

The Value of Employment for People with Disabilities Around the World:

The Dignity of Work

Edited by

Renáta Tichá, Brian Abery and Jan Šiška

The Value of Employment for People with Disabilities Around the World:
The Dignity of Work

Edited by Renáta Tichá, Brian Abery and Jan Šiška

This book first published 2024

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Copyright © 2024 by Renáta Tichá, Brian Abery, Jan Šiška and contributors

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN: 978-1-0364-0758-2

ISBN (Ebook): 978-1-0364-0759-9

Cambridge
Scholars
Publishing

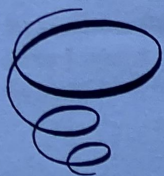
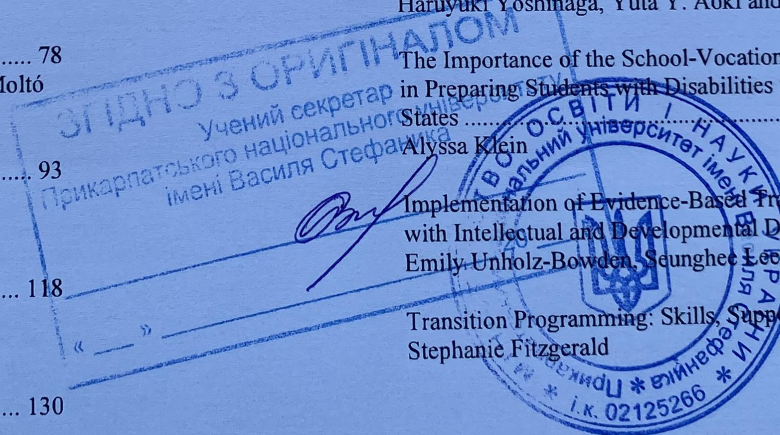


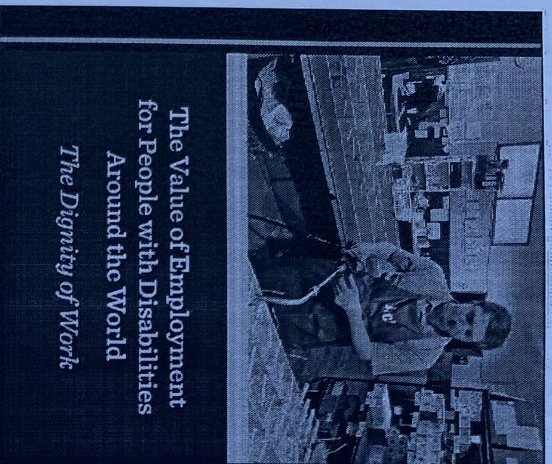
TABLE OF CONTENTS

Introduction	1
Renáta Tichá, Brian Abery and Jan Šiška	
Creating Meaningful Employment Opportunities Using a Customized Employment Approach.....	4
Tim Riesen and Aubrey Snyder	
What Data Tell Us About the Employment of People with IDD (in the U.S.).....	23
James Houseworth, Jean Winsor, Alberto Migliore and John Butterworth	
Employment for People with Disabilities in Japan.....	45
Reiko Nishida and Satomi K. Shinde	
Addressing the Disability Employment Transition in Europe: Measures and Patterns	63
Jan Šiška and Julie Beadle-Brown	
Universal Accessibility and Design for all in the Workplace: State of Affairs for People with Disabilities in the Spanish Context.....	78
Marcos Gómez-Puerta, Esther Chiner and Maria-Cristina Cardona-Moltó	
Employment of People with Disabilities in Ukraine: Challenges and Opportunities	93
Sergiy Sydoriv, Olha Telna and Olena Budnyk	
Special Needs Education: Imperatives for Inclusive Employment in Developing Countries. Cases from Tanzania	118
Dickson J. Shekivuli and Florian George Mtey	
Beyond the Barriers: Community Building for Valuable Lives to be Lived through Work	130
Nguyen Viet Nhan, Iris Drower and Phuong Anh	

Meaningful Employment and Social Participation for Persons with Disabilities in Bhutan	157
Matthew J. Schuelka, Renáta Tichá, Brian Abery, Ura Sonam Tshewang and Kezang Sherab	
Employment, Ageing and Retirement: An Australian Perspective.....	199
Roger J. Stancliffe, Michelle Brotherton, Kate O'Loughlin and Nathan J. Wilson	
Special Work for People with Special Needs: The Experience of "Special Pottery" in Moscow	231
Yulia Lipes and Nikolay Philippov	
A Worldwide Movement: Increasing the Competitive Integrated Employment of Youth and Adults with Disabilities through Person-Centered Policies and Practices	236
Don Lavin	
Exploring the Case of Ryohin Keikaku and the Company's "Heartful Project"	257
Reiko Nishida and Kiyoko Narusawa	
Industrial Medicine and Healthcare for Employment of People with Disabilities in Japan.....	276
Haruyuki Yoshinaga, Yuta Y. Aoki and Satomi K. Shinde	
The Importance of the School-Vocational Rehabilitation Partnership in Preparing Students with Disabilities for Adulthood in the United States	291
Alyssa Klein	
Implementation of Evidence-Based Transition Practices for Youth with Intellectual and Developmental Disabilities in the U.S.	310
Emily Unholz-Bowden, Seunghee Lee and Renáta Tichá	
Transition Programming: Skills, Support and Success.....	338
Stephanie Fitzgerald	



The Value of Employment for People with Disabilities Around the World: The Dignity of Work



Description
<p>Brian Abery David Blustein John Buttenworth Esther Chiner Carla Gilson Alyssa Klein Yulia Lipets Kiyoko Narusawa Kate O'Loughlin Dickson Shekvwili Ian Siska Sergiy Sydortv Phuong Anh Tran Jean Winsor</p>

The Value of Employment for People with Disabilities Around the World: The Dignity of Work vii

Career and Vocational Education for Special Education Students in Japan: Collaboration between Schools and Local and Thematic-based Communities 352
 Takeshi Chikurinji and Satomi K. Shinde

Fostering Decent Work and Dignity at Work for People with Intellectual and Developmental Disabilities 386
 Carly B. Gilson, James Sinclair and David L. Blustein

EMPLOYMENT OF PEOPLE WITH DISABILITIES IN UKRAINE: CHALLENGES AND OPPORTUNITIES

SERGIY SYDORIV

OLHA TELNA

OLENA BUDNYK

Introduction

The world population constantly grows, consisting in 2022 of nearly 8 billion humans, each being a unique universe capable of experiencing feelings, developing ideas and objects, celebrating life, independence, and diversity. The right to work in just and favorable conditions and receive fair pay should be enjoyed by each member of society without ableism and discrimination. Until recently, disability in Ukraine was considered a hindrance, a shame, a fault of a human being, but today when the country emerges through the destruction caused by the Russian Federation as a land of heroes and fighters for freedom, many of whom are being damaged and mutilated physically and psychologically, still undone and unconquered, we can predict that the future for all, including persons with disabilities will be more manageable, meaningful and productive than it was before 2013. We can predict that the atrocities of the war will shift the societal opinion from reluctant integration of persons with disabilities to celebrating diversity and inclusion of free people in a liberated society. Thus, people with disabilities forming an active part of society can effectively liberate themselves, the society, and an international community (Wandke 2019).¹ It is worth quoting here a poetical translation of the lines of Hryhoriy Skovoroda, a Ukrainian baroque philosopher, who perceived a dialectical combination of individual and social liberties as a value in the ratio: the more freedom a person possesses—the more it can be done for the development of society, and vice versa—the more person-oriented society is—the more opportunities it creates for the free development of an individual:

What is liberty? What good lies in there?
They say it is a golden-like sphere
No, friend, all gold of the world you amass
Is but a dust when compared. Alas! (Budnyk and Vasyanovych 2017, 87).²

The right to work is one of the basic freedoms of a person that is secured both in the international and national legislation. As far as people with disabilities constitute an integral part of every state population, their right to participate in paid employment schemes should be viewed as natural and indispensable (UNCRPD 2006).³

In this chapter, we will discuss achievements and challenges of Ukraine which, being a former Soviet republic, is overcoming its totalitarian legacy to ensure all rights and freedoms are fulfilled for every citizen, regardless of their gender, age, race and (dis)ability. Our main focus will be on employment opportunities for people with disabilities weeks before the war who, as discussed later in the chapter, show unquestionable interest in paid employment and full desire to work. Also, we will summarize the results of an online research conducted in 2021 in order to understand real views and feelings of Ukrainians about the situation in the sphere of paid employment of people with disabilities. We can also offer some predictions and prospects of employment of persons with disabilities in Ukraine after the war.

Legal Provisions

In 2006, Ukraine signed the UN Convention on the Rights of Persons with Disabilities (UNCRPD) that was ratified by the Ukrainian Parliament in December 2009. In March 2010, this legislation came into force and currently serves as a national law pertaining to the rights of persons with disabilities in the country. The main legal act that regulates the rights of people with disabilities to work is the Law of Ukraine “On the principles of social protection of disabled people in Ukraine” dated the 21st of March 1991 no. 875. Since that time, there were amendments and the

discriminatory term “disabled people” was changed to “persons with disability” according to the Law of Ukraine of 19th of December 2017. The Law of Ukraine “On rehabilitation of disabled people in Ukraine” dated the 6th of October 2005 no. 2961, the Decree of the Cabinet of Ministers of Ukraine “On realization of the Articles 19 and 20 of the Law of Ukraine “On principles of social protection of disabled people in Ukraine” dated the 31st of January 2007 no. 70 and the Decree of the Cabinet of Ministers of Ukraine “On implementation of the Articles 18-1 of the Law of Ukraine “On principles of social protection of disabled people in Ukraine” dated by December 27th, 2006 no.1836 are also important in this sphere. In all these legislative documents the derogatory terminology is replaced by the acceptable “persons with disabilities”.

Unfortunately, Ukraine has no legislation on transition of young persons with disabilities towards adulthood and preparing them to independence and future employment, though from the 2017 Law of Ukraine “On education” and 2018 Order of the Ministry of Education and Science of Ukraine “On approval of the Model Regulations on the team of psychological and pedagogical support of a child with special educational needs in a general secondary and preschool institution” it comes logically that a team of multidisciplinary specialists could be in charge of creating an effective transition program for students with special needs to pursue further education, employment, and independent life (Telna et al. 2019, 64).⁴

Bearing in mind that institutionalization of persons with disabilities is especially prevalent in Eastern European countries, it should be said that the reforms in Ukraine aimed at deinstitutionalization and moving to community-based services according to the “National Strategy of reforming a system of institutional care and education of children for the period of 2017-2026” have been slowed down by introducing changes to the document in June 2021. Keeping persons with disabilities in special institutions, often against their will, along with the poor treatment they receive, affects their fundamental rights. In May 2022, the parliamentarians of the Council of Europe adopted a resolution saying that “the transformation of residential institutional services is only one element of a wider change in areas such as health care, rehabilitation, support services, education and employment, and in which the societal perception of disability and the social determinants of health, as well as gender and other stereotypes are adequately addressed” (Parliamentary Assembly 2022).⁵

Present Situation

The employment rates for people with disabilities in Ukraine are rather optimistic: almost 35.8% of them aged 16 to 60 are reported officially employed, but one should understand that individuals with mild and severe disabilities constitute only 13% of that figure (Sylantyeva 2018)⁶ and that such conditions as dyslexia and attention deficit hyperactivity disorder have not yet been recognized as disabilities in Ukraine (Tichá et al. 2020).⁷ The latest obtained data show that in 2017 only 540,187 persons with disabilities had been officially employed which constitutes 26.2% of adults with disabilities registered at that time (Antoniuk 2019).⁸ How these statistics have changed due to the war is not yet clear as the Ukrainian government pays little attention to proper monitoring social trends. However, what is known for sure is that, private businesses tend to involve people with disabilities mainly into “formal employment schemes” when the person is only claimed to be working and receives a small amount of money as a compensation for using their name in work reports, as in so doing these employers can avoid paying the “disability unemployment tax” to the state (OHSR 2015, 10).⁹

In April 2021 the National Strategy for the Barrier-Free Environment, developed on initiative of the First Lady Olena Zelenska, was approved by the Cabinet of Ministers of Ukraine. The project offers many innovations that will promote inclusion of vulnerable groups in the economic life of the country, among them to: i) simplify the procedure for businesses to obtain financial support for creating jobs on the principle of “money follows the candidate”; ii) ensure the transparent use of funds for the implementation of the norm for employment, received by the Fund for

¹ Wandke, Daman. 2019. “A Perspective of Liberation.” Accessed May 15, 2022. <https://www.washington.edu/doi/perspective-liberation>.

² Budnyk, Olena and Hryhoriy Vasyanovych. 2017. “The category of freedom in the written heritage of John Amos Comenius and Hryhoriy Skovoroda.” *Advanced Education*, no. 7 (July): 85-89. <https://doi.org/10.20535/2410-8286.93517>.

³ United Nations. 2006. “Convention on the Rights of Persons with Disabilities.” *Treaty Series* 2515 (December). 3.

⁴ Telna, Olha, Malanchii Valentyna, Datso Nadia, Sydoriv Sergiy, Selepiy Oksana, Vesnina Nadiya, Pryimak Natalia, and Sydoriv Lidia. 2019. *Skhodnyky inkhuzii [Stairway to inclusion]*. Ivano-Frankivsk: Kushnir publishing.

⁵ Parliamentary Assembly. 2022. “Deinstitutionalisation of persons with disabilities. Resolution 2431.” Accessed January 15, 2023. <https://pace.coe.int/files/30005/pdf>.

