



Raising  
Awareness &  
Corporate  
Employment  
opportunities for  
people with  
disabilities  
in Turkey  
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Transfer of Innovation*

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# PRELIMINARY DOCUMENT FOR SUPPORTED EMPLOYMENT



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## UN AND EU REGULATIONS TO IMPROVE THE ACCESS OF PEOPLE WITH DISABILITIES TO THE LABOR MARKET

During the past decade, the attention given on a European level to a more accessible labour market for marginalized groups and those who are excluded from our society has visibly increased. It is therefore essential that new legislation is compared with the European rules regarding government support. At the same time, the rules have to be in line with the general European trends in this domain. Below, you will see an overview of some of the most important instruments and developments.

### 1) UN Convention on the Rights of Persons with Disabilities (legally binding)

<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

In December 2006, an agreement was reached in New York on the UN Convention on the rights of persons with disabilities.

The purpose of this Convention is “*to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity*” (article 1). Article 4.1.c. (general obligations) stipulates that the States parties must “*take into account the protection and promotion of the human rights of persons with disabilities in all policies and programmes*” and “*take all appropriate measures to eliminate discrimination on the basis of disability by any person, organization or private enterprise*”. Article 5 proclaims the right to equality and non-discrimination, and declares that “*States Parties shall prohibit all discrimination on the basis of disability.*” In order to achieve these goals, they “*shall take all appropriate steps to ensure that reasonable accommodation is provided.*” “Reasonable accommodation” means carrying out, when necessary, appropriate modifications and adjustments which do not impose a disproportionate or undue burden. It also applies to workplaces.

Article 27 of the Convention is specifically linked to supported employment. “*States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities.*”

The most essential points of this article are:

- Actively combat discrimination on the grounds of a handicap in all employment related policies;
- Actively protect the rights of persons with disabilities (work conditions, pay,...);
- Protection of persons with disabilities as employees (trade unions,...);
- Guarantee access to professional training ;
- Promoting employment opportunities for persons with disabilities (helping to find a job,...);
- Promoting entrepreneurship of persons with disabilities;
  - Promoting employment in the public sector;
  - Promoting employment in the regular job market by active policy;
  - Ensuring *reasonable accommodation* for persons with disabilities;
  - Promoting re-integration in the labour market.

## 2) Council of Europe Disability Action Plan

[http://www.coe.int/t/e/social\\_cohesion/soc-sp/Rec\\_2006\\_5%20Disability%20Action%20Plan.pdf](http://www.coe.int/t/e/social_cohesion/soc-sp/Rec_2006_5%20Disability%20Action%20Plan.pdf)

This Action Plan aims at providing a comprehensive European framework on disability for the period 2006-2015 that is both flexible and adaptable, in order to meet country-specific conditions. It is intended to serve as a roadmap for policy makers.

This action line highlights the fact that **employment is a lever for social inclusion and for economic independence**. In order to erase all the barriers to participation in the workforce and to achieve a higher activity rate for persons with disabilities, there should be a large array of diversified policies and actions. Thus, vocational guidance plays an important role in identifying people's capacities and in enabling them to make real career choices. Social enterprises and sheltered workshops may also contribute to the employment of persons with disabilities.

In order to increase the employment rate of persons with disabilities, **anti-discrimination measures as well as positive actions are needed**. This action line enumerates a large number of actions which have to be undertaken by the Member States:

- **Mainstream issues relating to 'disability' in general employment policies**
- **Focus on abilities, rather than on disabilities**, so as to identify their options regarding potential occupation (with the help of vocational training)
- Ensure access to **vocational guidance, training and employment related services**
- Ensure that the **workplace or working conditions are accommodated** as needed ('reasonable adjustments') and that self-employment schemes are accessible to persons with disabilities
- Encourage people to work when they can by **removing disincentives to work**
- Support persons with disability with the move **from sheltered to open employment**

## 3) EU disability action plan

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0738:FIN:EN:PDF>

The key objectives are the **full implementation of the Employment Equality Directive** and the **improvement of accessibility for all**. The purpose of the EU DAP is also to **mainstream disability issues within all relevant EU policies**. These matters should not be treated separately but be integrated into legislation and society as a whole.

## 4) The European Employment Strategy (EES)

It is a key component of the Lisbon strategy, which aims at creating the *"the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion"*. It is based on 4 pillars: employability, entrepreneurship, adaptability and equality of opportunities.

Every three years, Integrated Guidelines for Growth and Jobs (presented jointly with the guidelines for the EU's macroeconomic and microeconomic policies) have to be implemented in the Member States through National Reform Programmes. An annual report on growth and employment, which analyses the 27 National Reform Programmes, is then issued by the Commission.

In these guidelines, particular attention must be paid to significantly reducing employment gaps for people at a disadvantage, including disabled people. Combating discrimination, promoting access to employment and inclusion in the labour market for persons with disabilities are particularly essential.

## 5) New State Aid Regulation (EC regulation N°800/2008)

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2008:214:0003:01:EN:HTML>

This regulation provides an exception to the EC competition rules: it declares certain categories of aid compatible with the common market (general block exemption regulation) because it does not distort competition. Member States can thus grant such an aid without prior notification to the Commission.

This enables Member States to create financial incentives for employers in order to recruit and retain persons with disabilities. Member States now have more possibilities for supporting employers employing persons with disabilities: higher levels of aid are available and the scope of the regulation is broader. Recruitment and employment of disadvantaged workers in the form of wage subsidies and compensation for the additional costs of employing workers with disabilities are examples of situations in which authorized aid may be granted.

### **Conclusion:**

**Equal treatment, inclusion in the labour market and mainstreaming of disability issues in relevant policies** are the **key principles** of the texts mentioned above. In order to achieve these objectives, emphasis should be placed on access to employment and employment-related services (such as vocational guidance and training), so that persons with disabilities are provided with real career choices. The need for reasonable accommodation (concerning the workplace and the ICT) is also stressed in these texts, as well as the need for Member States to actively promote the employment of persons with disabilities. Sheltered employment, self-employment and other forms of occupation can contribute towards better integrating persons with disabilities in society.

