

# Employment for people with disabilities and activation measures

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EASPD conference “Persons with disabilities in employment: inclusion through jobs – making it real”

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- Measuring disability and employment
- Results from the 2011 LFS ad hoc module
- Active inclusion approach
- Eurofound research among young people with disabilities
- Conclusions

- Covers the working age population (15-64)
- Asks separately about long-term (6 months or more):
  - Difficulties in basic activities (seeing, hearing, walking, bending, remembering, communicating)
  - Health problems or diseases (physical, mental, emotional)
- Limitations in work
  - Number of hours that can work in a week
  - Type of work that can do (heavy loads, working outdoors)
  - Getting to or from work

	<b>Difficulties in basic activities</b>	<b>Health problems</b>	<b>Limited in work because of LHPAD</b>
EU-28	14%	27%	11%
Ireland	5%	13%	7%
Greece	7%	13%	7%
Croatia	15%	25%	11%
Finland	22%	54%	18%
Austria	24%	42%	16%

EU 28	27%
Male	25%
Female	28%
Level of education:	High – 22%
	Medium -27%
	Low – 32%

Age	15-24	12%
	25-34	17%
	35-44	23%
	45-54	34%
	55-64	48%
Manual/non-manual NS		

(Similar pattern for difficulty in basic activities)

	<b>Difficulties in basic activities</b>	<b>Limited in work by LHPAD</b>	<b>No disability</b>
	%	%	%
Employed	47	38	68
Unemployed	7	8	7
Inactive	46	54	25

	All	
	Limitation	None
EU 28	38	68
Ireland	22	62
France	60	68
Croatia	32	55
Hungary	18	61
Romania	24	65
Sweden	62	77

# Employment rates for people reporting a work limitation caused by long-standing health problem and/or basic activity difficulty (%) - 2

	Men		Women	
	Limitation	None	Limitation	None
EU 28	41	74	36	62
Ireland	22	66	21	58
France	62	73	57	63
Croatia	37	61	26	49
Hungary	18	67	19	55
Romania	27	71	22	58
Sweden	64	78	60	75



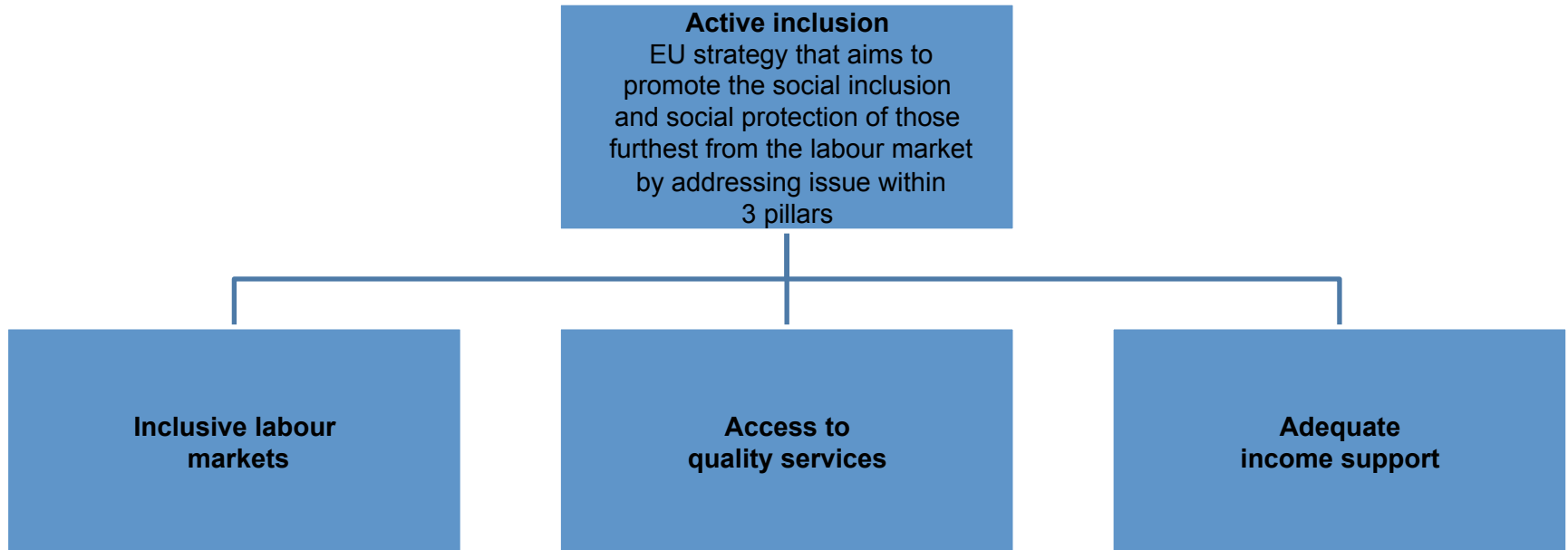
	<b>Basic activity difficulty</b>	<b>Limited in work by LHPAD</b>	<b>No disability</b>
Self-employed	14%	17%	14%
In agriculture, forestry, fishing	6%	8%	4%
Part-time	26%	33%	18%
Temporary employment	12%	14%	14%

Active Inclusion – or, at least variations on the theme – is a strategy introduced in many countries. Several EU countries already have advanced models of joint working among various actors.

