



# An overview on vocational education for people with disabilities

S Hughey\*

Department of Technical Education, University of Sydney, New South Wales, Australia

\*Corresponding author. E-mail: [samuel.h@hey.edu](mailto:samuel.h@hey.edu)

**Received:** 18-Jul-2022, Manuscript no: GJVTE-22-71983, **Editor assigned:** 21-Jul-2022, PreQC no: GJVTE-22-71983 (PQ), **Reviewed:** 04-Aug-2022, QC no: GJVTE-22-71983, **Revised:** 11-Aug-2022, Manuscript no: GJVTE-22-71983 (R), **Published:** 18-Aug-2022, DOI: 10.15651/2437-1890.22.10.010.

## ABOUT THE STUDY

People with disabilities need to have certain skills in order to work. But they have a number of drawbacks to begin with. Their communities and family could assume that they can't participate in these activities. They frequently don't have access to basic schooling, which disqualifies them from enrolling in skill-training programs. These drawbacks typically lead to a lack of abilities, as well as poor expectations, confidence and success.

For successful work a variety of talents are needed. They consist of basic skills learned *via* schooling and family life, technical and professional skills that allow one to do a specific activity or task, business skills necessary for self-employment success and fundamental life skills such as attitudes, knowledge and character traits.

A wide range of technical skills are taught in The Leprosy Mission's vocational training facilities in India for young leprosy People, including motor mechanics, tailoring, welding, electronics, radio and TV repair, stenography, sericulture, offset printing and computing. Graduates with these talents have credentials that are recognized by the government. However, the centers also place a great emphasis on training different skill sets, including business management and fundamental life skills.

Three different methods are used to teach basic life skills: (a) through a timetable and activities that emphasize getting up early, keeping one's surroundings clean, being on time, being responsible, leading by example and caring about others (b) through the example of the center staff and (c) through weekly classes.

More than 95% of the graduates from these centers find employment. This achievement can be attributed to three primary factors. First of all, companies seek applicants with a strong sense of responsibility, which is instilled *via* the basic life skills training, nearby firms are aware that

graduates of The Leprosy Mission centers have high standards for themselves. Second, The Leprosy Mission employs highly engaged job placement specialists with strong ties to the neighborhood's businesses. Third, The Leprosy Mission centers have a robust alumni organization that keeps graduates in touch with one another and with their centers assists recent graduates in finding employment and assists those who already have employment in retaining it.

## Various Skill Sets

Basic schooling and household responsibilities help children develop foundational abilities. For instance, they comprise reading, numeracy, learning capacity, reasoning and problem-solving skills. Everywhere in all situations and cultures and in both formal and informal economies these kinds of abilities are required for employment.

Technical, vocational and professional skills are those that enable a person to perform a certain task, such as how to make or fix something or offer a service. Examples include basket making, tinsmithing, shoemaking, metalworking, weaving and woodworking. Professional skills are typically used to express higher level technical talents in fields like engineering, medicine, physiotherapy and computer technology. In general, more formal training, frequently conducted in technical institutes and leading to formal certification of competence is necessary for more complex procedures along with a higher level of education requirement.

The abilities needed to successfully operate a company activity are referred to as business skills (also known as entrepreneurial skills). Planning and organizational abilities are among them as well as the management of both resources and people. Along with risk assessment, market research, business plan creation, goal-setting and problem-solving are all included. Typically, these abilities

require a foundation in literacy and numeracy. It is required that business skills be taught alongside technical skills in training programs that teach vocations like carpentry, radio repair, two-wheel motor mechanics and weaving that are likely to lead to self-employment.

The attitudes, knowledge and character traits required to get by in life are known as core life skills. They consist of customer service skills, self-presentation skills, learning how to learn, effective listening and communication skills, creative thinking and problem-solving abilities, self-management and discipline, interpersonal and social skills, the capacity to collaborate and work in a team, and work ethics.

Everyone disabled or not needs fundamental life skills to succeed in life and at work. But they take on a special

significance for those who are disabled since they help with social interaction, relating to others and altering one's perspective of both oneself and others. In addition to official and informal education, vocational training, youth and community development programs and employment, core life skills are developed and reinforced through interaction within the family and community. Gaining confidence requires adopting a good outlook, obtaining pertinent information and having the necessary abilities for navigating life and the workplace. It is unlikely that a training program will be successful in helping its graduates find stable job and employment if it just concentrates on technical skills and ignores the development of attitudes, knowledge and life skills.