## SITUATION IN TURKEY

In Turkey, according to Statistics Institute of Turkey ([www.tuik.gov.tr](http://www.tuik.gov.tr)) figures, there are about 8.5 million people with different physical and mental disabilities which count approximately 12.29 % of the total population. However, 45 % of these people have only primary education that makes them highly vulnerable towards unemployment. 52.5 % are not covered by any social security system. 79 % of disabled people are unemployed although mean age of disabled people is 33 which means most of them are young and in working age. Most of the employed disabled people are working within public sector. This means, private sector managers have to be informed and trained to employ more disabled people.

### Groups of Disabilities in Turkey

Group	Total	% of Total	% of congenital	% of subsequent	% of unknown
Orthopedic	1.25	10	23.91	73.3	2.79
Seeing	0.60	5	20.41	76.32	3.27
Mental	0.48	4	47.92	49.89	2.19
Hearing	0.37	3	29.49	67.1	3.41
Speaking	0.38	3	46.63	50.16	3.21
Others	9.21	75	N/A	N/A	N/A
Total	12.29	100			

### Education

For the population with physical, visual, hearing, speech and intellectual impairment, 40.97% are graduated from primary school, 5.64% from secondary school, 6.90% from high school and only 2.42% have a university degree. It is 53,5% in total. These rates are much less in rural areas compared to urban is better for the population having chronic illnesses, and decreases considerably towards university level. The situation of which 4,23% has university degree. Female school education rate is 41,42%. On the other hand, male school education rate is 66,3%). (see OZIDA Report, 2002)

### Social Security

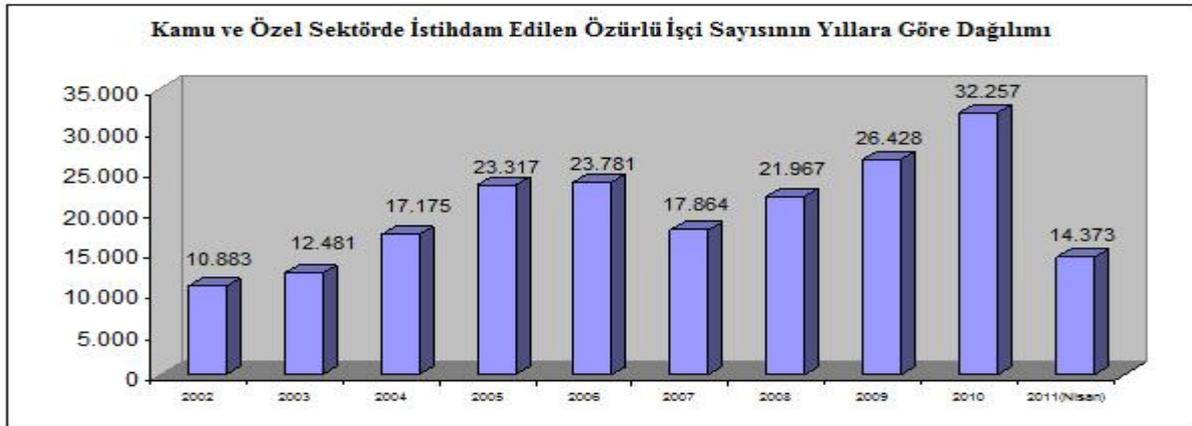
According to the records of the Ministry of Labour and Social Security, 60.28% of persons with disabilities in Turkey have access to social security (directly and indirectly). Social security institutions mainly finance rehabilitation services.

Institutions	Responsibilities
Ministry of Health	Legislation on health services; protective health services for prevention of disability; licensing of rehabilitation organizations, medical treatment services through affiliated centers
Ministry of National Education	Policy making and implementing special education services
Ministry of Labour and Social Security	Legislation, vocational rehabilitation, facilitation of employment, social security services

Ministry of Family and Social Policy	Legislation, rehabilitation, facilitation of family and social policies including all disadvantaged groups and poverty in the country
Prime Ministry of Disabled and Elderly People Services	Assisting preparation of national policies on disability and elderly, defining problems of persons with disabilities and elderly, making advices/researches in order to solve these problems. Implementing related activities on national and international levels as an official representative. Planning for and implementing social services targeting persons with disabilities, the elderly, as well as coordinating and supervising such services and activities.
Public Employment Organization of Turkey (İŞKUR)	Assisting for protection and development of national employment policies, data collection and analysis of employment statistics, providing work and vocational consultancy services, implementation of vocational education and adaptation programs and their applications, act as legal intermediary between employers (open labor market) and job applicants including disables and other disadvantaged groups. Coordinating, and implementing related activities on local, national and international levels.

## Employment

Number of employed PWD as “labor” by years



(2011-December data is; 37.894)

Number of employed PWD as “staff in governmental sector” by years



According to the 2010 figures announced by the Ministry of Labor and Social Security, the work power rate of persons with disabilities over age 12 is 22.19%, and 77.81 % is not involved in any work power.

However, 75% of the Persons with Disabilities registered at the İSKUR do not have any occupation. In this respect, there is profound need for vocational rehabilitation in order to increase employment of persons with disabilities with adequate level of knowledge and skills in appropriate occupations.

There are still 73.263 unemployed PWD according to İŞKUR registration data (12.2011).

Based on quota system calculation; private sector must employ +21.244 PWD more, governmental sector must employ +1194 PWD labours more (İŞKUR data, 12.2011) and +23.360 staff more (State Personnel Department, 12.2011). Turkish government has started to fill out its quota by 2012.

- ▶ Various projects are in progress along with increased legal enforcement toward increased employment of persons with disabilities.
- ▶ İSKUR has started up “mobile system” so that to reach out more disables at homes for their job applications in 2011.
- ▶ Governmental institutes has conducted hundreds of courses until today, where people with disabilities were trained for vocational education and rehabilitation.

Private sector organizations that employ over their quota are encouraged by payments of insurance Incentives by the Treasury. This is one of the steps taken toward supporting employers through subsidies rather than the existing quota-penalty system. Ways and means of encouraging employment of persons with disabilities still require legislative and economic tools to develop.