⁶ Sylantyeva, Inna. 2018. “Osvita ta pratshevlashtuvannia osib z invalidnistiu v Ukraini: Yakoyu ye realna statystyka? [Education and employment of people with disabilities in Ukraine: What are the real statistics?] [Blog post].” Accessed May 15, 2022. <https://www.obozrevatel.com/ukr/society/osvita-ta-pratshevlashtuvannya-osib-z-invalidnistiu-v-ukraini-yakoyu-e-realna-statystyka.htm>.

⁷ Tichá, Renáta, Telna Olha, Šiška Jan, Klapko Dusan, and Kincade Laurie. 2020. “Choices, Preferences, and Disability: A View from Central and Eastern Europe.” In *Choice, Preference, and Disability*, edited by Stancliffe, R., Wehmeyer, M., Shogren, K., Abery, B. 111–132. Positive Psychology and Disability Series. Springer, Cham. https://doi.org/10.1007/978-3-030-35683-5_6.

⁸ Antonyuk, Valentyna. 2019. “Providing Employment as a Priority Vector of Social Policy Regarding Persons with Disabilities.” *Management of Economy: Theory and Practice. Chumachenko's Annals: collection of scientific papers* 1: 3-11. Institute of Industrial Economics of the NAS of Ukraine. <https://doi.org/10.37405/2221-1187.2019.3-11>.

⁹ OHSR 2015. “CRPD Concluding Observation Ukraine. Alternative report on implementation of the Convention on the Rights of Disabled Persons. Authorized representative of Verkhovna Rada of Ukraine for human rights.” Accessed May 15, 2022. https://digitallibrary.un.org/record/811091/files/CRPD_C_UKR_CO_1-EN.pdf.

Social Protection of Persons with Disabilities, for the adaptation of jobs and workplaces; iii) enhance the activities of the Fund for Social Protection of Persons with Disabilities to promote the real employment of people with disabilities in terms of transparency and openness of all processes and procedures; iv) provide companies with advice on creating an accessible environment and inclusive employment; v) develop and publish standard provisions and information materials on diversity and inclusiveness; vi) add the profession of inclusivity specialist to the classifier of professions; vii) develop a system of tax benefits for employers who employ more people with disabilities than the current norm of 4%, and create a progressive scale of sanctions payment for non-compliance with the norm, etc. (UNDP Ukraine 2021).¹⁰

Following the initiative, many local and national NGOs of and for people with disabilities, e.g. Fight for Right (Kyiv), The Right of Choice (Kharkiv), Inclusive IT (Lviv), United by Love (Ivano-Frankivsk) etc., often in collaboration with the government structures and regional employment centers, have launched the job training programs intended to increase working capacities of individuals with disabilities. Most of these projects are designed to provide job applicants and employees with computer skills and psychological training, aiming to help them compose and submit their CVs, communicate with potential employers and go through an interviewing process (Ministry of Social Policy of Ukraine 2021).¹¹ Besides, there are several international agencies and funds, such as UNICEF, UNPD, the International Renaissance Foundation, to name a few, supporting employment initiatives programs for youth with disabilities. However, they all tend to focus on building skills and capacities of an individual with disability rather than on helping participants find a job or creating positive attitudes towards employees with disabilities among potential employers (Horemykina and Kotenko 2019).¹² There are charitable funds and nonprofit organizations active in Ukraine that alongside with supporting persons with disabilities to acquire life and basic work skills also aim at nurturing leadership qualities in advocacy and self-advocacy: Shepherd's Foundation, School of Equal Opportunities, Kolping Society, to name a few. Still, there is a lack of employment programs and services for persons with disabilities at a national level.

In an attempt to objectively analyze current situation in the field of employment of Ukrainians with disabilities, we designed and conducted online research, the main purpose of which was to find out real attitudes towards employment of persons with disabilities. Therefore, we have asked people with obvious and hidden disabilities, members of their families, educational professionals, social provision workers and those who are interested in the issue to complete an online questionnaire, which was distributed through relevant social network groups so that people with disabilities and other respondents could easily access it.

Among our goals of the research was to find out whether people with disabilities, their relatives and all the other groups of respondents share similar opinions about employment opportunities for persons with disabilities in Ukraine, how they define the main barriers in getting a job, maintain employment, and whether they have any ideas of how to tackle those barriers.

Results of the empirical study

One hundred and fifty-four respondents from different regions of Ukraine participated in the online survey. Among the respondents, the largest group were persons with obvious disabilities (48 responses, which is 31.17% of the total number of respondents) and persons with non-obvious disabilities (17 responses, 11.04% respectively). As it can be seen, persons with obvious and non-obvious disabilities do not even make up half of the respondents, which indicates the low activity of this category of the population of Ukraine, even when it comes to their own lives and well-being. General passivity and unwillingness of many Ukrainians with disabilities to advocate for their human rights implementation has been noticed by national and international NGOs' management teams which is reflected in the alternative CRPD implementation reports (OHSHR 2015; Fight for Right 2022)^{13,14}. Such low figures can also be explained by the fact that persons with disabilities do not have access to IT technology or they do not know how to use it in order to participate in the survey. Public libraries in Ukraine do not provide training and free access to personal

computers connected to the internet specifically for persons with disabilities and many of them have limited financial resource to buy modern electronic equipment.

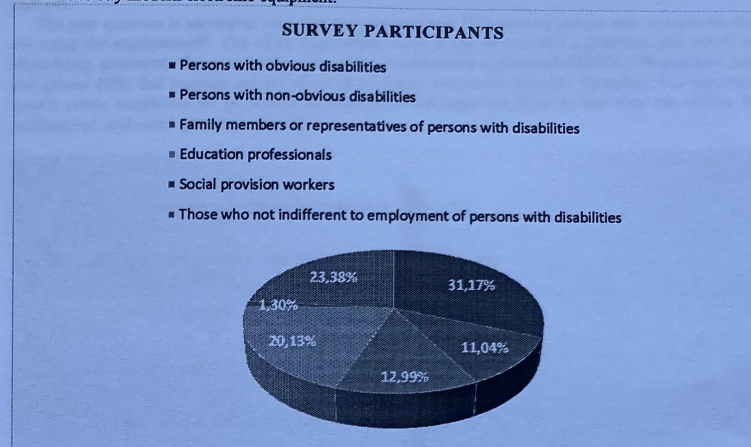


Figure 1 Participants in the online survey.

We will also present here the opinions of family members or representatives of persons with disabilities (20—12.99%), as well as of education professionals (31 responses, 20.13%), and social provision workers (2 responses, 1.3%), who work with persons with disabilities. The data indicates that social provision workers were the least active participants of the survey. A significant share of respondents constitutes those who are not indifferent to employment of persons with disabilities (36 responses, 20.38%), i.e. they are involved in solving this problem or have their own experience in employing persons with disabilities in Ukraine.

When analyzing the responses by age, we found the most active to be middle aged respondents: the category from 40 to 60 years old—64 respondents (41.6%) and from 30 to 40 years old—41 (26.6%) (Fig. 2). Obviously, they already have certain life experience and better understanding of the essence of employment of persons with disabilities. Respondents under the age of 18 are the least represented—8 people (5.2%), which is concerning, as they are supposed to think about their future employment and career opportunities. The number of the respondents of retirement age in the study is the smallest—6 (3.9%).

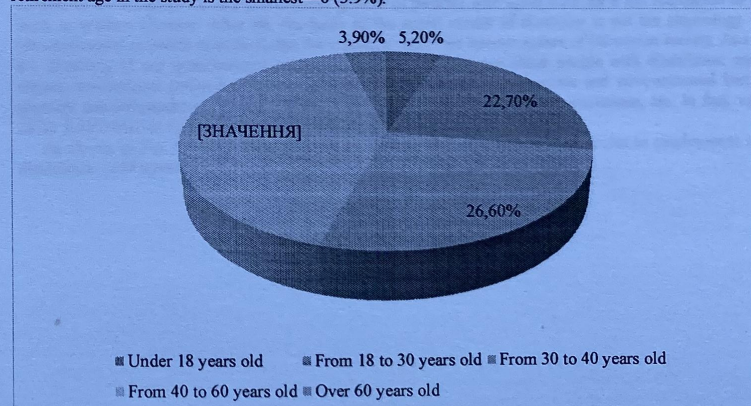


Figure 2 Characteristics of the response sample by age.

Answering one of the questions of the questionnaire - *Do people with disabilities need to be able to be employed, i.e. to do paid work?* all respondents expressed unequivocally positive opinions. At the same time, 25.3% of

¹⁰ UNDP Ukraine. 2021. "Cabinet of Ministers of Ukraine adopts National Strategy for a Barrier-Free Environment in Ukraine." Accessed May 15, 2022. <https://www.ua.undp.org/content/ukraine/en/home/presscenter/pressreleases/2021/cabinet-of-ministers-of-ukraine-adopts-national-strategy-for-a-b.html>.

¹¹ Ministry of Social Policy of Ukraine. 2021. "For persons with disabilities. Employment." <https://www.msp.gov.ua/content/pracevlashtuvannya.html>.

¹² Horemykina, Yuliia and Kotenko Tetiana. 2019. "Integration of people with disabilities into the labor market." *Social and labour relations: theory and practice* 9 (1): 85–96. [https://doi.org/10.21511/slrrp.9\(1\).2019.08](https://doi.org/10.21511/slrrp.9(1).2019.08).

¹³ OHSHR. 2015. "CRPD Concluding Observation Ukraine. Alternative report on implementation of the Convention on the Rights of Disabled Persons. Authorized representative of Verkhovna Rada of Ukraine for human rights." Accessed May 15, 2022. https://digitalibrary.un.org/record/811091/files/CRPD_C_UKR_CO_1-EN.pdf.

¹⁴ Fight for Right. 2022. "Dopovid Neuriadovykh Orhanizatsij Shehodo Vykonannya Ukrajinou Konventsiji pro Prava Liudej z Invalidnistiu 2015-2020 [Alternative Report of NGOs on Implementation of Convention on Rights of People with Disabilities in Ukraine 2015-2020]." Accessed January 13, 2023. <https://ffr.org.ua/wp-content/uploads/2022/10/CRPDalternativereport.pdf>.

respondents believe that it is necessary to create special conditions first. There are no negative or unsure responses which means that employment opportunities for a person with a disability should exist in society even if this person is not employed at the moment. (Fig. 3).

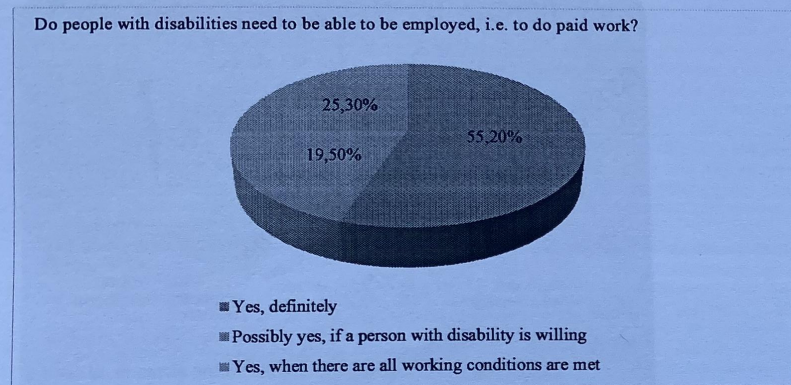


Figure 3 Attitudes towards the importance of existing employment opportunities for people with disabilities.

The following question was given to persons with disabilities and the results of the respondents' answers are interesting: *If you are a person with a disability, do you want to be employed doing a paid job?* (84 respondents). As we see in Figure 3, more answers were received than the stated number of respondents with obvious and non-obvious disabilities. Does this mean that family members of people with disabilities also responded on behalf of them? The majority of respondents (63 persons, which is 75% of the total number of respondents) express a desire to work one way or another, two persons (2.4%) consider employment as a means to work and be in a community rather than doing paid work, and only three (3.6%) express a predominance of fear of failure over the desire to be employed.

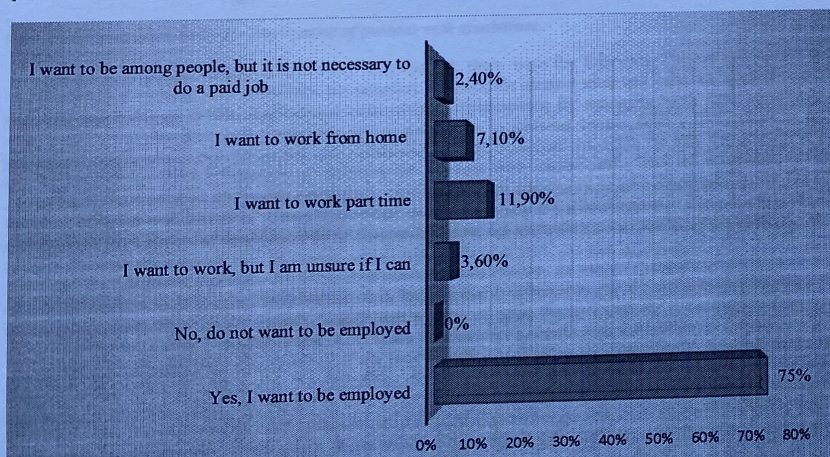


Figure 4 Willingness of persons with disabilities to be employed

According to the results of our study, 10 persons out of 84 (11.9%) expressed a willingness to work part-time, six respondents (7.1%) would like to do paid work from home. This may evidence that people with disabilities in Ukraine still feel some discomfort in the social (working) environment, or are not quite confident in their abilities and

usefulness in the workplace. However, the positive fact is that no person with a disability would refuse to be offered a paid job.

