nguyen et al., 2021). Lack of accessibility and discrimination have long hindered their ability to receive an education or find gainful employment, despite various organizations' efforts to promote inclusive policies. One of the most persistent barriers faced by PWDs in Vietnam is the limited job opportunities available to them. Even when they possess the requisite skills and qualifications, they frequently face discrimination during the hiring process, leading to low-paid jobs that offer little scope for advancement. Things become even more complex when it comes to obtaining higher education degrees, as achieving such an accomplishment is already difficult; nonetheless, societal biases limit educational opportunities specifically meant only for able-bodied individuals. The obstacles encountered by PWDs mirror underlying social prejudices, which worsen discriminatory attitudes towards this marginalized group. These issues surrounding disability rights require continued attention through policy shifts prioritizing equitable access both within academia and cross-sector employment initiatives if progress toward true inclusion is ever to be made possible.

## **B. IN-DEPTH ANALYSIS**

### ***1. CHALLENGES***

In Vietnam, every person has the fundamental right to education, regardless of their physical or mental condition. Sadly, PWDs face significant barriers that restrict them from accessing quality education and make it difficult for them to compete in the job market. The lack of infrastructure and resources specifically designed for disabled students coupled with a deeply ingrained social stigma surrounding disability, exacerbates an already challenging environment. According to the Ministry of Education and Training (n.d.), "Physical and social obstacles pose serious challenges for people living with disabilities in Vietnam when attempting to pursue their educational goals." Although there have been some initiatives by the government, such as inclusive classrooms or vocational training programs aimed at increasing educational opportunities for PWDs, much more work needs to be done. It is vital that policymakers and educators alike acknowledge these issues not only superficially but actively work towards addressing them so that everyone can experience equal access to quality education, irrespective of any perceived limitations they may possess.

The dearth of job opportunities is an acute predicament that plagues many PWDs in Vietnam. Despite possessing the necessary competencies and qualifications, these individuals are frequently subjected to discrimination during their job hunt, forcing them to settle for low-paying, menial jobs with limited prospects for progression. It's crucial to emphasize that this lack of work opportunities has far-reaching repercussions beyond financial instability on a personal level.

Moreover, a significant challenge that affects both individuals and society at large is the stigma and discrimination faced by PWDs. The consequences of this problem are wide-ranging, including exclusion from education or job opportunities, social isolation, and marginalization. A study conducted by Beckman et al. (2016) emphasized how stigma can worsen these issues by leading to marginalized communities losing educational or professional access or feeling isolated. Unfortunately, many PWDs also deal with other factors such as poverty or insufficient healthcare infrastructure while grappling with societal stigmatization, making their daily lives a constant struggle for survival. However, it's not

just the physical effects of ostracism that make disability discrimination problematic; it also severely impacts mental health concerns like anxiety disorder and major depressive disorder (MDD) (Dinh, 2013). Despite some policies being put in place to address these problems through inclusion promotion or awareness programs about equal treatment regardless of abilities, progress has been sluggish.

As cited by Ireri et al. (2020), this scenario is prevalent in Vietnam, where societal misconceptions and stereotypes about the capabilities of disabled people make it arduous for them to obtain employment. Being employed not only provides monetary stability but also significantly contributes to an individual's sense of fulfillment and social integration within society. Depriving or denying access to such necessities can worsen feelings of exclusion from society at large among those who already feel marginalized due to their disabilities. Facing discrimination and opportunity deprivation over a long period of time leaves a tremendous effect on PWDs where they suffer a state of self-consciousness, insecurity, and self-doubt (Dinh, 2013). If they cannot overcome this limitation, this can create a barrier that prevents them from fully engaging in training and work, leading them to feel more self-conscious and accept the limited opportunities handed out to them.

Henceforth, companies and employers in Vietnam of all sizes, types, and specialties need to urgently espouse diversity and prioritize inclusivity when recruiting new staff members, including those with disabilities. By doing so, they can cultivate an environment where everyone feels esteemed while guaranteeing impartial representation across varied groups within the workforce - something that will ultimately benefit both businesses themselves as well as the wider Vietnamese society at large. It is high time we work together to break the vicious cycle and build an inclusive community where everyone feels accepted regardless of physical or mental limitations. Only then can we claim a truly compassionate civilization!

## ***2. CURRENT SOLUTIONS***

The Vietnamese government and Non-Governmental Organizations (NGOs) continue to make active efforts to provide job and training opportunities for PWDs, as well as to increase public awareness and promote community inclusion. From the government's side,

the state is steadily expanding possibilities for PWDs to study and enhance their employment prospects. In order to assess the existing situation and provide viable solutions to increase job prospects for PWDs in Vietnam, the Prime Minister has issued Decision No. 1190/QĐ-TTg approving the program to assist PWDs with vocational training and financial loans during the period of 2021–2030 (Nhan Dan, 2023). Additionally, both major and small organizations in Vietnam have started to provide training programs, scholarships for PWDs, and classes on fundamental employment skills.

However, the solutions offered up to this point have not been able to break the vicious cycle; hence, PWDs' level of self-confidence is still low. Therefore, discrimination against PWDs still exists in various forms. They are still training and working in labor-intensive careers and lagging behind while society is fast transitioning to Industry 4.0.

### ***3. TEA VIETNAM***

TEA is short for The Enabling Agency, an initiative by a group of students from the University of Greenwich in Vietnam that aims to break the above mentioned vicious cycle. TEA believes that businesses need to take steps to increase the confidence level of PWDs to address the underlying reasons for the current problems. PWDs must keep up with current developments in business and technology trends to not be left behind.