## **Legal Regulation in Summary**

### *Quota System;*

It is legal mandatory to employ PWD

- with the rate of 3% of its total employment in the private sector in Turkey
- with the rate of 4% of its total employment in governmental sector in Turkey

for those who employes 50 labours in its institution/company. (Legal Newspaper;08.07.2005/issue#: 25869, #2005/9077 Decision of Council of Ministers and 13.02.2008/issue#:26786 Decision of Council of Ministers)

For employers who do not obey the related legal requirements mentioned above, it is obligatory to make some amount of payment to Ministry of Finance for each non-employed disable on mothly basis as administrative financial penalty. (It was 1,672 TL per month per non-employed disabled in 2011)

Social security tax is the same when disability employment but employers have a tax relief for income tax portion from total employment tax.

### *Sheltered Workplaces;*

Regulation of Sheltered Workplaces (30.05.2006, #26183) aim is to ensure legal infrastructure to set up vocational rehabilitation and employment workplaces for PWD who have difficulty with employment opportunities due to their disabilities. The base to open up a

sheltered workplace in rural areas is to employ 15 personnel, in municipality service regions is to employ 30 personnel of which 75% must be composed of PWD. Disability levels and workplace details for employment conditions are identified in the regulation text.

*Additional applications;*

There is a financial support system provided to disables where physical or mental disability must be around %40-%69 on application basis for PWD in Turkey. In case a disabled person gets a job, his/her disability monthly fee is cut off.

İŞKUR has implemented “job coaching” system for all unemployed people in 2012.

## SITUATION IN ITALY

### Introduction

Being able to write a cognitive dimension to disability and thus have the information and reliable statistics on which to argue for structuring policy programmatic intervention is something extremely complex and constantly changing due to the very meaning of the term "disability" has taken over the years.

Culturally and semantically in common parlance the term disability, despite the great cultural advances made in recent years, it still lends to multiple interpretations: from the mere recognition of a physical or mental impairment up to understand the most appropriate process integration and social inclusion of the person with disabilities.

This dynamic and, at the same time, interpreting concept of the disability has meant that even in research projects in this area there was confusion about the types of data to collect. Most statistical surveys and studies available in fact, be they international or national, are often made based on an initial interpretation of the concept of disability as a result of which then determines the size of a sample basis of the study population and the structuring of respective survey instruments.

Against this background, this chapter wants to pool some evidence emerging in recent studies.

### Some data on disability in Italy

According to ISTAT data report, people with disabilities present in Italy in 2004 were 2,600,000, up 4.9% of the population (66% of people with disabilities are women, up 6.2% of the population), which 40% are over 80 years. Compared to the types of disabilities, some 700 thousand people with more than 6 years have difficulty in movement, declaring that limited mobility. People aged 6 and more years that have difficulties in daily life functions, ie with difficulties to carry out the main activities of personal care, are about 376 000. People who say to have difficulties in the sphere of communications, such as the inability to see, hear or speak, are about 217 000. From this it appears that half of people with disabilities, corresponding to 2.4% of the population over 6 years, has only one type of difficulty of those considered. We must consider that people with disabilities under the age of 60 years are about 620 000, especially 188 000 have up to 14 years.

The disabled person lives more frequently as a member of another aggregate core (9.5% vs. 1, 4% of non disabled people). The percentage of disabled people who form an own household is significantly lower than non-disabled (26% of people with disabilities up to 44 years are married, compared to 47% of non disabled people). Disability among young people can determine their stay in the family of origin, so there is that 34% of disabled people aged 25-44 years living with their parents (compared with 19% of non disabled people), and that 17 % of disabled people of same age lives with one parent (compared to 6% of non disabled people). 42% of disabled people considered poor or insufficient their economic resources, compared to 27% of non disabled people.

### **The Work: The inclusion of disabled people not only in recognition of a right but an opportunity to address the sustainability**

62.5% of people with disabilities are out of the labor market. The reasons vary depending on the intensity of the reduction of autonomy. Overall, 2.4% are unemployed, 3.9% is in search, is available for 2.9% while 53.4% did not show interest.

*N^ in thousands*

Age between 15 and 65	Continuud		Reduction of autonomy		Total		North	Central	South
	N^	%	N^	%	N^	%			
Employed	110	19,1	839	43,0	950	37,5	548	199	202
Unemployed	8	1,4	55	2,8	63	2,4			
Looking for job	11	2,0	88	4,5	99	3,9	102	43	82
Available	8	1,4	59	3,0	67	2,6			
Not interested	438	76,0	913	46,8	1351	53,4			
Total	577		1.951		2.528				

Source: Rapporto ISFOL 2004 – estratto –Avviamento al lavoro di persone disabili Di Paolo Checcucci e Franco Deriu

People with a difficulty in seeing, hearing or speech have the highest employment rate (16.3 percent) than all other types of disabilities as well as a higher proportion of people seeking employment (4.3 per cent).

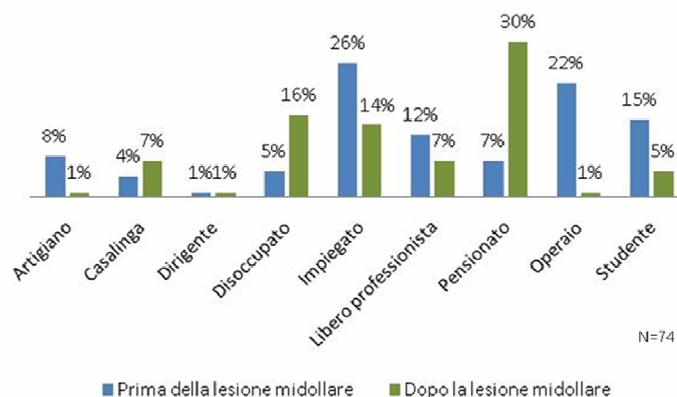
The labor inclusion of people with disabilities is above all the realization of a right, but at the same time is an important factor in the response in the short and long term economic challenges that affect the majority of OECD countries.

The active participation of people with health problems but perfectly suitable to participate in the productive life of the country, it represents one of the possible solutions to address the decline in labor supply associated with an aging population. It is expected that over the next 50 years, there will in all countries a strong increase in the proportion of retirees and a significant decline in the share of active population of young band.

Currently, on average, one in seven people of working age (18-64 years) have a disability that hinders daily life. In Italy this percentage is settled at about 9%. The vast majority of people who have a disability does not return to work.