The next question is somewhat related to the previous one: *"If you are a person with a disability, do you feel you are ready for employment?"* Out of 81 respondents, there is one person with a disability who would not even think about being employed. The rest mostly express their readiness for employment (69.1%—56 persons), but a significant part (about 20%) feel insecure and are afraid of having to overcome obstacles. Therefore, it is important that society should create conditions for persons with disabilities and empower them so that they can realize their personal, professional, and social potential. (Fig. 5).

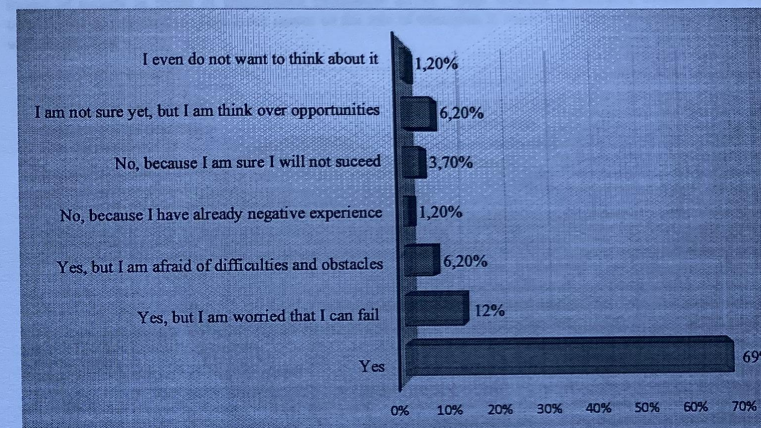


Figure 5 Readiness of persons with disabilities for employment in modern realities.

It is important to note that some respondents thinking about their own professional development and self-realization and, consequently, their financial independence (6.2%), consider various employment opportunities and options. Only one respondent (a person with a disability) (1.2%) does not want to think about employment and one of the respondents has a negative experience of employment. Therefore, it is very important to provide favorable conditions for socialization and professional growth of persons with disabilities for a full realization of their rights to work in modern Ukraine. After all, the basis of the social model of disability is not the physiology of the person (developmental or health disorders), but the currently dominant *barrier nature of Ukrainian society*. As a result, one of the questions of our questionnaire concerned barriers—stereotypes about people with disabilities: mental (judging others), institutional (related to laws and policies in the country), economic and environmental barriers, such as: physical and infrastructural inaccessibility, information and communication restrictions, etc. In fact, various barriers cause discrimination against persons with disabilities and degrade their dignity.

As shown in Fig. 6, in Ukraine, unfortunately, there are some barriers / obstacles to employment of people with disabilities. (154 answers).

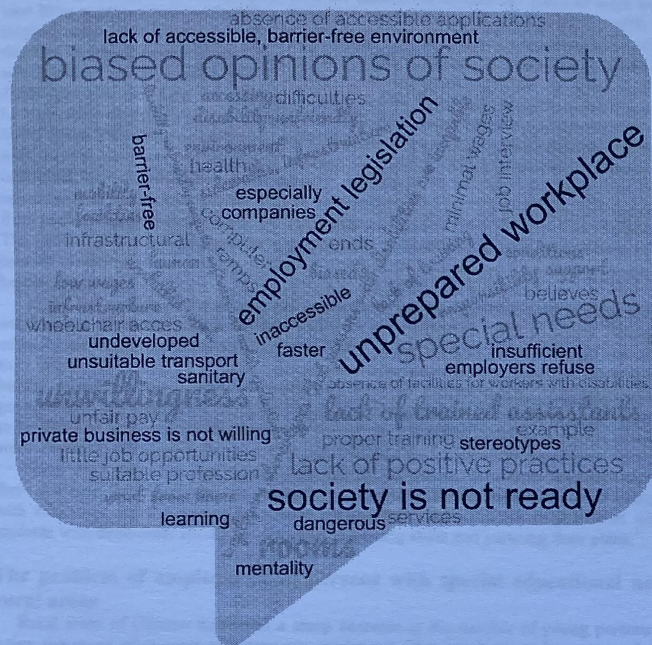


Figure 6 Barriers / obstacles for employment of persons with disabilities.

Among the responses related to barriers to employment, there were the following: "biased opinion of society"; "stereotypes that persons with disabilities are retarded; inaccessible internet sites and services; disability-unfriendly computer software and mobile applications; undeveloped infrastructure for accessing work sites; unwillingness of employers to train workers with disabilities and support them in learning certain skills", "difficulties in getting a profession, employers do not see people with disabilities in their organizations, often the only opportunity to work is remote work from home", "absence of facilities for workers with disabilities", "lack of accessible, barrier-free environment, lack of special working conditions, unwillingness of employers to take responsibility for the life and health of a person with disability", "employers often refuse to employ a disabled person!" The job interview ends as soon as they learn about the disability. Private companies prefer not to employ persons with disabilities...", "there are many infrastructural barriers: lack of ramps, unequipped sanitary rooms and rest rooms, unsuitable public transport, sidewalks are dangerous especially for wheelchair users", "human factor, for example, company directors do not want to employ workers with special needs because they believe that it is better to pay the same money to someone who works all day and does the job faster", "insufficient number of jobs, lower wages for a certain job than a normal worker for the same work", "mentality that is not ready yet to accept a person with a disability in society".

We have listed some extensive answers of the respondents, which show the participants' negative perceptions of employment prospects in Ukraine. At the same time, when we apply a social model of disability, these barriers can be removed. For example, employers should be motivated to eliminate physical barriers in the workplace so that workers with disabilities do not experience difficulties or psychological discomfort be able to do their job and not to experience professional discrimination. Therefore, it is extremely important to take into account the views of people with disabilities in dealing with such issues.

There were 154 responses to the question *What or who, do you think, should remove the barriers to employment of persons with disabilities?* which fell into following interrelated categories: authorities, society, employers, and persons with a disability. The response examples include: "government, the state regulations and taxation benefits; the law; employers with the control of the government; employers motivated by the ideas of inclusion and equity; civic society; local communities; the press; persons with disability aware of their skills and strength, CRM-programs developers; NGOs; joint initiatives of government and private businesses; government should involve persons with disabilities, but avoid to cooperate with various disability NGOs; family; social services."

Interestingly, there were but a few responses that place accent on persons with disabilities as agents of change and removers of barriers: "society, especially its members that have disabilities who want to work; a person who is determined to learn working skills; persons with disabilities as role models." There were even less responses that mentioned education: "teachers; rehabilitation centers are supposed to train skills necessary for employment; international assemblies and conferences involving persons with disabilities; trained professionals, inclusive education." These answers came mostly from respondents without disabilities—teachers, social workers, and family members. We can speculate that introducing inclusive education and practices on the national level that started in 2017 has not affected the majority of respondents with disabilities who are of older age and who believe in a paternalistic model of society in terms of employment (Mladenov 2015).¹⁵ Still, training in inclusive education in Ukraine's universities is supposed to place more accent on the role of education in removing barriers to employment of persons with disabilities.

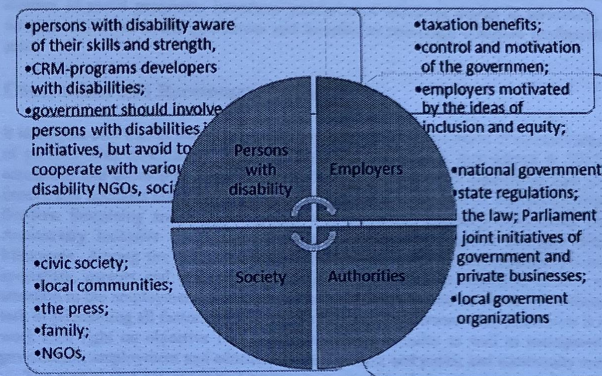


Figure 7 Who should remove the barriers?

In the next section of the questionnaire, we asked persons with disabilities to describe their experience of seeking employment or being employed. The answers were generally short, including: "I perform the same duties as my colleagues who have no disabilities; I am a satisfied and realized teacher working part-time; I own a private inclusive IT company; I prefer not to inform by boss of my non-obvious disability; I am blind and a masseur by profession, was refused employment everywhere; work in a state hospital, my employer is OK with my disability; it is difficult to work—getting to work, big amounts of paperwork; self-employed for 22 years; work as a speech pathologist; IT specialist; previously a teacher now self-employed social worker; boring work from home; masseur and seasonal jobs abroad; many jobs, positive and negative experience; work on TV for 7 years, a wheel chair user; was employed to fill the quota, afterwards was made redundant; blind distance learning administrator; teaches in a college, receives assistance; university professor; freelance translator."

The analysis of the responses highlighted the fact that some answers were given by family members instead of adult persons with disability themselves. That raises several questions: Why do parents answer for them? Are these parents overprotective and make decisions for their children with disabilities? Are their sons/daughters not interested in talking about employment challenges and opportunities? Do they have difficulties in using a computer to complete the questionnaire? Possibly, there are many factors involved. Ukraine as a country that strives to break away from the harsh and oppressive soviet past and war atrocities caused by the Russian Federation and needs many years of undisturbed development and person-centered education to bring up a free generation that is both responsible and liberal.

The next question was answered by persons without disabilities: *If you do not have any disability, but have experience of working alongside persons with disabilities, please share your opinion on whether these workers need specially-designed workplace / environment facilities; if so, who provides these needs and how; if not, how do persons with disabilities manage to fulfill their functional duties.*

The answers included: "A person with a disability needs special conditions. They are provided in different ways: as a rule, either the employer or the person himself is trying to arrange a workplace; Now no one provides special conditions. It is possible to do on the terms of co-financing of business and the budget to make workplaces accessible; I came across cashiers with hearing and motor disabilities in big supermarkets. The employer did all arrangements; I

¹⁵ Mladenov, Teodor. "From State Socialist to Neoliberal Productivism: Disability Policy and Invalidation of Disabled People in the Postsocialist Region." *Critical Sociology* 43, no. 7–8 (November 2017): 1109–23. <https://doi.org/10.1177/089620515595843>.

work with a person with a disability, his workplace is not adapted to his needs, so he spends his money to set up a working space; There is not always a need for special conditions; the place of work must be adapted by a manager who hires a person with a disability; Some private businesses employ a worker with a disability and pay him/her minimal wages just to comply with the law. This worker does not even need to be present at the workplace; It all depends on the severity of disability. If it is mild, a person works and can take care of himself, then special arrangements are not needed, just a colleague can supervise from time to time. If it is cerebral palsy and severe disabilities, you need help, for example, in eating lunch. For people who are in diapers, an 8-hour day at the office will be impossible for them. For such people, it will be ideal to combine part-time work in the office and at home. Working in the office is for team collaboration and communication. People with Down syndrome can also work, but they often need more supervision, and teamwork with the same people (often cafes and bakeries) is good for them. Everything is individual, and all possible options must be considered so as not to leave anyone behind and give everyone the opportunity to realize themselves. This is very important; I know journalists whose disability does not prevent them from performing their duties well; My colleague manages to work as a bee like everyone does, without complaining; The need to create a workplace for a person with a disability depends on the form of disability. If a person has a hearing disability, it is necessary to have a sign informing it in the workplace: you are served by an employee with hearing disability.”

In the last section of the survey, the respondents had an opportunity to express their opinion on the problem of employment of persons with disabilities that were not mentioned in the questions. Among the answers were examples of some successful stories and recommendations: “society needs to be educated and made ready; first accessibility, then employment; lack of positions for persons with disabilities in employment centers; everything is in our own hands; everybody has a right to work and develop professionally; employers should be motivated by local governments; big companies can offer internships to applicants with disabilities; many persons with disabilities agree to be fictively employed for the minimum wages; the state should oblige and offer benefits to employers who accept workers with disabilities; no employment opportunities for persons with intellectual disabilities.”

There were responses that highlight the role of education: “educators are those who teach awareness in society; there is a need for educational and occupational programs; employment is a part of a complex problem and connected with education; there is a need for trained employment specialists; we need to start with employment from school, students with disabilities should be supported in gaining skills and pursuing their plans.”

The problem of employment of persons with special educational needs and disabilities in rural areas

Rural areas of Ukraine have seen a sharp decrease in the number of young persons aged 20-35 years (the most active age group of students and university graduates). This development is accompanied by the accelerated aging of the rural population. Depopulation of Ukrainian rural areas, aggravated by the decrease of qualitative indicators: education level, professional skills, leadership, and entrepreneurial characteristics results in decreasing human capital (Borodina and Rykovska 2020, 63).¹⁶ Many school leavers move to urban or metropolitan areas to pursue further education and seek permanent employment. The incomplete decentralization reforms distort local governments’ incentives and do not add to the capacity and activity of the rural community members (Kvartiuk and Curtiss 2019).¹⁷

The deterioration of the economic and social situation in the country’s regions is pushing young Ukrainians to consider immigration abroad to find higher-paid jobs, and to get education [often tuition-free] in other countries (Levytska et al. 2020, 513).¹⁸

Persons with disabilities who are born in rural areas generally remain there, but they experience difficulties in professional employment and self-realization. This is due primarily to the following reasons: i) the lack of well-established infrastructure in the villages for the employment of qualified professionals with disabilities; and ii) a prevailing low level of motivation and responsibility of parents to seek inclusive education and then independent professional life for their “adult” children (National Institute of Family and Youth Policy 2019).¹⁹

In line with this problem, there are challenges of employment of qualified educators trained to organize inclusive learning environment. The profession of a teacher’s assistant was introduced in Ukraine in 2012 and there is a lack of these educational professionals in rural schools. Under such conditions, a mother of a child with a disability performs a function of the child’s assistant (for example, being officially employed by a school as a cleaner or a lab worker and

thus having an opportunity to support her child at school). There are also difficulties to staff a team of multidisciplinary specialists to support students with disabilities and organize inclusive learning environment in Ukraine’s rural schools. Perhaps the biggest challenge here is to supply rural schools with qualified specialists to provide special needs services and interventions to students with disabilities—occupational therapists, speech and language pathologists, psychologists, rehabilitation specialists. There is also a shortage of trained managers in educational and other fields in rural areas capable of facilitating inclusion and employment of persons with disabilities (Budnyk et al. 2022, 11–12).²⁰

Inclusion of persons with disabilities demands coordinated and systematic efforts in all spheres of society to be successful and sustainable. Concerning the employment challenges in rural areas of Ukraine, they are particularly relevant for persons with disabilities. It is important to train teachers to be capable of organizing inclusive learning environment and motivate them to work in rural areas. It is necessary to introduce more substantial funding via attracting social investments and sponsorship, motivate young professionals to remain and work in villages through a number of social programs, introduce principles of universal design in education, employment and social spheres, develop additional social guarantees and benefits to encourage qualified professionals to develop and work in rural areas.

