Education, training and persons with disabilities

Queen’s International Institute on Social Policy 2013: Skills Development and At-Risk Populations in the 21st Century

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Overview

• Data sources and definitions

• People with disabilities:
  – Who are we talking about?
  – Employment situation?
  – A few critical factors that help explain why the rate of employment is significantly lower

• What can be done about it?
  – Effective practices
  – Barrier removal
Main data sources

• **Statistics Canada’s:**
  – Survey of Labour and Income Dynamics (SLID) of various years
  – Participation and Activity Limitation Survey (PALS) of 2006 and linked data from the Census of 2006

• **Scholarly and research literature from 2000**

• **Interviews with government officials in all provinces & territories**
‘Disability’

- **Statistics Canada:**
  - Any difficulty hearing, seeing, communicating, walking, climbing stairs, bending, learning or doing any similar activities; or
  - Any reduction of the amount or kind of activities a person can do at home, school or work, or in other activities such as transportation or leisure, because of a physical condition or mental condition or health problem.
‘Working-age’ and ‘employment’

• Working-age:
  – 16 – 64 years (SLID)
  – 15 – 64 years (PALS)
  – Other age groupings are defined in presentation

• Employment
  – SLID – Working all year, unless indicated otherwise
  – PALS – Working in the reference week
Population estimate

- Number of working-age people with disabilities depends on the survey. E.g.,:
  - 2.4 million (PALS 2006 – 11.5%)
  - 5.2 million (SLID 2010 – 22.8%)
  - Very different approaches to sampling in PALS and SLID
People with disabilities are slightly more likely to be women (PALS 2006 & SLID 2010)

<table>
<thead>
<tr>
<th></th>
<th>SLID</th>
<th>PALS</th>
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</thead>
<tbody>
<tr>
<td>Disabilities</td>
<td>49.6%</td>
<td>53.2%</td>
</tr>
<tr>
<td>No disabilities</td>
<td>50.4%</td>
<td>50.3%</td>
</tr>
</tbody>
</table>

Men | Women

- SLID: 49.6% (Men) vs. 50.4% (Women)
- PALS: 49.7% (Men) vs. 50.3% (Women)
Disability and age: prevalence increases (PALS 2006)
Further dimensions of diversity, such as...

- Aboriginal person status
- Visible minority status
- Sexual orientation / gender broadly defined (incl. LGBT)
- Disability-specific details...
  - Type (e.g., mobility, seeing, hearing, psychiatric, Learning, Disability, intellectual/developmental), severity, age at onset, cause (e.g., perinatal, illness/disease, ‘aging’, work, various accidents, unknown)
The (all year) employment rate of people with disabilities is consistently lower than that of people without disabilities, but generally improved from 1999 up to the international financial crisis (SLID).
The employment gap has been longstanding in all jurisdictions (PALS)

Employment rates for people with and without disabilities by province, Canada, 2001 and 2006

Note: Excludes Yukon, Northwest Territories and Nunavut
Historical gender gap in all-year employment is narrowing (Working-age, SLID)

<table>
<thead>
<tr>
<th></th>
<th>Men 2002</th>
<th>Women 2002</th>
<th>Men 2010</th>
<th>Women 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>With disabilities</td>
<td>52.4</td>
<td>41.6</td>
<td>48.6</td>
<td>46.1</td>
</tr>
<tr>
<td>Without disabilities</td>
<td>69.6</td>
<td>59.2</td>
<td>68.7</td>
<td>63.0</td>
</tr>
</tbody>
</table>
Marked differences in employment rates by type of disability (PALS)

Employment rates by disability type, Canada, 2001 and 2006

Note: Excludes Yukon, Northwest Territories and Nunavut
Employment levels decrease with severity of disability (PALS 2006)
All-year employment rates increase with increases in education level (Working-age, SLID 2010)

- University certificate: 76.2% (No disabilities), 60.2% (Disabilities)
- Non-university post-secondary certificate: 74.2% (No disabilities), 54.8% (Disabilities)
- Some post-secondary (no certificate): 64.3% (No disabilities), 44.2% (Disabilities)
- High school graduation: 48.0% (No disabilities), 44.4% (Disabilities)
- Less than high school graduation: 27.9% (No disabilities), 44.4% (Disabilities)
Highest level of educational certification has increased, by disability status, 1999, 2004, 2008 and 2010* (Working-age, SLID)