For example, if one considers a disability caused by spinal cord injury (1) of 218 cases analyzed, 80% is aged between 18 and 35 years, in line with the literature data, that is the heart of the training and work. And yet still troubling record as most of these people comes from the world of education - professional. As can be seen in the figure below, a comparison was made between the employment status before and immediately after the injury. All professional groups decrease by a percentage while increasing the retirement and unemployment.

<sup>1</sup> “Bisogni e costi della persona con lesione midollare e del nucleo familiare di riferimento”, Fondazione ISTUD - IAS



The Italian legislation in relation to people with disabilities has evolved significantly with the law 68/99 "Regulations for the right to work of disabled people", whose purpose is "to promote the inclusion and integration of disabled people into work employment through support services and targeted employment".

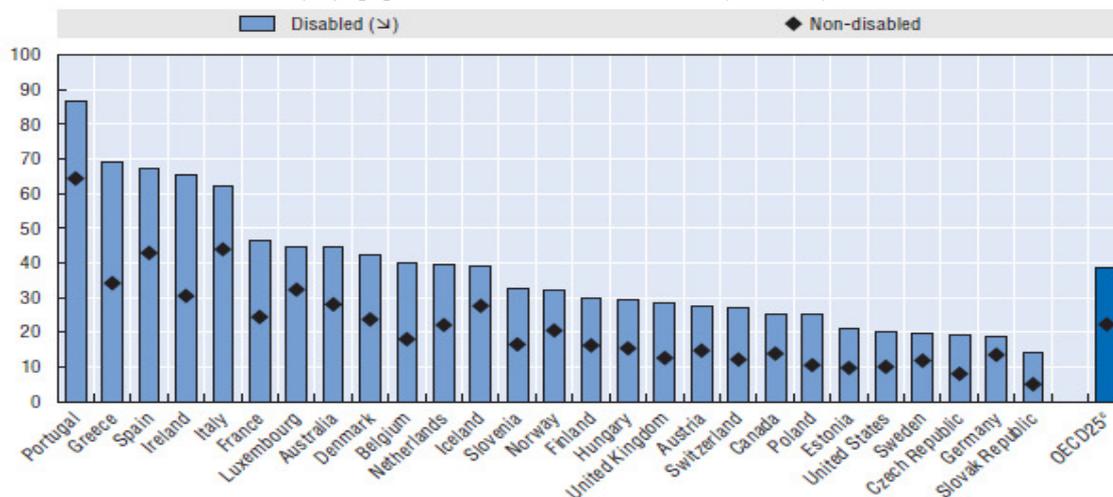
In the last report to Parliament, dated 31 December 2007 on the application of Law 68/99, members of the unemployed are 768,390 compared with 230,000 employees. There is great heterogeneity among the Italian regions in the application of law to the detriment of the southern regions where there is an unemployment rate of people with disabilities almost double (17.1% vs. 9.7%).

49.1 per cent of the recruitment is for work indefinitely while significantly lower the percentage of disabled workers who decide to start an own business than non-disabled people: 21.9% against 27.2%. The areas of use include the public sector (29.1%), the industry (22.2%) and trade (20.4%).

### Education: still significantly low levels of qualifications for persons with disabilities and high dropout rates

It is also alarming to note the significant decline of students with disabilities (10%) who attain the title of studies confirming the tendency to abandonment of studies and of studies of the lowest levels of education achieved by people with disabilities than non-disabled. The share of people with disabilities with a secondary education is about half compared with persons without disabilities.

People with disability have significantly lower levels of education  
Share of working-age population with low education level by disability status, late 2000s



Italy is among the few countries where disabled people are included in schools with non-disabled people. The process of integration in the schools 'regular' can be traced to the Law #577 of 1977. This legislation has generated a positive trend on the level of integration of disabled children that currently make percentage greater than 2% of students in elementary and middle schools and just under 1% of high school.

The production of national law in favor of integration of disabled people is based on three measures: Law 517/77 "*Regulations on the assessment of pupils and the abolition of examinations repair and other acts of the school system change*", Law 104/92 "*framework Law for the assistance, social integration and rights of the disabled*"; DPR 24/2/94. This legislative output over the last thirty years has seen an increase in the number of disabled students in Italian schools, currently (school year 2010/11) amounted to 185,181<sup>(2)</sup>. It's just as important to the number of students with disabilities who repeats a year, as evidenced by their mean age around 9.7 years in primary school and 13.5 years for the medium. This suggests that, although quantitatively the level of insertion is very high, you still need to increase the effectiveness and development of individual projects by the students.

The identity of the student with disabilities is as follows: There are more males than females (about 33%) at school. In primary school, 40% have mental retardation, 14.3% have a physical disability, about 5% vision problems and 6% have hearing problems. In secondary school, 43% of mental retardation, 11% of motor impairment, 4.4% and 6% of view of hearing.

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<sup>2</sup> Source: "Indagine ISTAT sull'integrazione scolastica degli alunni con disabilità nelle scuole primarie e di secondo grado"

## INTRODUCTION TO SUPPORTED EMPLOYMENT

Supported employment was developed in the United States at the beginning of the 1980s, as a means of providing practical, on-the-job training to people with intellectual disabilities based on their individual needs. The method was designed for people with a disability who were not seen as capable of 'real work'. The systematic instruction and support they received in the workplace enabled them to build their skills, enter the labour market and succeed at the job in open employment.

Since then, the model of supported employment has been introduced in many countries around the world. In 1992, the European Union of Supported Employment was established and in 1995, the World Association for Supported Employment was set up.

### Definition of supported employment

“Supported employment can be characterized as paid work in integrated work settings with ongoing support for individuals with disabilities in the open labour market. Paid work for individuals means the same payment for the same work as for workers without disabilities.” – World Association for Supported Employment.

### Benefits of supported employment

Recent experience with supported employment has demonstrated that it provides wide-ranging benefits to persons with disabilities, their families, employers and society as a whole.

### Benefits for the person with a disability

Supported employment has now made paid work possible for persons with disabilities who, in the past, were perceived as unable to work. It enables them to earn an income, develop their skills and learn to recognize their abilities. Many disabled persons have grown in dignity and self confidence through their supported employment placements. They have built relationships and participate more actively in their community. They have started to make their own choices, plan for the future and expand their options in life.