Conclusions and Recommendations

It should be said that in recent years Ukraine has moved far in terms of acknowledgement and protection of the rights of persons with disabilities. Mostly it is due to the reforms that started in 2017, new legislation in the field of education, and developing mechanisms to include persons with disabilities into society. Support from international donors and agencies combined with domestic initiatives resulted in various advancements, one of which is Without Borders: Sustaining and Supporting Inclusive Education Learning Community project implemented by the ADA Anniversary Inclusive Education International Fellowship Program members with the help of the University of Minnesota. Among the outcomes of the project are a chapter on transition programs in a text-book for teachers, specialists, parents and teachers-in-training and the Inclusive education teacher training Curriculum that devotes attention to the employment of persons with special educational needs and disabilities (Sydoriv 2020).²¹ Although the task of pinpointing all factors shaping the employment of persons with disabilities is ridden with many challenges, our work shed light on objective reality and subjective attitudes as well as anticipated efforts and contribution by the government, employment and education organizations, and public and community members.

The survey that we conducted among persons with obvious and non-obvious disabilities, their family members, educational professionals, social workers and those indifferent to the problems of employment persons with disabilities showed some interesting results. Having analyzed the obtained data, we discovered the following: i) our respondents think that people with disabilities should have access to just and equal opportunities available on the labor market; ii) they should be given a choice of doing some paid work either with all other employees, or from home; iii) two main barriers to full participation of people with disabilities in paid employment schemes are unwillingness of potential employers to hire somebody with disability and inaccessibility of public environments and working places; iv) respondents, who have working experience, report mostly negative emotions concerning disability related accommodations on a working place; v) working opportunities in Ukraine for people with disabilities are strictly limited, and in most cases a person with disability can only hope for a “formal employment” (when they are actually doing no work but getting a very small sum of money as a compensation for giving their personal data to be reported by an enterprise in order to avoid paying the disability unemployment tax); and vi) in the view of almost all the participants Ukrainian government is responsible for existing problems at the labor market and its inaccessibility for people with disabilities.

It is also worth saying that our research has shown that the percentage of persons with disabilities among all respondents is rather low. There may be various reasons. Many previous researches noticed a substantial level of apathy amongst respondents with disabilities who had demonstrated a lack of interest in the topic and of personal responsibility for their future employment. Another reason may be the lack of skills to use online questionnaire or even limited access to necessary technology to complete the survey. On the other hand, the family members, mostly parents, had shown a high level of concern and desire to act on behalf of their relatives with disabilities, in some cases even by expressing thoughts and opinions instead of them.

Education is a crucial factor for students that influences learning, practicing and using skills for employment. Learning and development of students with disabilities in rural areas of Ukraine and their subsequent employment is another challenge. Rural schools lack trained teaching and support staff, equipment and financing. It is important to

²⁰ Budnyk, Olena, Sydoriv Sergiy, Serman Lesia, Lushchynska Olena, Tsehelnik Tetyana, and Matsuk Lyudmila. 2022. “Inclusive education in rural schools of Ukraine or how to ensure quality inclusive education in rural schools in Ukraine?.” *Revista Brasileira De Educação Do Campo* 7, (março), e13940: 1–21. <https://doi.org/10.20873/uft.rbec.e13940>.

²¹ Sydoriv, Sergiy, et. 2020. *Navchalnyi kursyukulum z inkluzyivnoyi osvity [Inclusive Education Teacher Training Curriculum]*. Ivano-Frankivsk: Kushnir publishing.

¹⁶ Borodina, Olena and Rykovska, Oksana. 2020. “Human Capital Evaluation and Capitalisation Specific to Rural Areas of Ukraine.” *Economic and Regional Studies / Studia Ekonomiczne i Regionalne* 13, no. 1: 58–69. <https://doi.org/10.2478/ers-2020-0005>.

¹⁷ Kvartiuk, Vasyli and Curtiss, Jarmila. 2019. “Participatory Rural Development without Participation: Insights from Ukraine.” *Journal of Rural Studies* 69: 76–86. <https://doi.org/10.1016/j.jrurstud.2019.04.002>.

¹⁸ Levytska, Olha, Mulska, Olha, Ivaniuk, Ulana, Kunytska-Iliash, Marta, Vasylytsiv, Taras, and Lupak, Ruslan. 2020. “Modelling the Conditions Affecting Population Migration Activity in the Eastern European Region: The Case of Ukraine.” *TEM Journal* 9 (2): 507–514. <https://doi.org/10.18421/TEM92-12>.

¹⁹ National Institute of Family and Youth Policy. 2019. “Youth at Job market: skills of 21 century and careers. Annual report to the President of Ukraine, Parliament and Cabinet of Ministers on youth of Ukraine”. Kyiv: 1—107.

build partnerships between schools, education departments and local communities in order to attract trained teachers to be willing to work in rural areas, raise awareness of disability-related issues and help students to pursue their goals. Local communities should be interested in supporting their members who have special educational needs via cooperation with authorities, introducing social initiatives and participating in international projects.

Employment of persons with severe disabilities or intellectual disabilities in Ukraine is rare and demands more extensive research and field work. It can be suggested that the school-taught skills of choice-making and enthused determination to be employed as well as the empowerment of family members, particularly parents, may play a prominent role in facilitating early employment opportunities for young adults with severe disabilities (Carter 2012).²² We adhere to the idea that much emphasis should be paid to further implementing inclusion, introducing community-based employment opportunities, building capacity and advocacy skills of persons with disabilities and their family members and exchanging best international practices of employment of persons with disabilities.

2022 is a year of great losses and challenges to Ukraine and the international community as a result of the aggression by the Russian Federation. Facts suggest that it is the clash between the desire of the Ukrainians to live in a community of respect and freedom and the centuries-long Moscow inhumane and abusive regime, characterized by "the high rates of institutionalization, the relative lack of education and employment opportunities, and the low economic status of most persons with disabilities that speak volumes about the state's inability or unwillingness to ensure equal rights to people with disabilities." (Phillips 2009).²³

This aggression has already raised questions of global inclusion and exclusion, education and intolerance of bullying, support and enforcement of positive conduct, inflicting and dealing with destructive and self-destructive behavior. In Ukraine, many educational and vocational facilities have been brought to ashes, residential, infrastructural and industrial buildings destroyed, the system of educational, social and employment services interrupted. Persons with disabilities are dramatically affected by the consequences of the war, at the same time the number of military and civilians with disabilities rises every day. Humanity explores uncharted territories of understanding and responding to these problems.

Ukraine's statistical data did not comprehensively reflect situation with employment of persons with disabilities before the war. Since the beginning of the invasion the figures concerning war-related disabilities have been classified and the systematic analysis of the employment opportunities for the veterans is next to existent. Ukrainian society is in demand of the information how to integrate persons with disabilities and veterans, hence it is important that the governmental bodies and public organizations started such a process. One of the examples of international practices is a factsheet that provides data on employment rates for veterans with disabilities, which can be used to advocate for increased employment opportunities for this category (ADA National Network n.d.).²⁴

The growing number of civilian survivors, war veterans and those directly and indirectly affected by the war also will increase demand for highly trained professionals in psychology, rehabilitation, medicine, therapy, housing and community living, social services, care, occupation and education. Educators will need to find new words for universal ideas and explain to the post-war generations the new sense of freedom, equity, diversity, responsibility and cooperation.

References:

1. ADA National Network. n.d. "Employment Data for Veterans with Disabilities." Accessed January 15, 2023. <https://adata.org/factsheet/employment-data-veterans-disabilities>.
2. Antonyuk, Valentyna. 2019. "Providing Employment as a Priority Vector of Social Policy Regarding Persons with Disabilities." *Management of Economy: Theory and Practice. Chumachenko's Annals: collection of scientific papers* 1: 3-11. Institute of Industrial Economics of the NAS of Ukraine. <https://doi.org/10.37405/2221-1187.2019.3-11>.
3. Borodina, Olena and Rykovska, Oksana. 2020. "Human Capital Evaluation and Capitalisation Specific to Rural Areas of Ukraine." *Economic and Regional Studies / Studia Ekonomiczne i Regionalne* 13, no.1: 58-69. <https://doi.org/10.2478/ers-2020-0005>.
4. Budnyk, Olena and Hryhorii Vasianovych. 2017. "The category of freedom in the written heritage of John Amos Comenius and Hryhorii Skovoroda." *Advanced Education*, no. 7 (July): 85-89. <https://doi.org/10.20535/2410-8286.93517>.
5. Budnyk, Olena, Sydoriv Sergiy, Serman Lesia, Lushchynska Olena, Tsehelnik Tetyana, and Matsuk Lyudmila. 2022. "Inclusive education in rural schools of Ukraine or how to ensure quality inclusive education in rural schools in Ukraine?." *Revista Brasileira De Educaçao Do Campo* 7, (março), e13940: 1-21. <https://doi.org/10.20873/ufb.rbec.e13940>.

6. Carter, Erik W., Diane Austin, and Audrey A. Trainor. "Predictors of Postschool Employment Outcomes for Young Adults with Severe Disabilities." *Journal of Disability Policy Studies* 23, no. 1 (June 2012): 50-63. <https://doi.org/10.1177/1044207311414680>.
7. Fight for Right. 2022. "Dopovid Neuriadovykh Orhanizatsij Shchodo Vykonnania Ukrainoju Konventsiji pro Prava Liudej z Invalidnistiu 2015-2020 [Alternative Report of NGOs on Implementation of Convention on Rights of People with Disabilities in Ukraine 2015-2020]." Accessed January 13, 2023. <https://ffr.org.ua/wp-content/uploads/2022/10/CRPDalternativereport.pdf>.
8. Horemkyina, Yuliiia and Kotenko Tetiana. 2019. "Integration of people with disabilities into the labor market." *Social and labour relations: theory and practice* 9 (1): 85-96. [https://doi.org/10.21511/slrtp.9\(1\).2019.08](https://doi.org/10.21511/slrtp.9(1).2019.08).
9. Kvariuk, Vasyil and Curtis, Jarmila. 2019. "Participatory Rural Development without Participation: Insights from Ukraine." *Journal of Rural Studies* 69: 76-86. <https://doi.org/10.1016/j.jrurstud.2019.04.002>.
10. Levytska, Olha, Mulska, Olha, Ivaniuk, Ulana, Kunytska-Iliash, Marta, Vasylytsiv, Taras, and Lupak, Ruslan. 2020. "Modelling the Conditions Affecting Population Migration Activity in the Eastern European Region: The Case of Ukraine." *TEM Journal*, 9 (2): 507-514. <https://doi.org/10.18421/TEM92-12>.
11. Ministry of Social Policy of Ukraine. 2021. "For persons with disabilities. Employment." <https://www.msp.gov.ua/content/pracevlashtuvannya.html>.
12. Mladenov, Teodor. 2017. "From State Socialist to Neoliberal Productivism: Disability Policy and Invalidation of Disabled People in the Postsocialist Region." *Critical Sociology* 43, no. 7-8 (November): 1109-23. <https://doi.org/10.1177/0896920515595843>.
13. National Institute of Family and Youth Policy. 2019. "Youth at Job market: skills of 21 century and careers. Annual report to the President of Ukraine, Parliament and Cabinet of Ministers on youth of Ukraine." Kyiv: 1-107.
14. OHSHR. 2015. "CRPD Concluding Observation Ukraine. Alternative report on implementation of the Convention on the Rights of Disabled Persons. Authorized representative of Verkhovna Rada of Ukraine for human rights." Accessed May 15, 2022. https://digitalibrary.un.org/record/811091/files/CRPD_C_UKR_CO_1-EN.pdf.
15. Parliamentary Assembly. 2022. "Deinstitutionalisation of persons with disabilities. Resolution 2431." Accessed January 15, 2023. <https://pace.coe.int/files/30005/pdf>.
16. Phillips, Sarah, D. 2009. "'There are no Invalids in the USSR!': A Missing Soviet Chapter in the New Disability History." *Disability Studies Quarterly*, 29 (3). Accessed May 15, 2022. <http://dsq-sds.org/article/view/936/1111>.
17. Sydoriv, Sergiy, ed. 2020. *Navchalnyi kursulum z inkluzivnoi osvity [Inclusive Education Teacher Training Curriculum]*. Ivano-Frankivsk: Kushnir publishing.
18. Sylyantseva, Inna. 2018. "Osvita ta pratselashuvannia osib z invalidnistiu v Ukraini: Yakoyu ye realna statystyka? [Education and employment of people with disabilities in Ukraine: What are the real statistics?] [Blog post]." Accessed May 15, 2022. <https://www.obozrevatel.com/uk/society/osvita-ta-pratselashuvannia-osib-z-invalidnistiu-v-ukraini-yakoyu-e-realna-statistika.htm>.
19. Telna, Olha, Malanchii Valentyna, Datsio Nadia, Sydoriv Sergiy, Selepiy Oksana, Vesnina Nadiya, Pryimak Natalia, and Sydoriv Lidia. 2019. *Skhodnyky inkluzii [Stairway to inclusion]*. Ivano-Frankivsk: Kushnir publishing.
20. Tichá, Renáta, Telna Olha, Šiška Jan, Klapko Dusan, and Kincade Laurie. 2020. "Choices, Preferences, and Disability: A View from Central and Eastern Europe." In *Choice, Preference, and Disability*, edited by Stancliffe, R., Wehmeyer, M., Shogren, K., Abery, B. 111-132. Springer, Cham. https://doi.org/10.1007/978-3-030-35683-5_6.
21. UNDP Ukraine. 2021. "Cabinet of Ministers of Ukraine adopts National Strategy for a Barrier-Free Environment in Ukraine." Accessed May 15, 2022. <https://www.ua.undp.org/content/ukraine/en/home/presscenter/pressreleases/2021/cabinet-of-ministers-of-ukraine-adopts-national-strategy-for-a-b.html>.
22. United Nations. 2006. "Convention on the Rights of Persons with Disabilities." *Treaty Series* 2515 (December): 3.
23. Wandke, Daman. 2019. "A Perspective of Liberation." Accessed May 15, 2022. <https://www.washington.edu/doi/perspective-liberation>.

