• 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/congnitive 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 Apprentiship -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 recommendadions 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