Some key observations:

- Activation takes place at the intersection of employment policy and other services such as social protection, education, healthcare services
- ‘Core’ welfare services can support activation by creating the conditions to favour individuals’ activation.
- Careful attention must be paid to the sustainability of activation policies to ensure that people remain active beyond the duration of a particular programme to avoid the risk of marginalisation and exclusion.
- Effective working relationship between different services is pivotal for the active inclusion of vulnerable people.

# EC Communication on Active Inclusion of People Excluded from the Labour Market (2008)



taking the necessary measures in order to ensure access to employment is an opportunity open for all, tackling labour market segmentation by *promoting job retention and advancement*

comprehensive and coordinated services, conceived and delivered in an integrated manner; users' involvement and personalised approaches to meet the multiple needs

recognising the individual's basic right to resources and social assistance; active availability for work or for vocational training with a view to obtaining work in the case of persons whose conditions permit such active availability.

- **Objectives**: to examine active inclusion measures and developments for employment of young people particularly those with long-standing health problems or disabilities in 11 selected Member States.
- **Focus** - young people (for the purpose of this research from school leaving age up to age 30)
  - with health problems (often mental health);
  - who are not in employment;
  - in receipt of benefits, (including incapacity or other social security benefits, for instance unemployment benefits depending on the social security scheme in different countries).
- Countries covered: DK, UK, FI, NL, PL, SK, IE, FR, DE, ES, PT

## UK case study – STRIVE (Support and Training Result in Valuable Employees)

- **Beneficiaries** – furthest from the labour market. Significant group – young people 16-30 years old (12 workshops per year)
- **Key features** – three-week intensive job readiness programmes. Focus on soft skills (confidence building, behaviour, communication, organisational skills. Link with job support officer, one to one support. Further aftercare support provided (up to two years).
- **Outcomes**
  - 460 participants (2008-2010). 60% placed in open employment.
- **Active inclusion element** –Provision of 22 different services in the three week period. Co-operation with other services (childcare, counselling, addiction, labour offices during the course).  
Aftercare service provision.

## Finland – Job Bank

- **Beneficiaries**
  - Vulnerable groups (long-term unemployed, young people, immigrants, people with disabilities) employed directly by Job Bank, 80% have some health problems or learning difficulties, 50% are under age of 30.
  - Companies in need for temporary, seasonal staff
- **Key features** – people are first employed at Job Bank’s premises and as their skills improve they move to client companies. Training and up-skilling is offered when business is slow. Work-related assistance on a par with assisting clients in their private lives through a variety of health and social services.
- **Active inclusion element** – Comprehensive active inclusion: full-time employment relationship for the employees, training during times of low demand and at least collectively agreed wage. Individual pathways to the open labour market. For companies risk-free and flexible workforce during peak times.

## Denmark case study – *The Specialist*

- **Beneficiaries** – young people (16-24) with Autism Spectrum Disorder including Asperger's syndrome
- **Key features** – private IT company employing almost exclusively people with ASD (recognising their attention to details, high learning ability, patterns spotting etc)
- **Outcome**
  - Direct employment - the company employs 50 consultants with autism.
  - The Specialist Foundation – providing training for young people with ASD, youth 3 year education programme, facilitating job placement with other IT companies
- **Active inclusion element** – providing education for young people but also highlighting the opportunities for other companies based on its own commercial success

## NL – Case studies – *De Overstap* – Transition

- **Beneficiaries** – young people with disabilities (18 to 30 mostly with mental health problems)
- **Key features** – vocational training, support for the transition from school to work, job maintenance
  - Personal support for those who are in open employment (hiring a job coach)
- **Outcome** – every year 200 new clients accepted, out of 250 clients 100 are in open employment, each coach has about 20 pupils
- **Success rate** – over 50% of clients stay in open employment for longer than 6 months
- **Active inclusion element** – role of the job coach who provides various services both to the youngster but also to employer. Assistance does not stop at the moment of employment.



- **The role of local authorities**
  - Can play a significant role in co-ordination and as direct employers or in relation to providing employment services
- **The role of the social partners**
  - Social Partners played only a small role in relation to good practice.
- **The role of Public Employment Services (PES)**
  - PES need to develop the range of services available (in areas such as capacity assessment, job matching, advocacy, job coaching) and the capacity of staff to deliver them
- **The role of NGOs**
  - In many countries a major part of the services for young people are supplied by NGOs. Funding restrictions may limit their field of action

- The policy priority varies widely
- Sheltered employment services are a major feature in many countries
- Transitions between schools and higher education/ employment are a problem
- Quotas and incentives exist in many countries
- Active inclusion policy is hard to find and harder to implement

- **Principles of approach**
  - An **integrated approach** is essential with measures flexible to meet different needs (personalised and tailored)
  - **Skills development, training and job placement** – often involving a job coach or mentor or supported employment
  - After training **ensure rapid placement** in a real job if momentum is to be maintained and skills are to remain relevant
  - **Quality services** are key element of most good practice in active inclusion but many cases involve only two of the pillars
  - **Employers may need support** with the recruitment, training and retention of some young people with disabilities
  - Similar principles are relevant for return to work after a long period of absence

***Thank you***

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