Regular employment and supported employment	Real pay in a regular environment with or without additional support
Sheltered employment	Real pay in a sheltered environment
Sheltered work and vocational rehabilitation	No pay in a sheltered environment or training for employment or work

With this method the individual:

- earns an income
- works in ordinary conditions
- makes choices
- is treated with respect and given a valued social role
- builds relationships
- enhances economic self-reliance
- increases self-esteem

## **Benefits for the employer**

At the beginning of the 1990s, when supported employment started in some European countries, two reactions were common: employers were not willing to hire persons with disabilities, and high unemployment rates were used to imply that persons with disabilities would never have a chance of getting a paid job. A third view often expressed was that persons with a more severe disability were simply unfit for work.

Experience since then has shown that employers are willing to hire persons with disabilities, mainly because supported-employment workers have proven they are capable of performing the tasks required. In these cases, employers' needs were also supported.

A significant aspect of supported employment is its strong focus on practical training on the job and on worker performance. All necessary support and advice is given both to the employer and to the worker with a disability. Persons with disabilities are well prepared to take up work.

Another important point for the employer is that many persons with disabilities (especially persons with intellectual disabilities) can effectively, efficiently and accurately perform simple repetitive tasks. They like to do this type of work, and often prove to be reliable employees, with low absenteeism and accident rates.

In general, the turnover in repetitive-task jobs is very high: the employer has to deal with frequent vacancies and high recruitment costs. For the employer, one economic advantage of hiring workers with a disability is that they tend to remain in a given job for a long period of time.

Even in countries with labour shortages however, the employment rate of persons with disabilities is very low. Sadly, the reasons for this are discrimination, lack of opportunities, stereotyping and negative attitudes. Supported employment recognizes that the solution to the problems of unemployment and underemployment of persons with disabilities needs to be a multifaceted one, yet at the same time one oriented to the needs of employers.

These needs dictate the employer's decision regarding the hiring of persons with disabilities. There is however a growing feeling in society that employees of a firm should represent all groups of society, as all social groups are consumers of the firm's products and services. If this is the case, persons with a disability should be included and represented in all workforces. Indeed, many successful firms are highly aware of the benefits of a diverse and representative workforce.

Increasingly firms are recognizing that they have a social responsibility, and are using supported employment to ensure that this responsibility is fulfilled.

## **CHANGE MANAGEMENT ; HOW TO START SUPPORTED EMPLOYMENT**

Supported employment is based on the values of full inclusion and human rights for people with disabilities. It is compatible with the “social” model of disability in which the person with a disability is recognized as a citizen who has the right to participate. Due to disability, a person might not be able to exercise their rights. Here, individual support can help to achieve inclusion and participation.

At the beginning of the 1990s, organizations in western European countries were asking the question: How can we start supported employment?

Based on experience over the past ten years, the following phases have been identified:

### **Phase 1 – Spreading the idea**

The first phase involves contacting people who are attracted to the supported employment approach. Those interested can form a committee or a task force. It is important that all relevant players are involved (persons with disabilities/ relatives, service providers, employers, public sector representatives).

This group of people can start by collecting and spreading information about supported employment. Through this more people can become involved and local, regional and national meetings organized.

### **Phase 2 – Forming associations**

As a result of the first phase, in many western European countries, local, regional and national associations for supported employment were established. These organizations spread information on the developments on supported employment through conferences and workshops. The meetings also facilitated the exchange of practical information among persons who were involved in the implementation process.

### **Phase 3 – Start-up activities**

The most important phase is starting activities by using the various steps of the supported employment model – assessment, job finding, job analysis, matching, job coaching and ongoing support. Supported employment usually begins on a small scale. The supported employment organization CITY from Los Angeles, USA, uses as its mission statement “One person at a time”. It is best to start with one person and make supported employment a success story for this individual. This success becomes an example for others to follow. Through these small steps supported employment can be implemented and extended.

In a developing country with a lack of service provision, supported employment services can be started by volunteers. Family and friends can play an integral role, carrying out job finding and other activities to support the person with a disability.

Networks of family and friends can assist in identifying suitable jobs. The town or village can provide a meeting place for the organization. In concrete terms it means the use of all available resources in the local community.

#### **Phase 4 – ‘Growing’ supported employment**

When supported employment is growing, there is also a need to look at the organizational structure of the supported employment organization itself. As numbers increase and more people with disabilities are successfully working in supported employment, attention must be given to management aspects, administration and the development of the organization and its staff.

Evaluation is needed – of the supported employment services and, linked to this, of the training and development needs of those providing these services.

Once the success of supported employment is demonstrated, it will generate interest. All players will respond positively when they perceive how they can benefit. Employers will share their experiences with other employers. Parents will talk about their child’s personal growth and development through supported employment. People in public administration will spread the word that the policy to promote supported employment is a success. Most importantly, people with disabilities will gain from their independence and from their employment status, and will become powerful advocates of supported employment

#### **Basic conditions**

Supported Employment Model is in line with article 27 of the UN Convention.

This includes the condition that projects (supported employment model) can only start when basics are arranged, such as involvement of local and regional people and organization who can carry out the activities with support from the project coordination group. Funding for development of the project is available. This does not mean just sending money to a project. The money is only meant for additional costs. The implementation of supported employment must be arranged within the context of available resources (in kind or in money) of the country/region.

After a ten-year experience of supported employment, western European countries are increasingly deciding to apply this model as a mainstream activity at the core of government strategy, in order to realize inclusive employment for people with all types of disabilities.

## GLOSSARY

### 1. ICIDH

Although intuitively one would understand that it refers to a disabled person, in reality the concept of disability is a well-defined, organized classification, which assigns different meanings to the concepts of impairment, disability and handicap. These concepts were defined by the World Health Organisation (WHO) in its *International Classification of Impairments, Disabilities and Handicaps (ICIDH)* (1980), and were further evolved in ICIDH-2.

### 2. Disease and disability

The first, fundamental distinction is that between disease and disability, there are concepts with different classifications. Disability may be the result of a disease or an accident, but it must not be confused with the concept of disease. Two persons with the same disease may have different disabilities, just as two persons with the same disability do not necessarily have the same disease. In the WHO's international classifications health conditions are classified using the *International Classification of Diseases (ICD)*. This classification is periodically updated, so over the years successive versions have been used. Currently the ninth edition, ICD IX, is used for official statistics in Italy, although the tenth edition is already available and is used by many operators.