Additionally, innovative solutions that raise the inclusivity and accessibility of possibilities for PWDs should be made with cutting-edge technology, providing personalized career guidance, state-of-the-art 4.0 training courses, and employment opportunities. The focus should be on user-centered design that leverages the advantages of PWDs and diminishes the negative consequences of those disadvantages. With this strategy, geographical barriers will be removed, and PWDs will have access to international job opportunities.

By eliminating the inconvenience and impossibilities of traveling and physical facilities, online and remote training and work opportunities will provide equal access to all, regardless of their abilities. This solution will address the root causes of social stigma and fixed mindsets about PWDs' abilities, creating a more inclusive and accessible environment

that accommodates their needs. From there, we may open doors for those with disabilities and make a significant difference in the world.

TEA is developing a holistic 4.0 packaged product that includes the following components. Firstly, a PWD who comes to TEA will receive an automated assessment to identify their strengths, weaknesses, and personality traits. They will then be coached to set suitable goals and establish a career path. All PWDs will also receive foundational soft skills training to prepare them for challenging work and boost their confidence. Subsequently, they will have access to online 4.0 focused training courses to help them progress in their careers and get closer to achieving their goals. Finally, TEA will connect job-ready PWDs with suitable employers or help them find freelance work through popular platforms. If a PWD is unsuccessful, they can return at any point in the process, from evaluation to skill training, free of charge until they are ready to enter the workforce.

The 4.0 element of this product lies in its use of simple yet effective automated processes, utilizing new technologies available today. TEA focuses on jobs with high demand due to their newness, digital nature, and potential for self-management, remote, or online work settings. This approach eliminates the need for PWDs to struggle with travel, unsuitable facilities, or appearance discrimination. They can focus on their strengths, maximize their potential, and achieve their goals, while contemporary job demands are met with a new, capable workforce that has long been overlooked. As a result, companies, society, and the country will experience improved economic performance, equality, inclusiveness, and humanity.

### **C. CONCLUSION**

The challenges that PWDs in Vietnam face when it comes to education and careers are immensely intricate and multifaceted. Despite the government's efforts to make education more accessible for PWDs, many still encounter significant obstacles hindering their path toward success. PWDs in Vietnam are faced with numerous difficulties, such as poor training facilities and support, limited and outdated career choices due to social stigma, and discrimination during the recruitment process. This unfortunate reality results in them being

offered low-paying jobs that have little chance of advancement, a missed opportunity to harness their untapped potential. The long-term result is that PWDs lack trust in their abilities to receive equal training and career advancement, which lowers their self-esteem. While the rest of the world is advancing towards the new 4.0 technology era, PWDs are lagging behind, caught in a vicious loop. Disability rights should not only be viewed through a humanitarian lens but also an economic one; society loses out when millions of people are excluded from participation in work or educational opportunities because they happen to have a disability. We believe the key to breaking the cycle is to include modern technology and industry advancement into PWDs' vocational training, maximizing their potential and boosting their self-confidence to select more equal and advanced job paths.

In conclusion, even though the road ahead may seem long-winded and challenging, we must continue persevering if we hope to create inclusive societies where people feel valued irrespective of differences or abilities. We ought also to foster a generation empowered by knowledge and technologically enabled, who can positively impact our world. This is not idealistic thinking; it should inspire us all to take action-oriented solutions seriously.

## D. REFERENCES

- Beckman, P. et al. (2016) 'From rights to realities: Confronting the challenge of educating persons with disabilities in developing countries', *Global Education Review*, 3 (3), 4-27.
- Dinh, T. (2013) 'Self-consciousness of people with disabilities in the process of social integration', *Masters' thesis*, University of Social Sciences and Humanity. Available at: [https://repository.vnu.edu.vn/bitstream/VNU\\_123/12310/1/02050001833.pdf](https://repository.vnu.edu.vn/bitstream/VNU_123/12310/1/02050001833.pdf) (Accessed: April 24, 2023).
- Ireri, B. R., King'endo, M., Wangila, E., & Thurania, S. (2020) 'Structural modification challenges facing the implementation of inclusive education policy in public secondary schools in Tharaka-Nithi County', *International Journal of Educational Administration and Policy Studies*, 12(2), 147-158. DOI: 10.5897/IJEAPS2020.0661.
- Nhan Dan. (2023) Only 31.7% of people with disabilities aged 15 and over have jobs, *Nhan Dan Newspaper Online*. Available at: <https://nhandan.vn/khoang-317-nguoi-khuyet-tat-tu-15-tuoi-tro-len-co-viec-lam-post743953.html> (Accessed: April 24, 2023).
- Nguyen, L. H., Tran, T. M., Pham, N. M., & Nguyen, H. T. (2021) 'Health and health care utilization among older Vietnamese people with disabilities: A secondary analysis of the 2015 National Survey on the Older Population', *PloS one*, 16(2), e0246088.
- UNICEF VIET NAM. (n.d) 'Readiness for Education of Children with Disabilities in Eight Provinces of Viet Nam 2015 Report', *Ministry of Education and Training*. Available at: <https://www.unicef.org/vietnam/media/1261/file> (Accessed: April 24, 2023).
- United Nations. (n.d) Disability and Development Report: Realizing the Sustainable Development Goals by, for and with persons with disabilities. Available at: <https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/07/disability-report-chapter2.pdf> (Accessed: April 24, 2023).
- United Nations. (n.d) *Realization of the Sustainable Development Goals by, for and with Persons with Disabilities: UN Flagship Report on Disability and Development 2018 Advance Unedited Version*". Available at: <https://www.ohchr.org/sites/default/files/Documents/HRBodies/CRPD/UN2018FlagshipReportDisability.pdf> (Accessed: April 24, 2023).
- World Health Organization. (2023) *Disability*. Available at: <https://www.who.int/news-room/fact-sheets/detail/disability-and-health> (Accessed: April 24, 2023).