²² Carter, Erik W., Diane Austin, and Audrey A. Trainor. 2012. "Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities." *Journal of Disability Policy Studies* 23, no. 1 (June): 50-63. <https://doi.org/10.1177/1044207311414680>.

²³ Phillips, Sarah D. 2009. "'There are no Invalids in the USSR!': A Missing Soviet Chapter in the New Disability History." *Disability Studies Quarterly*, 29 (3). Accessed May 15, 2022. <http://dsq-sds.org/article/view/936/1111>.

²⁴ ADA National Network. n.d. "Employment Data for Veterans with Disabilities." Accessed January 15, 2023. <https://adata.org/factsheet/employment-data-veterans-disabilities>.

The Value of Employment for People with Disabilities Around the World:

The Dignity of Work

Edited by

Renáta Tichá, Brian Abery and Jan Šiška

**Cambridge
Scholars
Publishing**



The Value of Employment for People with Disabilities Around the World:
The Dignity of Work

Edited by Renáta Tichá, Brian Abery and Jan Šiška

This book first published 2024

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Copyright © 2024 by Renáta Tichá, Brian Abery, Jan Šiška and contributors

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN: 978-1-0364-0758-2

ISBN (Ebook): 978-1-0364-0759-9

TABLE OF CONTENTS

Introduction	1
Renáta Tichá, Brian Abery and Jan Šiška	
Creating Meaningful Employment Opportunities Using a Customized Employment Approach.....	4
Tim Riesen and Aubrey Snyder	
What Data Tell Us About the Employment of People with IDD (in the U.S.)	23
James Houseworth, Jean Winsor, Alberto Migliore and John Butterworth	
Employment for People with Disabilities in Japan.....	45
Reiko Nishida and Satomi K. Shinde	
Addressing the Disability Employment Transition in Europe: Measures and Patterns	63
Jan Šiška and Julie Beadle-Brown	
Universal Accessibility and Design for all in the Workplace: State of Affairs for People with Disabilities in the Spanish Context.....	78
Marcos Gómez-Puerta, Esther Chiner and Maria-Cristina Cardona-Moltó	
Employment of People with Disabilities in Ukraine: Challenges and Opportunities	93
Sergiy Sydoriv, Olha Telna and Olena Budnyk	
Special Needs Education: Imperatives for Inclusive Employment in Developing Countries. Cases from Tanzania	118
Dickson J. Shekivuli and Florian George Mtey	
Beyond the Barriers: Community Building for Valuable Lives to be Lived through Work	130
Nguyen Viet Nhan, Iris Drower and Phuong Anh	

Meaningful Employment and Social Participation for Persons with Disabilities in Bhutan	157
Matthew J. Schuelka, Renáta Tichá, Brian Abery, Ura Sonam Tshewang and Kezang Sherab	
Employment, Ageing and Retirement: An Australian Perspective.....	199
Roger J. Stancliff, Michelle Brotherton, Kate O’Loughlin and Nathan J. Wilson	
Special Work for People with Special Needs: The Experience of “Special Pottery” in Moscow	231
Yulia Lipets and Nikolay Philippov	
A Worldwide Movement: Increasing the Competitive Integrated Employment of Youth and Adults with Disabilities through Person- Centered Policies and Practices	236
Don Lavin	
Exploring the Case of Ryohin Keikaku and the Company's “Heartful Project”	257
Reiko Nishida and Kiyoko Narusawa	
Industrial Medicine and Healthcare for Employment of People with Disabilities in Japan.....	276
Haruyuki Yoshinaga, Yuta Y. Aoki and Satomi K. Shinde	
The Importance of the School-Vocational Rehabilitation Partnership in Preparing Students with Disabilities for Adulthood in the United States	291
Alyssa Klein	
Implementation of Evidence-Based Transition Practices for Youth with Intellectual and Developmental Disabilities in the U.S.....	310
Emily Unholz-Bowden, Seunghee Lee and Renáta Tichá	
Transition Programming: Skills, Support and Success.....	338
Stephanie Fitzgerald	

The Value of Employment for People with Disabilities Around the World: vii
The Dignity of Work

Career and Vocational Education for Special Education Students in Japan:
Collaboration between Schools and Local and Thematic-based
Communities 352

Takeshi Chikurinji and Satomi K. Shinde

Fostering Decent Work and Dignity at Work for People with Intellectual
and Developmental Disabilities 386

Carly B. Gilson, James Sinclair and David L. Blustein

The Value of Employment for People with Disabilities Around the World: The Dignity of Work



The Value of Employment
for People with Disabilities
Around the World

The Dignity of Work

[Description](#)

[Editor Bio](#)

[Contributors](#)

Brian Abery

Yuta Y. Aoki

Julie Beadle-Brown

David Blustein

Michelle Brotherton

Olena Budnyk

John Butterworth

María-Cristina Cardona-Moltó

Takeshi Chikurinji

Esther Chiner

Iris Drower

Stephanie Fitzgerald

Carla Gilson

Marcos Gómez-Puerta

James Houseworth

Alyssa Klein

Don Lavin

Seunghye Lee

Yulia Lipets

Alberto Migliore

Florian Mtey

Kiyoko Narusawa

Viet Nhan Nguyen

Reiko Nishida

Kate O'Loughlin

Tim Riesen

Matthew Schuelka

Dickson Shekivuli

Satomi Shinde

James Sinclair

Jan Šiška

Aubrey Snyder

Roger Stancliffe

Sergiy Sydoriv

Olga Telna

Renáta Tichá

Phuong Anh Tran

Emily Unholz-Bowden

Nathan Wilson

Jean Winsor

Haruyuki Yoshinaga

EMPLOYMENT OF PEOPLE WITH DISABILITIES IN UKRAINE: CHALLENGES AND OPPORTUNITIES

SERGIY SYDORIV

OLHA TELNA

OLENA BUDNYK

Introduction

The world population constantly grows, consisting in 2022 of nearly 8 billion humans, each being a unique universe capable of experiencing feelings, developing ideas and objects, celebrating life, independence, and diversity. The right to work in just and favorable conditions and receive fair pay should be enjoyed by each member of society without ableism and discrimination. Until recently, disability in Ukraine was considered a hindrance, a shame, a fault of a human being, but today when the country emerges through the destruction caused by the Russian Federation as a land of heroes and fighters for freedom, many of whom are being damaged and mutilated physically and psychologically, still undone and unconquered, we can predict that the future for all, including persons with disabilities will be more manageable, meaningful and productive than it was before 2013. We can predict that the atrocities of the war will shift the societal opinion from reluctant integration of persons with disabilities to celebrating diversity and inclusion of free people in a liberated society. Thus, people with disabilities forming an active part of society can effectively liberate themselves, the society, and an international community (Wandke 2019).¹ It is worth quoting here a poetical translation of the lines of Hryhorii Skovoroda, a Ukrainian baroque philosopher, who perceived a dialectical combination of individual and social liberties as a value in the ratio: the more freedom a person possesses—the more it can be done for the development of society, and vice versa—the more person-oriented society is—the more opportunities it creates for the free development of an individual:

What is liberty? What good lies in there?
They say it is a golden-like sphere
No, friend, all gold of the world you amass
Is but a dust when compared. Alas! (Budnyk and Vasyanovych 2017, 87).²

The right to work is one of the basic freedoms of a person that is secured both in the international and national legislation. As far as people with disabilities constitute an integral part of every state population, their right to participate in paid employment schemes should be viewed as natural and indispensable (UNCRPD 2006).³

In this chapter, we will discuss achievements and challenges of Ukraine which, being a former Soviet republic, is overcoming its totalitarian legacy to ensure all rights and freedoms are fulfilled for every citizen, regardless of their gender, age, race and (dis)ability. Our main focus will be on employment opportunities for people with disabilities weeks before the war who, as discussed later in the chapter, show unquestionable interest in paid employment and full desire to work. Also, we will summarize the results of an online research conducted in 2021 in order to understand real views and feelings of Ukrainians about the situation in the sphere of paid employment of people with disabilities. We can also offer some predictions and prospects of employment of persons with disabilities in Ukraine after the war.

Legal Provisions

In 2006, Ukraine signed the UN Convention on the Rights of Persons with Disabilities (UNCRPD) that was ratified by the Ukrainian Parliament in December 2009. In March 2010, this legislation came into force and currently serves as a national law pertaining to the rights of persons with disabilities in the country. The main legal act that regulates the rights of people with disabilities to work is the Law of Ukraine “On the principles of social protection of disabled people in Ukraine” dated the 21st of March 1991 no. 875. Since that time, there were amendments and the discriminatory term

¹ Wandke, Daman. 2019. “A Perspective of Liberation.” Accessed May 15, 2022. <https://www.washington.edu/doit/perspective-liberation>.

² Budnyk, Olena and Hryhorii Vasyanovych. 2017. “The category of freedom in the written heritage of John Amos Comenius and Hryhorii Skovoroda.” *Advanced Education*, no. 7 (July): 85-89. <https://doi.org/10.20535/2410-8286.93517>.

³ United Nations. 2006. “Convention on the Rights of Persons with Disabilities.” *Treaty Series* 2515 (December): 3.

“disabled people” was changed to “persons with disability” according to the Law of Ukraine of 19th of December 2017. The Law of Ukraine “On rehabilitation of disabled people in Ukraine” dated the 6th of October 2005 no. 2961, the Decree of the Cabinet of Ministers of Ukraine “On realization of the Articles 19 and 20 of the Law of Ukraine “On principles of social protection of disabled people in Ukraine” dated the 31st of January 2007 no. 70 and the Decree of the Cabinet of Ministers of Ukraine “On implementation of the Articles 18-1 of the Law of Ukraine ”On principles of social protection of disabled people in Ukraine” dated by December 27th, 2006 no.1836 are also important in this sphere. In all these legislative documents the derogatory terminology is replaced by the acceptable “persons with disabilities”.

Unfortunately, Ukraine has no legislation on transition of young persons with disabilities towards adulthood and preparing them to independence and future employment, though from the 2017 Law of Ukraine “On education” and 2018 Order of the Ministry of Education and Science of Ukraine “On approval of the Model Regulations on the team of psychological and pedagogical support of a child with special educational needs in a general secondary and preschool institution” it comes logically that a team of multidisciplinary specialists could be in charge of creating an effective transition program for students with special needs to pursue further education, employment, and independent life (Telna et al. 2019, 64).⁴

Bearing in mind that institutionalization of persons with disabilities is especially prevalent in Eastern European countries, it should be said that the reforms in Ukraine aimed at deinstitutionalization and moving to community-based services according to the “National Strategy of reforming a system of institutional care and education of children for the period of 2017-2026” have been slowed down by introducing changes to the document in June 2021. Keeping persons with disabilities in special institutions, often against their will, along with the poor treatment they receive, affects their fundamental rights. In May 2022, the parliamentarians of the Council of Europe adopted a resolution saying that “the transformation of residential institutional services is only one element of a wider change in areas such as health care, rehabilitation, support services, education and employment, and in which the societal perception of disability and the social determinants of health, as well as gender and other stereotypes are adequately addressed” (Parliamentary Assembly 2022).⁵

Present Situation

The employment rates for people with disabilities in Ukraine are rather optimistic: almost 35.8% of them aged 16 to 60 are reported officially employed, but one should understand that individuals with mild and severe disabilities constitute only 13% of that figure (Sylantjeva 2018)⁶ and that such conditions as dyslexia and attention deficit hyperactivity disorder have not yet been recognized as disabilities in Ukraine (Tichá et al. 2020).⁷ The latest obtained data show that in 2017 only 540,187 persons with disabilities had been officially employed which constitutes 26.2% of adults with disabilities registered at that time (Antoniuk 2019).⁸ How these statistics have changed due to the war is not yet clear as the Ukrainian government pays little attention to proper monitoring social trends. However, what is known for sure is that, private businesses tend to involve people with disabilities mainly into “formal employment schemes” when the person is only claimed to be working and receives a small amount of money as a compensation for using their name in work reports, as in so doing these employers can avoid paying the “disability unemployment tax” to the state (OHSR 2015, 10).⁹

In April 2021 the National Strategy for the Barrier-Free Environment, developed on initiative of the First Lady Olena Zelenska, was approved by the Cabinet of Ministers of Ukraine. The project offers many innovations that will promote inclusion of vulnerable groups in the economic life of the country, among them to: i) simplify the procedure for businesses to obtain financial support for creating jobs on the principle of “money follows the candidate”; ii) ensure the transparent use of funds for the implementation of the norm for employment, received by the Fund for Social Protection of Persons with Disabilities, for the adaptation of jobs and workplaces; iii) enhance the activities of the Fund for Social

⁴ Telna, Olha, Malanchii Valentyna, Datso Nadia, Sydoriv Sergiy, Selepiy Oksana, Vesnina Nadiya, Pryimak Natalia, and Sydoriv Lidia. 2019. *Skhodynky inkluzii [Stairway to inclusion]*. Ivano-Frankivsk: Kushnir publishing.