ICD IX classifies diseases according to groups of causes, starting from a very general level and proceeding to more detailed subgroups, until finally a 4-figure disease code is reached. In addition to the ICD, other classification systems exist which concentrate on pathological groups, particularly mental diseases and external causes (i.e. voluntary or involuntary traumas). After ICD, the main reference manual for mental diseases is the Diagnostic and Statistical Manual of Mental Disorders (DSM), now in its 4th edition.

In the *International Classification of Impairments, Disabilities and Handicaps (ICIDH)*, evolved into the International Classification of Functioning, Disability and Health (ICIDH-2), disabilities are classified along with associated health conditions.

ICD and ICIDH are complementary publications, and so should be used together: ICD offers a diagnosis, which enriches the additional information in ICIDH regarding the individual's functioning from body, individual and societal perspectives. Together the two provide a greater and more significant picture.

The fundamental concepts of ICIDH are based on the sequence;

### **Impairment - Disability – Handicap**

### 3. Impairment

In the context of health experience, an impairment is any loss or abnormality of psychological, physiological, or anatomical structure or function.

### 4. Disability

In the context of health experience, a disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

### 5. Handicap

In the context of health experience, a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfilment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.

**Additional explanation ;** Following an event impacting on health, whether a disease (congenital or other) or an accident, a person may have an impairment, that is a functional or structural loss or abnormality. This impairment may lead to a disability, or a limitation in the ability of the person affected to perform activities considered "normal" for a human being of the same age. Finally, this disability may lead to a handicap, which is the social disadvantage manifested following any interactions with the outside world. ICIDH is thus a classification of all three conditions - impairment, disability and handicap.

The sequence described is of course not always so simple: the handicap may be the result of an impairment, without any disability. A deformity, for example, may be an obstacle to attempts to achieve normal social relationships: this is certainly a handicap but not a disability. Additionally, the sequence may be interrupted: a person may have an impairment without being disabled or a disability without being handicapped.

## **6. Classification of Impairments**

ICIDH describes 9 categories of impairment, which in their turn are divided into subcategories until a three code classification is reached. Similarly, 9 categories are described for disability, also further subdivided, and seven for handicap, of which each are subdivided on a scale of 9 categories;

1. Intellectual impairments
2. Other psychological impairments
3. Language impairments
4. Aural impairments
5. Ocular impairments
6. Visceral impairments
7. Skeletal impairments
8. Disfiguring impairments
9. Generalized, sensory, and other impairments

## **7. Classification of Disabilities**

1. Behaviour disabilities
2. Communication disabilities
3. Personal care disabilities
4. Locomotor disabilities
5. Body disposition disabilities
6. Dexterity disabilities
7. Situational disabilities
8. Particular skill disabilities
9. Other activity restriction

## **8. Classification of Handicaps**

1. Orientation handicap
2. Physical independence handicap
3. Mobility handicap
4. Occupation handicap
5. Social integration handicap
6. Economic self-sufficiency handicap
7. Other handicap

## **9. A practical example of how the sequence is described by ICIDH**

Impairment  
Disability  
Handicap  
Language  
Speaking  
Orientation  
Hearing  
Listening  
Vision  
Seeing  
Skeletal  
Dressing, Feeling  
Physical independence  
Walking  
Mobility  
Psychological  
Behaving  
Social integration

## **10. From ICIDH to ICIDH-2: the International Classification of Functioning, Disability and Health**

After some years of use of ICIDH, WHO decided on a revision, in light of its greater knowledge and experience acquired internationally in the area of disability. Even though the resolution is not legally binding, it represents a strong recommendation to governments to adopt policies directed at the attainment of equal rights and opportunities, more than just the needs, of disabled persons.

The ICIDH-2 (ICF) is concerned with human functioning, and not disability alone. The classification also seeks to employ positive wording which is not considered derogatory or offensive - as many of the previously used terms were. This finds expression in a significant adjustment in the terminology. Body functions and structures are the key categories (and not impairments). Activities replace activity limitation and disability. And participation replaces handicap.

ICF refers to below factors;

### Body functions

- .. Mental functions
- .. Sensory functions and pain
- .. Voice and speech functions
- .. Functions of the cardiovascular, haematological, immunological and respiratory systems
- .. Functions of the digestive, metabolic and endocrine systems
- .. Genitourinary and reproductive functions
- .. Neuromusculoskeletal and movement-related functions
- .. Functions of the skin and related structures

### Body structures

- .. Structures of the nervous system
- .. The eye, ear and related structures
- .. Structures involved in voice and speech
- .. Structures of the cardiovascular, immunological and respiratory systems
- .. Structures related to the digestive, metabolic and endocrine systems
- .. Structures related to the genitourinary and reproductive systems
- .. Structures related to movement

- .. Skin and related structures

#### Activities and participation

- .. Learning and applying knowledge
- .. General tasks and demands
- .. Communication
- .. Mobility
- .. Self-care
- .. Domestic life
- .. Interpersonal interactions and relationships
- .. Major life areas
- .. Community, social and civic life

#### Environmental factors

- .. Products and technology
- .. Natural environment and human-made changes to environment
- .. Support and relationships
- .. Attitudes
- .. Services, systems and policies

*Classification quoted from: <http://www.who.int/classifications/icf/site/icftemplate.cfm>.*

Compared with ICIDH, ICIDH-2 places a much greater emphasis the role of classification as a social model. ICIDH-2 lists 873 body functions and structures, 617 activities and 106 participation factors.

### **11. Supported employment**

Supported employment aims to guide persons with disabilities to and in a remunerated job in the regular economic circuit. A wide range of instruments for reaching this goal is available, such as support by job coaches, wage compensation, helping to find a job, etc.

*“Supported employment can be characterized as paid work in integrated work settings with ongoing support for individuals with disabilities in the open labour market. Paid work for individuals means the same payment for the same work as for workers without disabilities.”*

*– World Association for Supported Employment.*

### **12. Sheltered employment**

A sheltered work environment is a workplace that is created especially for disadvantaged persons that temporarily or definitely cannot be employed in the regular job market.

