

- What is disability
- How we define work force?
- Policy focus
 - Employment
 - Rehabilitation
 - Social

Current practices

- Quota
- Mainstream services and policies, but special benefits and subsidies according to disability
- Segregated/Special employment for people with disabilities
 - Sheltered work shops
 - Special (state) subsidised organisations (Samhall, Sweden) or other special employment units (rehabilitation, training, work practice)
- Early incapacity retirement and voluntary/service based work
- Combination of incapacity benefit and paid work

Support practices

- Work place adjustments and assistive technology
- Support person (job coach)
- Wage subsidies and other financial incentives for the employers
- Work capacity assessment and work demand assessment
- Great differences in relation to
 - Circumstances of disability (during working career or from birth)
 - Mental health/cognitive or learning disabilities vs. physical disability

Inclusion in the labour market

- Difficult to gain proper statistics
 - Who is with a disability?
 - Registered as work force or outside work force (retirement)?
 - Registered as unemployed/employed/active in employment or social measures?
 - 3 main policies:
 - Mainstreaming (same services for all)
 - Special and separate employment (sheltered workshops and similar segregated labour market)
 - Dual and multimodel service system
- The Labour Market Situation of People with Disabilities in EU25
(Shima, Zólyomi, Asghar , 2008)

Various measures for inclusion

- Quota system:
 - Austria, Czech Rep, France, Germany, Greece, Hungary, Italy, Lithuania, Luxemburg, Malta, Netherlands, Poland, Portugal, Slovakia, Spain
- Partial quota:
 - Belgium, Cyprus, Ireland, Slovenia
- No quota:
 - Finland, Sweden, Denmark, Latvia, Estonia, UK

Measures for the employers

- Wage subsidies
 - Flex-security (DEN)
- Penalty fees if not implementing quota
- Financial incentives imbedded in vocational rehabilitation services
 - In Finland large employers benefit from rehabilitation more than early retirement activities
 - Part-time sick-leave and part-time pensions
- Various systems for internships, try-outs and in the job training
 - Usually no wage costs

Other employment services

- Sheltered employment/workshops
 - Increase in 2000 to 2008 in Austria, Germany, Finland, Italy, Luxemburg and Portugal
 - Decrease only in Poland and Sweden
- Workshops and other special employment units common in all member states
 - Not only for pwd, also other long-term unemployed people, young people, people with drug problems, people with immigrant background etc.

Inclusive employment measures

- Supported employment methodology
 - Place-train-maintain -model (also Individual Placement Support IPS) to open labour market with a help of a trained job coach
 - Used in many member states, but in various ways (not always towards open labour market, not always a permanent support, or permanent funding)
- Supported Apprenticeship -learning and getting a degree in the job
- Employer focused job-coaching model
 - RATKO -model: Training the work place, adjusting job tasks, profiling job demands and employee's skills (IMBA, Melba)

Does inclusion work?

- In education equality of opportunities and inclusion promote equality in transition stages, better secondary and higher education and better employability
- In labour market inclusion results better economy both for the state and for the individual
- Diversity management to support inclusion benefits all

What is needed?

- National strategies combining different policies and services towards a common end:
 - Disability
 - Employment
 - Social security
 - Rehabilitation
 - Educational
- Recognition of people's skills and capacities not only incapacities
- Benefits to promote working not staying outside work force
- Awareness raising
- Dissemination of good practises

Luxemburg recommendations 2015

- ***Everything about us, with us***
 - concerns young learners' direct involvement in all decision-making concerning them
- ***Barrier-free schools***
 - relates to the elimination of all physical and technical barriers
- ***Breaking down stereotypes***
 - is all about the concept of 'normality'. If we accept that everybody is different, then who is 'normal'?
- ***Diversity is the mix, inclusion is what makes the mix work***
- ***Becoming full citizens***

RI Guidelines from school to work

- 1. Children with disabilities and their parents are provided with sufficient support and help
- 2. Day-care and primary school staff, teachers and support workers have knowledge and skills to work with children with disability
- 3. Right for secondary education and support for transition from primary education onwards
- 4. Personal support should be provided for finding and keeping employment
- 5. Careful skills mapping and Individualized support
- 6. Co-operation between different stakeholders
- 7. Attention to teacher training and skills of support workers