⁵ Parliamentary Assembly. 2022. “Deinstitutionalisation of persons with disabilities. Resolution 2431.” Accessed January 15, 2023. <https://pace.coe.int/files/30005/pdf>.

⁶ Sylantjeva, Inna. 2018. “Osvita ta pratsevlashuvannia osib z invalidnistiu v Ukraini: Yakoyu ye realna statystyka? [Education and employment of people with disabilities in Ukraine: What are the real statistics?] [Blog post].” Accessed May 15, 2022. <https://www.obozrevatel.com/ukr/society/osvita-ta-pratsevlashuvannya-osib-z-invalidnistiu-v-ukraini-yakoyu-e-realna-statistika.htm>.

⁷ Tichá, Renáta, Telna Olha, Šiška Jan, Klapko Dusan, and Kincade Laurie. 2020. “Choices, Preferences, and Disability: A View from Central and Eastern Europe.” In *Choice, Preference, and Disability*, edited by Stancliffe, R., Wehmeyer, M., Shogren, K., Abery, B. 111–132. Positive Psychology and Disability Series. Springer, Cham. https://doi.org/10.1007/978-3-030-35683-5_6.

⁸ Antonyuk, Valentyna. 2019. “Providing Employment as a Priority Vector of Social Policy Regarding Persons with Disabilities.” *Management of Economy: Theory and Practice. Chumachenko's Annals: collection of scientific papers 1*: 3-11. Institute of Industrial Economics of the NAS of Ukraine. <https://doi.org/10.37405/2221-1187.2019.3-11>.

⁹ OHSR 2015. “CRPD Concluding Observation Ukraine. Alternative report on implementation of the Convention on the Rights of Disabled Persons. Authorized representative of Verkhovna Rada of Ukraine for human rights.” Accessed May 15, 2022. https://digitallibrary.un.org/record/811091/files/CRPD_C_UKR_CO_1-EN.pdf.

Protection of Persons with Disabilities to promote the real employment of people with disabilities in terms of transparency and openness of all processes and procedures; iv) provide companies with advice on creating an accessible environment and inclusive employment; v) develop and publish standard provisions and information materials on diversity and inclusiveness; vi) add the profession of inclusivity specialist to the classifier of professions; vii) develop a system of tax benefits for employers who employ more people with disabilities than the current norm of 4%, and create a progressive scale of sanctions payment for non-compliance with the norm, etc. (UNDP Ukraine 2021).¹⁰

Following the initiative, many local and national NGOs of and for people with disabilities, e.g. Fight for Right (Kyiv), The Right of Choice (Kharkiv), Inclusive IT (Lviv), United by Love (Ivano-Frankivsk) etc., often in collaboration with the government structures and regional employment centers, have launched the job training programs intended to increase working capacities of individuals with disabilities. Most of these projects are designed to provide job applicants and employees with computer skills and psychological training, aiming to help them compose and submit their CVs, communicate with potential employers and go through an interviewing process (Ministry of Social Policy of Ukraine 2021).¹¹ Besides, there are several international agencies and funds, such as UNICEF, UNPD, the International Renaissance Foundation, to name a few, supporting employment initiatives programs for youth with disabilities. However, they all tend to focus on building skills and capacities of an individual with disability rather than on helping participants find a job or creating positive attitudes towards employees with disabilities among potential employers (Horemykina and Kotenko 2019).¹² There are charitable funds and nonprofit organizations active in Ukraine that alongside with supporting persons with disabilities to acquire life and basic work skills also aim at nurturing leadership qualities in advocacy and self-advocacy: Shepherd's Foundation, School of Equal Opportunities, Kolping Society, to name a few. Still, there is a lack of employment programs and services for persons with disabilities at a national level.

In an attempt to objectively analyze current situation in the field of employment of Ukrainians with disabilities, we designed and conducted online research, the main purpose of which was to find out real attitudes towards employment of persons with disabilities. Therefore, we have asked people with obvious and hidden disabilities, members of their families, educational professionals, social provision workers and those who are interested in the issue to complete an online questionnaire, which was distributed through relevant social network groups so that people with disabilities and other respondents could easily access it.

Among our goals of the research was to find out whether people with disabilities, their relatives and all the other groups of respondents share similar opinions about employment opportunities for persons with disabilities in Ukraine, how they define the main barriers in getting a job, maintain employment, and whether they have any ideas of how to tackle those barriers.

Results of the empirical study

One hundred and fifty-four respondents from different regions of Ukraine participated in the online survey. Among the respondents, the largest group were persons with obvious disabilities (48 responses, which is 31.17% of the total number of respondents) and persons with non-obvious disabilities (17 responses, 11.04% respectively). As it can be seen, persons with obvious and non-obvious disabilities do not even make up half of the respondents, which indicates the low activity of this category of the population of Ukraine, even when it comes to their own lives and well-being. General passivity and unwillingness of many Ukrainians with disabilities to advocate for their human rights implementation has been noticed by national and international NGOs' management teams which is reflected in the alternative CRPD implementation reports (OHSR 2015; Fight for Right 2022)^{13,14}. Such low figures can also be explained by the fact that persons with disabilities do not have access to IT technology or they do not know how to use it in order to participate in the survey. Public libraries in Ukraine do not provide training and free access to personal computers connected to the internet specifically for persons with disabilities and many of them have limited financial resource to buy modern electronic equipment.

¹⁰ UNDP Ukraine. 2021. "Cabinet of Ministers of Ukraine adopts National Strategy for a Barrier-Free Environment in Ukraine." Accessed May 15, 2022. <https://www.ua.undp.org/content/ukraine/en/home/presscenter/pressreleases/2021/cabinet-of-ministers-of-ukraine-adopts-national-strategy-for-a-b.html>.

¹¹ Ministry of Social Policy of Ukraine. 2021. "For persons with disabilities. Employment." <https://www.msp.gov.ua/content/pracevlashtuvannya.html>.

¹² Horemykina, Yuliia and Kotenko Tetiana. 2019. "Integration of people with disabilities into the labor market." *Social and labour relations: theory and practice* 9 (1): 85–96. [https://doi.org/10.21511/slrrp.9\(1\).2019.08](https://doi.org/10.21511/slrrp.9(1).2019.08).

¹³ OHSR. 2015. "CRPD Concluding Observation Ukraine. Alternative report on implementation of the Convention on the Rights of Disabled Persons. Authorized representative of Verkhovna Rada of Ukraine for human rights." Accessed May 15, 2022. https://digitallibrary.un.org/record/811091/files/CRPD_C_UKR_CO_1-EN.pdf.

¹⁴ Fight for Right. 2022. "Dopovid Neuriadovykh Orhanizatsij Shchodo Vykonannia Ukrajinoju Konventsiji pro Prava Liudej z Invalidniustiu 2015-2020 [Alternative Report of NGOs on Emplementation of Convention on Rights of People with Disabilities in Ukraine 2015-2020]." Accessed January 13, 2023. <https://ffr.org.ua/wp-content/uploads/2022/10/CRPDalternativereport.pdf>.

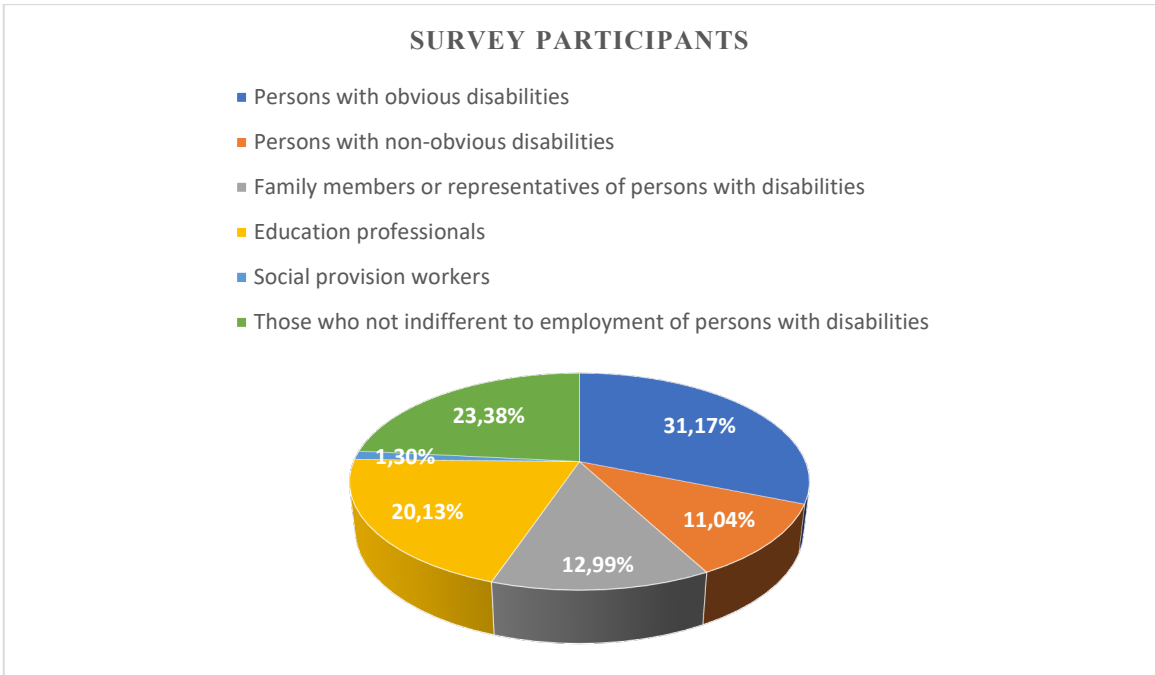


Figure 1 Participants in the online survey.

We will also present here the opinions of family members or representatives of persons with disabilities (20—12.99%), as well as of education professionals (31 responses, 20.13%), and social provision workers (2 responses, 1.3%), who work with persons with disabilities. The data indicates that social provision workers were the least active participants of the survey. A significant share of respondents constitutes those who are not indifferent to employment of persons with disabilities (36 responses, 20.38%), i.e. they are involved in solving this problem or have their own experience in employing persons with disabilities in Ukraine.

When analyzing the responses by age, we found the most active to be middle aged respondents: the category from 40 to 60 years old—64 respondents (41.6%) and from 30 to 40 years old—41 (26.6%) (Fig. 2). Obviously, they already have certain life experience and better understanding of the essence of employment of persons with disabilities. Respondents under the age of 18 are the least represented—8 people (5.2%), which is concerning, as they are supposed to think about their future employment and career opportunities. The number of the respondents of retirement age in the study is the smallest—6 (3.9%).

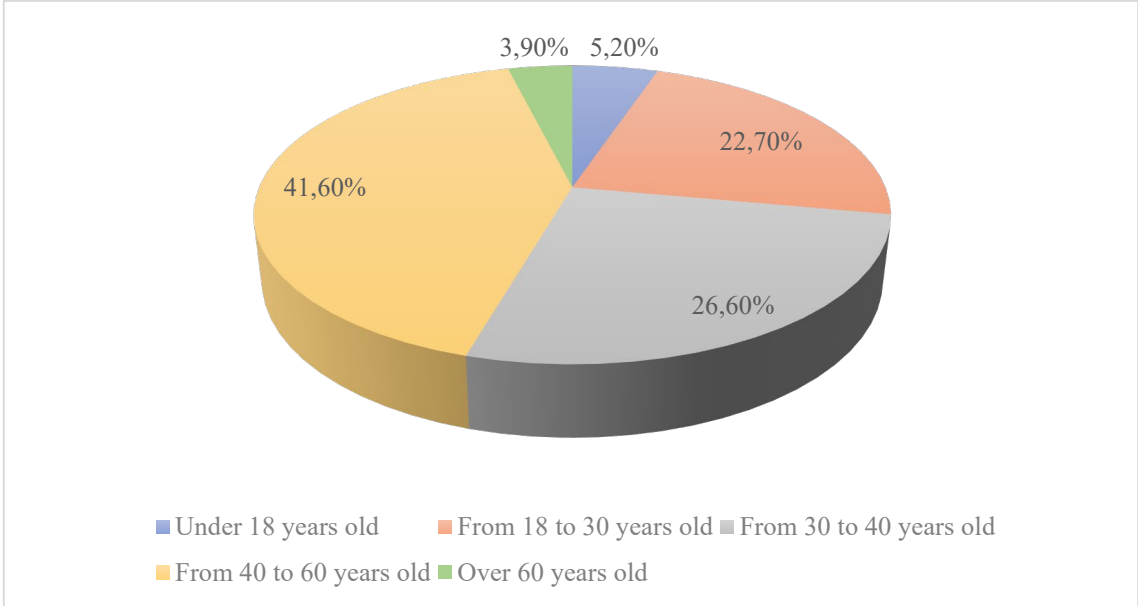


Figure 2 Characteristics of the response sample by age.