## **REFERENCE LITERATURE**

Employment of disadvantaged persons in Europe, by EASPD, 2007

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## **Appendix 1 Supported Employment In Practice; Some Examples**

**Example 1** (*From Handbook Supported Employment, WASE 2003*)

### **Supported employment in practice - Bolivia.**

**Manuel is a job coach in Bolivia. This is his case report of Maria, housemaid, 19, and single**

#### **Assessment**

Maria came into my office very early one morning. She immediately said that she needed a job but that so far she had not managed to find one. I explained that I was there to support her in her search for work. We looked at what type of job Maria wanted and what she had done previously. She has Down's syndrome and we concluded that this was a barrier in finding a job. Maria wanted to be a maid. She told me she had helped her mother in cleaning the house since she was a kid. She and her mother were trying to find Maria a job by asking around, but nobody had yet hired her. I suggested she try to get some work experience, in order to obtain a recommendation from someone locally well-known. She liked the idea and together we made a list of ten people reputed as reliable and socially minded. A few days later Maria returned to my office and we decided to send a letter to ten selected persons. Maria told me what she wanted to say in the letter, I typed and printed it and sent out the ten letters. Next we rehearsed a short story of what Maria would say when she followed up her letter with a phone call asking for work. We agreed that she was to mention she was supported by me and my agency. At my office, she spoke with six of the ten people. The sixth person responded very positively and invited her for an interview. Maria then called the other five to explain the situation. Again we prepared together what she would discuss at her interview. The next day I received a phone call from a very happy Maria. She had been accepted for a tryout period of (unfortunately) unpaid work as the assistant to another maid. We agreed she would call me whenever she needed to and that she would try to obtain a good written recommendation.

#### **Job finding**

After several weeks Maria returned to my office with the news that she had been hired as an assistant maid in the same house. She was glad, but disappointed about the poor wages. She asked me if I could help her in this and I agreed.

#### **Job analysis**

We also discussed if she could handle the various tasks of the job and Maria said she could handle it well.

#### **Matching**

The job matched Maria's needs.

#### **Job coaching**

Maria made an appointment to see her employer with me. Maria and I had previously prepared what she would say. Her employer was a little annoyed that Maria was asking for more wages. I supported Maria's argument but in the end Maria didn't get what we had set as a goal. She and her employer agreed on an amount in the middle.

#### **Ongoing support**

Maria drops by once in a while, when she needs some advice or just to chat about things.

**Example 2** (*From Handbook Supported Employment, WASE 2003*)

**Supported employment in practice – the United Kingdom.**

Angela is an employment officer in England. This is her case report of John, a website designer, age 36, married, with two children

**Assessment**

I was called by John's counsellor, who explained that John was facing several difficult challenges. He was suffering from autism (Asperger syndrome), had been unemployed for six years and recently was also having marital problems. The counsellor asked if I would see John and an appointment was made. In my first meeting with him I described the method of Supported Employment. John was very nervous. He agreed in principle with what I proposed and spoke accurately about his illness. I couldn't discover much about his wish to work, although he has a degree in Chemistry. Before our next appointment I had received a report from John's neurologist and from his counsellor. It showed a complex personality, highly intellectual and lacking in social abilities. John did a test concerning his employment interests, which strongly pointed in the direction of structures and computers.

In our final assessment meeting, John agreed to my suggestion that I would try to find him a job as a web designer.

**Job finding**

Our marketing officer showed me a small list of software companies. I asked her to seek out a job in a small firm. Several weeks later, she proposed a job for John as a web designer in a small company, designing programmes for care organizations.

**Job analysis**

In my first appointment with the company I asked for a job-specific description and made a detailed list of all tasks, the work environment, colleagues, the firm's structure and its organizational culture, etc.

**Matching**

First I described the tasks to John and we then visited the company. John was introduced to his prospective colleagues but reacted distantly. He made it quite clear that he was not much interested in interacting socially with his co-workers. I witnessed their negative reaction. During my follow-up visit, the employer informed me that John's prospective colleagues were not very enthusiastic and that in fact the deal was off. I proposed to the employer that we could perhaps change the working conditions in such a way that his colleagues would be able to deal with John's lack of social abilities. I also promised that I would use job coaching to facilitate the contact between John and his colleagues. After much hesitation, the employer said he would give it a try, but only if I would guarantee my ultimate support.

**Job coaching**

I coached John prior to his starting the job. We fully discussed what social interaction on the job would entail, the expectations of his colleagues and John's own expectations. The result of our talks was that we agreed that John was to respect his colleagues' need for a chat and I would ask his colleagues to respect John's dislike of socializing. John commenced his job. The work itself presented no difficulty for him; his employer was very satisfied with his results. The only problem was that John kept on working as long as there were things to do, sometimes for 12 hours a day. I spoke with John and we agreed he would work no longer

than eight and a half hours and that he would try to set his time limits the moment he received an assignment. When I spoke with the employer, we agreed that he would limit John's assignments in order to prevent him working longer hours. Coffee breaks and lunchtime are not for relaxation as far as John is concerned. He works on at coffee time and at lunch time he spends 15 minutes eating with colleagues and then returns to work. John's colleagues are accustomed to this situation and are very satisfied with having a skilled website designer.

**Ongoing support**

Twice a week I visit John. We always perform the same ritual. We look at his tasks and we adjust the planning. At the same time I see how John is and when he is stressed we talk about it for a short while, which helps. I also regularly speak with John's employer.