<table>
<thead>
<tr>
<th></th>
<th>With disability</th>
<th>Without disability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1999</strong></td>
<td><strong>2004</strong></td>
<td><strong>2008</strong></td>
</tr>
<tr>
<td>University certificate</td>
<td>10.2</td>
<td>14.3</td>
</tr>
<tr>
<td>Non-university post-secondary certificate</td>
<td>27.1</td>
<td>31.3</td>
</tr>
<tr>
<td>Some post-secondary (no certificate)</td>
<td>13.2</td>
<td>13.0</td>
</tr>
<tr>
<td>High school diploma</td>
<td>16.7</td>
<td>16.3</td>
</tr>
<tr>
<td>Less than high school diploma</td>
<td>32.7</td>
<td>25.1</td>
</tr>
</tbody>
</table>

* Totals exclude missing cases (i.e., “not stated”) and have been rescaled to 100%.
People with disabilities are less likely to be attending school, but the attendance gap is not so large among youth (SLID, 2010)
In a recent study by Carter, Austin & Trainor (2012)...

- The single strongest predictor youth (23 to 26 years) with severe disability having a paying job at or above the minimum wage two years after leaving high school is...
  - Having a job for pay while attending high school
Young people 16 – 21 years with disabilities are more likely to be in high school but less likely to have jobs while attending (SLID 2010)
Accommodations in education

- We don’t really know the extent of need for various accommodations in education because only those attending (or who had recently attended) were asked about this in PALS 2006
  - Reasonable to expect that many of those who have unmet needs for accommodations would not be attending school
  - Among people attending, relatively few needed built environmental features or services (9.7%) or assistive devices or services for education (17.6%) in 2006
  - Among people attending, 29.1% had a severe/very severe level of disability; among people not attending, 39.8%
Work-related training matters
(Working-age people with disabilities, PALS 2006)

- Work-related training is associated with positive employment outcomes
- Lack of work-related training is reported as one of the main barriers to employment by people with disabilities who are outside of the labour force

![Bar Chart]

- Classroom or OTJ training sometime 2001-2006
- No training 2001-2006

% employed
Employment levels vary by whether job supports are needed (Working-age people with disabilities, PALS 2006*)

* People active in the labour force at some point from 2001-2006
Employment levels vary by whether needed job supports are available (Working-age people with disabilities, PALS 2006*)

* People active in the labour force at some point from 2001-2006
Widely needed job supports can be difficult to obtain for youth (PALS 2006)

% of youth 15 to 29 years not receiving job supports that are needed, by disability status

- Job redesign: Any disability 59.9%, Learning and significant other disabilities 71.1%
- Modified/reduced hours or days: Any disability 52.5%, Learning and significant other disabilities 57.6%
- Human support: Any disability 65.0%, Learning and significant other disabilities 67.1%
Employment levels also vary by...

- **Age**
- **Gender**
- **Aboriginal person status**
- **Visible minority status**
- **Province / territory**
- **Disability-specific factors**
  - Type, severity, age at onset, cause
  - Access to needed help and aids/devices for everyday living
  - Income system disincentives & barriers and enablers
- **Interaction / layering between all these and a range of other factors**
EFFECTIVE PRACTICES IN EMPLOYMENT-RELATED PROGRAMS
Service delivery

- Skilled staff with positive views about the employment potential of people with disabilities
- Measures to strengthen individuals’ self-confidence
- Holistic, individualized, long-range employment planning
- Employment-focused approaches (e.g., place and train)
- Achieving a good fit between individual’s interests and aptitudes and employment opportunities / employer needs
- Coordinated approach (funding, supports, education / training, employment)
Overcoming barriers in the workplace

• **Ensuring support is available:**
  – Ongoing support to individuals with disabilities (human and technological supports; extended health benefits)
    • For people who experience factors that aggravate disability and place their job at risk
    • For people with late onset disability who are at risk of job loss
  – Ongoing support to employers (problem-solving assistance)
Overcoming barriers in the workplace

• Providing employer education / awareness-raising
  – About the employment potential of people with disabilities
  – Business case for hiring and retaining people with disabilities
  – About how to accommodate
  – Various Employers’ Forums are doing this kind of work
Overcoming barriers in education: Key to increasing the employment of people with disabilities

- Need to ensure that supportive measures that should be in place, such as:
  - Human and technological support
  - Accessible transportation and educational / training facilities
  - Funding for tuition, books and supplies
  - Modified curricula / flexibility as needed
  - Mix of classroom training and work experience for some
  - Support for longer-term rather than short-term programming
  - Access to literacy and numeracy upgrading where required
Organizational networking and collaboration

- Effective organizations:
  - Are well-connected to employers, governments, educators / trainers and other stakeholders
  - Share experiences and best practices
Future directions

- Facilitate access to post-secondary education and training and the supports needed to succeed, there
- Facilitate transitions from school to work, and ensure necessary supports are available
- Implement individualized, client focused, well-coordinated approaches
- Attend to issues facing youth, learn about what works well and continue to build on successes with following cohorts of young people