Answering one of the questions of the questionnaire - *Do people with disabilities need to be able to be employed, i.e. to do paid work?* all respondents expressed unequivocally positive opinions. At the same time, 25.3% of respondents believe that it is necessary to create special conditions first. There are no negative or unsure responses which means that

employment opportunities for a person with a disability should exist in society even if this person is not employed at the moment. (Fig. 3).

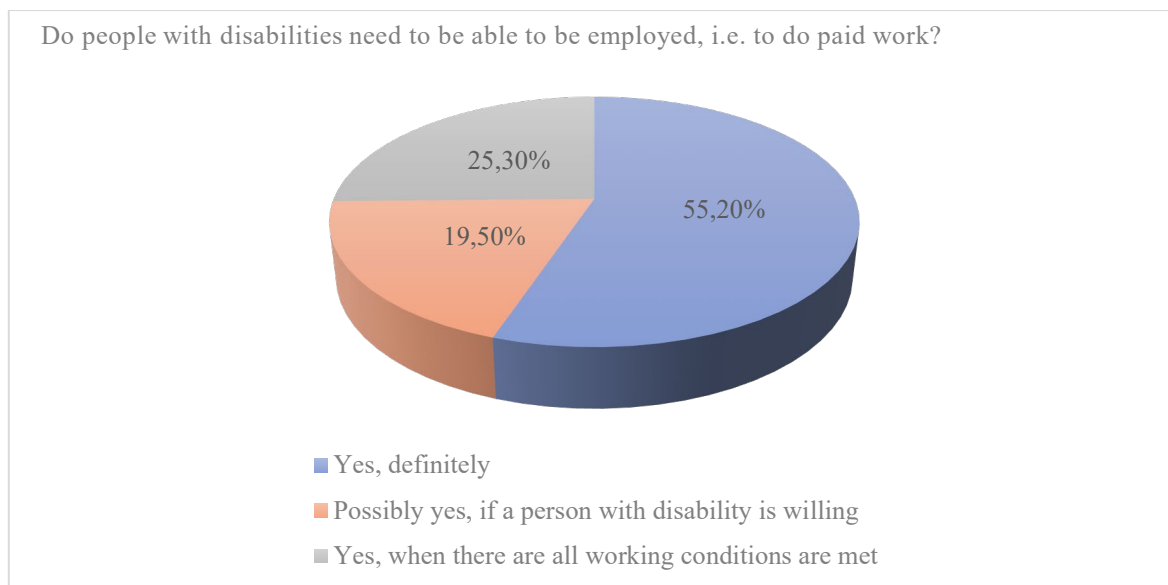


Figure 3 Attitudes towards the importance of existing employment opportunities for people with disabilities.

The following question was given to persons with disabilities and the results of the respondents' answers are interesting: *If you are a person with a disability, do you want to be employed doing a paid job?* (84 respondents). As we see in Figure 3, more answers were received than the stated number of respondents with obvious and non-obvious disabilities. Does this mean that family members of people with disabilities also responded on behalf of them? The majority of respondents (63 persons, which is 75% of the total number of respondents) express a desire to work one way or another, two persons (2.4%) consider employment as a means to work and be in a community rather than doing paid work, and only three (3.6%) express a predominance of fear of failure over the desire to be employed.

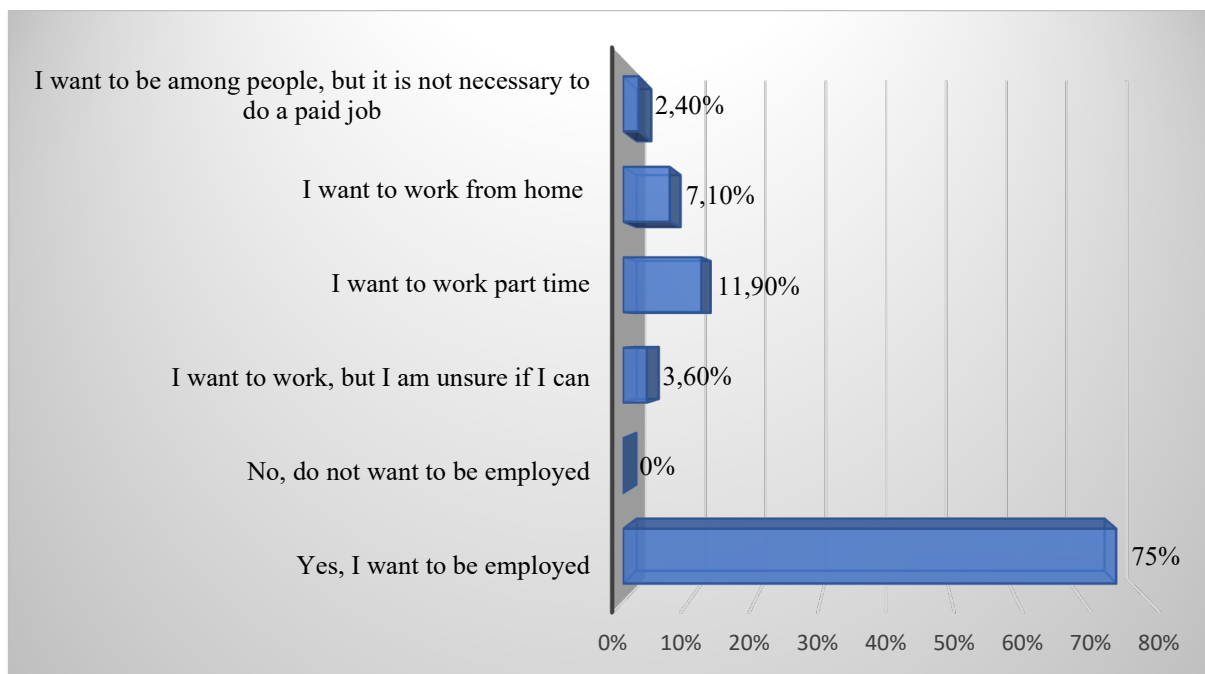


Figure 4 Willingness of persons with disabilities to be employed

According to the results of our study, 10 persons out of 84 (11.9%) expressed a willingness to work part-time, six respondents (7.1%) would like do paid work from home. This may evidence that people with disabilities in Ukraine still feel some discomfort in the social (working) environment, or are not quite confident in their abilities and usefulness in the workplace. However, the positive fact is that no person with a disability would refuse to be offered a paid job.

The next question is somewhat related to the previous one: "If you are a person with a disability, do you feel you are ready for employment?". Out of 81 respondents, there is one person with a disability who would not even think about being employed. The rest mostly express their readiness for employment (69.1%—56 persons), but a significant part (about 20%) feel insecure and are afraid of having to overcome obstacles. Therefore, it is important that society should create conditions for persons with disabilities and empower them so that they can realize their personal, professional, and social potential. (Fig. 5).



Figure 5 Readiness of persons with disabilities for employment in modern realities.

It is important to note that some respondents thinking about their own professional development and self-realization and, consequently, their financial independence (6.2%), consider various employment opportunities and options. Only one respondent (a person with a disability) (1.2%) does not want to think about employment and one of the respondents has a negative experience of employment. Therefore, it is very important to provide favorable conditions for socialization and professional growth of persons with disabilities for a full realization of their rights to work in modern Ukraine. After all, the basis of the social model of disability is not the physiology of the person (developmental or health disorders), but the currently dominant *barrier nature of Ukrainian society*. As a result, one of the questions of our questionnaire concerned barriers—stereotypes about people with disabilities: mental (judging others), institutional (related to laws and policies in the country), economic and environmental barriers, such as: physical and infrastructural inaccessibility, information and communication restrictions, etc. In fact, various barriers cause discrimination against persons with disabilities and degrade their dignity.

As shown in Fig. 6, in Ukraine, unfortunately, there are some barriers / obstacles to employment of people with disabilities. (154 answers).

Interestingly, there were but a few responses that place accent on persons with disabilities as agents of change and removers of barriers: “society, especially its members that have disabilities who want to work; a person who is determined to learn working skills; persons with disabilities as role models.” There were even less responses that mentioned education: “teachers; rehabilitation centers are supposed to train skills necessary for employment; international assemblies and conferences involving persons with disabilities; trained professionals, inclusive education.” These answers came mostly from respondents without disabilities—teachers, social workers, and family members. We can speculate that introducing inclusive education and practices on the national level that started in 2017 has not affected the majority of respondents with disabilities who are of older age and who believe in a paternalistic model of society in terms of employment (Mladenov 2015).¹⁵ Still, training in inclusive education in Ukraine’s universities is supposed to place more accent on the role of education in removing barriers to employment of persons with disabilities.



Figure 7 Who should remove the barriers?

In the next section of the questionnaire, we asked persons with disabilities to describe their experience of seeking employment or being employed. The answers were generally short, including: “I perform the same duties as my colleagues who have no disabilities; I am a satisfied and realized teacher working part-time; I own a private inclusive IT company; I prefer not to inform by boss of my non-obvious disability; I am blind and a masseur by profession, was refused employment everywhere; work in a state hospital, my employer is OK with my disability; it is difficult to work—getting to work, big amounts of paperwork; self-employed for 22 years; work as a speech pathologist; IT specialist; previously a teacher now self-employed social worker; boring work from home; masseur and seasonal jobs abroad; many jobs, positive and negative experience; work on TV for 7 years, a wheel chair user; was employed to fill the quota, afterwards was made redundant; blind distance learning administrator; teaches in a college, receives assistance; university professor; freelance translator.”

The analysis of the responses highlighted the fact that some answers were given by family members instead of adult persons with disability themselves. That raises several questions: Why do parents answer for them? Are these parents overprotective and make decisions for their children with disabilities? Are their sons/daughters not interested in talking about employment challenges and opportunities? Do they have difficulties in using a computer to complete the questionnaire? Possibly, there are many factors involved. Ukraine as a country that strives to break away from the harsh and oppressive soviet past and war atrocities caused by the Russian Federation and needs many years of undisturbed development and person-centered education to bring up a free generation that is both responsible and liberal.

The next question was answered by persons without disabilities: *If you do not have any disability, but have experience of working alongside persons with disabilities, please share your opinion on whether these workers need specially-designed workplace / environment facilities; if so, who provides these needs and how; if not, how do persons with disabilities manage to fulfill their functional duties.*

The answers included: “A person with a disability needs special conditions. They are provided in different ways: as a rule, either the employer or the person himself is trying to arrange a workplace; Now no one provides special conditions. It is possible to do on the terms of co-financing of business and the budget to make workplaces accessible; I came across cashiers with hearing and motor disabilities in big supermarkets. The employer did all arrangements; I work with a person with a disability, his workplace is not adapted to his needs, so he spends his money to set up a working space; There is not always a need for special conditions; the place of work must be adapted by a manager who

¹⁵ Mladenov, Teodor. “From State Socialist to Neoliberal Productivism: Disability Policy and Invalidation of Disabled People in the Postsocialist Region.” *Critical Sociology* 43, no. 7–8 (November 2017): 1109–23. <https://doi.org/10.1177/0896920515595843>.

hires a person with a disability; Some private businesses employ a worker with a disability and pay him/her minimal wages just to comply with the law. This worker does not even need to be present at the workplace; It all depends on the severity of disability. If it is mild, a person works and can take care of himself, then special arrangements are not needed, just a colleague can supervise from time to time. If it is cerebral palsy and severe disabilities, you need help, for example, in eating lunch. For people who are in diapers, an 8-hour day at the office will be impossible for them. For such people, it will be ideal to combine part-time work in the office and at home. Working in the office is for team collaboration and communication. People with Down syndrome can also work, but they often need more supervision, and teamwork with the same people (often cafes and bakeries) is good for them. Everything is individual, and all possible options must be considered so as not to leave anyone behind and give everyone the opportunity to realize themselves. This is very important; I know journalists whose disability does not prevent them from performing their duties well; My colleague manages to work as a bee like everyone does, without complaining; The need to create a workplace for a person with a disability depends on the form of disability. If a person has a hearing disability, it is necessary to have a sign informing it in the workplace: you are served by an employee with hearing disability.”

In the last section of the survey, the respondents had an opportunity to express their opinion on the problem of employment of persons with disabilities that were not mentioned in the questions. Among the answers were examples of some successful stories and recommendations: “society needs to be educated and made ready; first accessibility, then employment; lack of positions for persons with disabilities in employment centers; everything is in our own hands; everybody has a right to work and develop professionally; employers should be motivated by local governments; big companies can offer internships to applicants with disabilities; many persons with disabilities agree to be fictively employed for the minimum wages; the state should oblige and offer benefits to employers who accept workers with disabilities; no employment opportunities for persons with intellectual disabilities.”

There were responses that highlight the role of education: “educators are those who teach awareness in society; there is a need for educational and occupational programs; employment is a part of a complex problem and connected with education; there is a need for trained employment specialists; we need to start with employment from school, students with disabilities should be supported in gaining skills and pursuing their plans.”