**Example 3**

*(From Gaining and Providing Yourself in Social Competence, ATLAS Project, 2003)*

**The way to focus on abilities (Romania)**

**Diagnosis:** Lightly mentally retarded, psycho - physical immaturity

**Studies:** Professional school, sewing classes

**Professional experience:** seasonal/occasional work- hand work

**Family situation:** Mother dead, she lives with her father, no brothers/sisters

Activities type	Different type of abilities	The used Methodology for Diagnose	Results
Ergo-therapy handcraft workshop	Motoric ability	Test Ruward	Good developing of motoric capacity of grabbing and lifting with both hands. Good working speed of the muscles.
	Respect the rules	Test INVRA, Test ISKIE	It is a person with a sense of respect, towards superiors and colleagues, is able to record rules and norms of different working period, for this reason has a qualitative manner of work but is a little bit slow
	Ability to react and initiating social contact	Test INVRA Test ISKIE, role plays	Reacting with patients at her work (she is looking for proper tools, materials etc...). Takes no initiative in relationships.
	Limits, endurance, tolerance against frustration	Test INVRA, Test ISKIE	It is very difficult for her to cope with certain degrees of time pressure. She can't work faster if it is necessary to finish work at end the of day and collaborators put pressure on her.
	Ability to work in a team	Test INVRA, Test ISKIE	Respect the interest and needs of team mates during group activities. To be oriented towards the group when the group is having a break.
	Realitionship	Test INVRA,	It is difficult for her to approach an

		Test ISKIE	unknown person and conduct a conversation. But she is able to get in touch with familiar persons and start a conversation. The accommodation period is 4-6 weeks.
Group training:	Pro/social behaviour	Case study, role plays	She is able to recognize when somebody needs help. She went to him and immediately helped him. She was able to share cookies, etc, with others.
	General communicative competence	Case study, role plays	She is able to maintain a conversation. To link one subject to the other during a conversation / no switching between topics.
	Recognize self limits  Self / confident behaviour	Case study, role plays  Case study, role plays	She has a limited capacity to recognize the value or the quality of her work.  It is very difficult for her to handle a critical situation. She is able to defend herself against unjust treatment.
Working in different places	Accommodation/ ability	Case study, role plays, Test INVRA and ISKIE	The accommodation period 4- 6 weeks.
	Ability to distinguish	Test INVRA and ISKIE Case study, Role plays	She can't recognize the different values of Money. It is difficult for her to distinguish between more and less money. The value of coins and notes. She is able to recognize that there are superior instances or hierarchic structures. She is able to distinguish various rules, or between the parents, person in charge, boss, team mate, or salesperson.
	Organization of the surrounding and oneself	Case study, role plays, Test INVRA and ISKIE	It is important for her that the day is clearly regulated, that there is a certain rhythm. It is very important for her to have regulated daily routine. She is able to organize her surroundings, her room, the kitchen, her work place. But she is unable to use strategies to reach the target. Or to implement the different steps of a planned Project in the right order.
	Sense of responsibility for oneself and the surrounding	Case study, role plays, Test INVRA and ISKIE	She is easily able to cope with unpleasant or sensitive situation.

	Ability reflect	Case study, role plays, Test INVRA and ISKIE	She is able to express her own needs or wishes clearly to familiar persons. She is able to reflect and rate the behaviour in a certain situation at a later time.
Workbook	Ability to perspective	Test INVRA and ISKIE	She has a limited perception of imagining that other people could be angry or deranged by her behaviour.

#### Example 4

(From *Gaining and Providing Yourself in Social Competence, ATLAS Project, 2003*)

#### Vocational Profile, competency assessment : (Ireland)

John was pleased with life in general when he began working at Donegal Cheese. He would like to develop a relationship with someone and have a wider circle of friends. At present he has made a lot of new friends and met people from different areas. His social life has vastly improved. He now goes out every weekend to the pub and disco, he also goes to the cinema, out for dinner and for walks. These are things that John did not do before starting work at Donegal Cheese. He likes the variety of activities that the job entails like making cheese and he is responsible for foaming down once a week which gives him a great sense of importance. He is much happier with his life now than before. He is much more confident and much more likely to try new things.

#### Example 5

(From *Pass It On Project Reports, 01.01.2009 - 31.12.2010* )

#### Czech Republic:

*One of our past clients, a young woman with mental disability, has worked in sheltered workshop for four years. She gained all possible competences and self esteem at work. Unfortunately the situation at the sheltered workplace became difficult and she was released. With a support of consultant of supported employment she found a new job on the open labor market, but only with a limited contract. The new network should also put pressure on unfair contract conditions.*

#### Romania:

*M.CS. a 30 year old young man, with professional studies, requested our job mediation program in November 2009. He is mentally disabled schizophrenic, with schizotypal and delusional disorders. This young man was evaluated psychological and was prepared his Vocational Profile at the ATRIUM program, in order to find him a job. He had 4 or 5 job offers but had no success because of the accommodation problems. In January 2010 M.CS. was sent to an interview and after 3 days of working demonstration assisted by a psycho pedagogue, he was hired in 27<sup>th</sup> of January 2010. After 2 weeks of daily assistance by the psycho pedagogue, he learned to work in team, together with a colleague, and among the responsibilities and activities he does: preparing pallets of cardboard boxes, by placing a piece of waste so that the boxes will not be damaged when they're put on each*

*other; placing orderly the boxes on pallets, empty boxes specially designed for the waste made, helping the colleague in packing the boxes and cleaning the working space after work.*

*Having autistic features is was necessary to adapt the workplace for M.CS. through information accessibility (stickers), for finding the entrance, exit, locker room and the dining room more easier. During the employment numerous problems have emerged especially in: personal hygiene, the inappropriate behavior towards colleagues, violent manifestations because it is very tired. The psycho pedagogue visited Cs's family and together they managed to solve problems related to the personal hygiene and established a new daily program for M.Cs., which led to increased efficiency in the workplace. From May it was introduced an observation sheet for M. Cs., which is complemented by his superior includes the following requirements: he washes regularly, he wears clean clothes, arranges his clothes after he comes out of the bathroom, he catches the bus, says hello to his colleagues when he meets them, he gats there on the meetings, doesn't walk during his working program, makes 30 seconds breaks, helps his colleague at packing when he hasn't got work at the box-arranging, he calls his colleagues on their names, listens at his superior, doesn't read newspapers at workplace, and if he has questions he turns to his superior. In case he didn't respect these requirements he gets black marks, and after getting 5 black marks/ week he will not get one meal ticket at the end of the month. Since the observation sheet was introduced the appearing problems with M.Cs. had been reduced considerably and we didn't have to decrease the number of his meal tickets yet. His activity at this firm is monitored monthly by the psycho pedagogue.*

## **Appendix 2 National legal regulations for disables in Turkey, in Turkish Language**

## **Appendix 3 National legal regulations for disables in Italy, in Italian Language**