The problem of employment of persons with special educational needs and disabilities in rural areas

Rural areas of Ukraine have seen a sharp decrease in the number of young persons aged 20-35 years (the most active age group of students and university graduates). This development is accompanied by the accelerated aging of the rural population. Depopulation of Ukrainian rural areas, aggravated by the decrease of qualitative indicators: education level, professional skills, leadership, and entrepreneurial characteristics results in decreasing human capital (Borodina and Rykovska 2020, 63).¹⁶ Many school leavers move to urban or metropolitan areas to pursue further education and seek permanent employment. The incomplete decentralization reforms distort local governments’ incentives and do not add to the capacity and activity of the rural community members (Kvartiuk and Curtiss 2019).¹⁷

The deterioration of the economic and social situation in the country’s regions is pushing young Ukrainians to consider immigration abroad to find higher-paid jobs, and to get education [often tuition-free] in other countries (Levytska et al. 2020, 513).¹⁸

Persons with disabilities who are born in rural areas generally remain there, but they experience difficulties in professional employment and self-realization. This is due primarily to the following reasons: i) the lack of well-established infrastructure in the villages for the employment of qualified professionals with disabilities; and ii) a prevailing low level of motivation and responsibility of parents to seek inclusive education and then independent professional life for their "adult" children (National Institute of Family and Youth Policy 2019).¹⁹

In line with this problem, there are challenges of employment of qualified educators trained to organize inclusive learning environment. The profession of a teacher's assistant was introduced in Ukraine in 2012 and there is a lack of these educational professionals in rural schools. Under such conditions, a mother of a child with a disability performs a function of the child's assistant (for example, being officially employed by a school as a cleaner or a lab worker and thus having an opportunity to support her child at school). There are also difficulties to staff a team of multidisciplinary specialists to support students with disabilities and organize inclusive learning environment in Ukraine's rural schools. Perhaps the biggest challenge here is to supply rural schools with qualified specialists to provide special needs services

¹⁶ Borodina, Olena and Rykovska, Oksana. 2020. "Human Capital Evaluation and Capitalisation Specific to Rural Areas of Ukraine." *Economic and Regional Studies / Studia Ekonomiczne i Regionalne* 13, no.1: 58-69. <https://doi.org/10.2478/ers-2020-0005>.

¹⁷ Kvartiuk, Vasyl and Curtiss, Jarmila. 2019. "Participatory Rural Development without Participation: Insights from Ukraine." *Journal of Rural Studies* 69: 76–86. <https://doi.org/10.1016/j.jrurstud.2019.04.002>.

¹⁸ Levytska, Olha, Mulska, Olha, Ivaniuk, Ulana, Kunytska-Iliash, Marta, Vasylytsiv, Taras, and Lupak, Ruslan. 2020. "Modelling the Conditions Affecting Population Migration Activity in the Eastern European Region: The Case of Ukraine." *TEM Journal* 9 (2): 507-514. <https://doi.org/10.18421/TEM92-12>.

¹⁹ National Institute of Family and Youth Policy. 2019. "Youth at Job market: skills of 21 century and careers. Annual report to the President of Ukraine, Parliament and Cabinet of Ministers on youth of Ukraine". Kyiv: 1—107.

and interventions to students with disabilities—occupational therapists, speech and language pathologists, psychologists, rehabilitation specialists. There is also a shortage of trained managers in educational and other fields in rural areas capable of facilitating inclusion and employment of persons with disabilities (Budnyk et al. 2022, 11–12).²⁰

Inclusion of persons with disabilities demands coordinated and systematic efforts in all spheres of society to be successful and sustainable. Concerning the employment challenges in rural areas of Ukraine, they are particularly relevant for persons with disabilities. It is important to train teachers to be capable of organizing inclusive learning environment and motivate them to work in rural areas. It is necessary to introduce more substantial funding via attracting social investments and sponsorship, motivate young professionals to remain and work in villages through a number of social programs, introduce principles of universal design in education, employment and social spheres, develop additional social guarantees and benefits to encourage qualified professionals to develop and work in rural areas.

Conclusions and Recommendations

It should be said that in recent years Ukraine has moved far in terms of acknowledgement and protection of the rights of persons with disabilities. Mostly it is due to the reforms that started in 2017, new legislation in the field of education, and developing mechanisms to include persons with disabilities into society. Support from international donors and agencies combined with domestic initiatives resulted in various advancements, one of which is Without Borders: Sustaining and Supporting Inclusive Education Learning Community project implemented by the ADA Anniversary Inclusive Education International Fellowship Program members with the help of the University of Minnesota. Among the outcomes of the project are a chapter on transition programs in a text-book for teachers, specialists, parents and teachers-in-training and the Inclusive education teacher training Curriculum that devotes attention to the employment of persons with special educational needs and disabilities (Sydoriv 2020)²¹. Although the task of pinpointing all factors shaping the employment of persons with disabilities is ridden with many challenges, our work shed light on objective reality and subjective attitudes as well as anticipated efforts and contribution by the government, employment and education organizations, and public and community members.

The survey that we conducted among persons with obvious and non-obvious disabilities, their family members, educational professionals, social workers and those indifferent to the problems of employment persons with disabilities showed some interesting results. Having analyzed the obtained data, we discovered the following: i) our respondents think that people with disabilities should have access to just and equal opportunities available on the labor market; ii) they should be given a choice of doing some paid work either with all other employees, or from home; iii) two main barriers to full participation of people with disabilities in paid employment schemes are unwillingness of potential employers to hire somebody with disability and inaccessibility of public environments and working places; iv) respondents, who have working experience, report mostly negative emotions concerning disability related accommodations on a working place; v) working opportunities in Ukraine for people with disabilities are strictly limited, and in most cases a person with disability can only hope for a “formal employment” (when they are actually doing no work but getting a very small sum of money as a compensation for giving their personal data to be reported by an enterprise in order to avoid paying the disability unemployment tax); and vi) in the view of almost all the participants Ukrainian government is responsible for existing problems at the labor market and its inaccessibility for people with disabilities.

It is also worth saying that our research has shown that the percentage of persons with disabilities among all respondents is rather low. There may be various reasons. Many previous researches noticed a substantial level of apathy amongst respondents with disabilities who had demonstrated a lack of interest in the topic and of personal responsibility for their future employment. Another reason may be the lack of skills to use online questionnaire or even limited access to necessary technology to complete the survey. On the other hand, the family members, mostly parents, had shown a high level of concern and desire to act on behalf of their relatives with disabilities, in some cases even by expressing thoughts and opinions instead of them.

Education is a crucial factor for students that influences learning, practicing and using skills for employment. Learning and development of students with disabilities in rural areas of Ukraine and their subsequent employment is another challenge. Rural schools lack trained teaching and support staff, equipment and financing. It is important to build partnerships between schools, education departments and local communities in order to attract trained teachers to be willing to work in rural areas, raise awareness of disability-related issues and help students to pursue their goals. Local communities should be interested in supporting their members who have special educational needs via cooperation with authorities, introducing social initiatives and participating in international projects.

²⁰ Budnyk, Olena, Sydoriv Sergiy, Serman Lesia, Lushchynska Olena, Tsehelnik Tetyana, and Matsuk Lyudmila. 2022. “Inclusive education in rural schools of Ukraine or how to ensure quality inclusive education in rural schools in Ukraine?.” *Revista Brasileira De Educaç o Do Campo* 7, (março), e13940: 1–21. <https://doi.org/10.20873/uft.rbec.e13940>.

²¹ Sydoriv, Sergiy, ed. 2020. *Navchalnyi kurykulum z inkluzyvnoi osvity [Inclusive Education Teacher Training Curriculum]*. Ivano-Frankivsk: Kushnir publishing.

Employment of persons with severe disabilities or intellectual disabilities in Ukraine is rare and demands more extensive research and field work. It can be suggested that the school-taught skills of choice-making and enthused determination to be employed as well as the empowerment of family members, particularly parents, may play a prominent role in facilitating early employment opportunities for young adults with severe disabilities (Carter 2012).²² We adhere to the idea that much emphasis should be paid to further implementing inclusion, introducing community-based employment opportunities, building capacity and advocacy skills of persons with disabilities and their family members and exchanging best international practices of employment of persons with disabilities.

2022 is a year of great losses and challenges to Ukraine and the international community as a result of the aggression by the Russian Federation. Facts suggest that it is the clash between the desire of the Ukrainians to live in a community of respect and freedom and the centuries-long Moscow inhumane and abusive regime, characterized by “the high rates of institutionalization, the relative lack of education and employment opportunities, and the low economic status of most persons with disabilities that speak volumes about the state’s inability or unwillingness to ensure equal rights to people with disabilities.” (Phillips 2009).²³

This aggression has already raised questions of global inclusion and exclusion, education and intolerance of bullying, support and enforcement of positive conduct, inflicting and dealing with destructive and self-destructive behavior. In Ukraine, many educational and vocational facilities have been brought to ashes, residential, infrastructural and industrial buildings destroyed, the system of educational, social and employment services interrupted. Persons with disabilities are dramatically affected by the consequences of the war, at the same time the number of military and civilians with disabilities rises every day. Humanity explores uncharted territories of understanding and responding to these problems.

Ukraine’s statistical data did not comprehensively reflect situation with employment of persons with disabilities before the war. Since the beginning of the invasion the figures concerning war-related disabilities have been classified and the systematic analysis of the employment opportunities for the veterans is next to existent. Ukrainian society is in demand of the information how to integrate persons with disabilities and veterans, hence it is important that the governmental bodies and public organizations started such a process. One of the examples of international practices is a factsheet that provides data on employment rates for veterans with disabilities, which can be used to advocate for increased employment opportunities for this category (ADA National Network n.d.).²⁴

The growing number of civilian survivors, war veterans and those directly and indirectly affected by the war also will increase demand for highly trained professionals in psychology, rehabilitation, medicine, therapy, housing and community living, social services, care, occupation and education. Educators will need to find new words for universal ideas and explain to the post-war generations the new sense of freedom, equity, diversity, responsibility and cooperation.

References:

1. ADA National Network. n.d. “Employment Data for Veterans with Disabilities.” Accessed January 15, 2023. <https://adata.org/factsheet/employment-data-veterans-disabilities>.
2. Antonyuk, Valentyna. 2019. “Providing Employment as a Priority Vector of Social Policy Regarding Persons with Disabilities.” *Management of Economy: Theory and Practice. Chumachenko’s Annals: collection of scientific papers* 1: 3-11. Institute of Industrial Economics of the NAS of Ukraine. <https://doi.org/10.37405/2221-1187.2019.3-11>.
3. Borodina, Olena and Rykovska, Oksana. 2020. “Human Capital Evaluation and Capitalisation Specific to Rural Areas of Ukraine.” *Economic and Regional Studies / Studia Ekonomiczne i Regionalne* 13, no.1: 58-69. <https://doi.org/10.2478/ers-2020-0005>.
4. Budnyk, Olena and Hryhorii Vasiianovych. 2017. “The category of freedom in the written heritage of John Amos Comenius and Hryhorii Skovoroda.” *Advanced Education*, no. 7 (July): 85-89. <https://doi.org/10.20535/2410-8286.93517>.
5. Budnyk, Olena, Sydoriv Sergiy, Serman Lesia, Lushchynska Olena, Tsehelnik Tetyana, and Matsuk Lyudmila. 2022. “Inclusive education in rural schools of Ukraine or how to ensure quality inclusive education in rural schools in Ukraine?.” *Revista Brasileira De Educação Do Campo* 7, (março), e13940: 1–21. <https://doi.org/10.20873/uftrb.ec.e13940>.
6. Carter, Erik W., Diane Austin, and Audrey A. Trainor. “Predictors of Postschool Employment Outcomes for Young Adults with Severe Disabilities.” *Journal of Disability Policy Studies* 23, no. 1 (June 2012): 50—63. <https://doi.org/10.1177/1044207311414680>.
7. Fight for Right. 2022. “Dopovid Neuriadovykh Orhanizatsij Shchodo Vykonnannia Ukrajinuju Konventsiji pro Prava Liudej z Invalidniustiu 2015-2020 [Alternative Report of NGOs on Implementation of Convention on Rights of People with Disabilities in Ukraine 2015-2020].” Accessed January 13, 2023. <https://ffr.org.ua/wp-content/uploads/2022/10/CRPDalternativereport.pdf>.
8. Horemykina, Yuliia and Kotenko Tetiana. 2019. “Integration of people with disabilities into the labor market.” *Social and labour relations: theory and practice* 9 (1): 85–96. [https://doi.org/10.21511/slrtp.9\(1\).2019.08](https://doi.org/10.21511/slrtp.9(1).2019.08)

²² Carter, Erik W., Diane Austin, and Audrey A. Trainor. 2012. “Predictors of Postschool Employment Outcomes for Young Adults With Severe Disabilities.” *Journal of Disability Policy Studies* 23, no. 1 (June): 50—63. <https://doi.org/10.1177/1044207311414680>.

²³ Phillips, Sarah D. 2009. ““There are no Invalids in the USSR!”: A Missing Soviet Chapter in the New Disability History.” *Disability Studies Quarterly*. 29 (3). Accessed May 15, 2022. <http://dsq-sds.org/article/view/936/1111>.

²⁴ ADA National Network. n.d. “Employment Data for Veterans with Disabilities.” Accessed January 15, 2023. <https://adata.org/factsheet/employment-data-veterans-disabilities>.

9. Kvartiuk, Vasyi and Curtiss, Jarmila. 2019. "Participatory Rural Development without Participation: Insights from Ukraine." *Journal of Rural Studies* 69: 76–86. <https://doi.org/10.1016/j.jrurstud.2019.04.002>.
10. Levytska, Olha, Mulska, Olha, Ivaniuk, Ulana, Kynytska-Iliash, Marta, Vasylytsiv, Taras, and Lupak, Ruslan. 2020. "Modelling the Conditions Affecting Population Migration Activity in the Eastern European Region: The Case of Ukraine." *TEM Journal*. 9 (2): 507-514. <https://doi.org/10.18421/TEM92-12>.
11. Ministry of Social Policy of Ukraine. 2021. "For persons with disabilities. Employment." <https://www.msp.gov.ua/content/pracevlashtuvannya.html>.
12. Mladenov, Teodor. 2017. "From State Socialist to Neoliberal Productivism: Disability Policy and Invalidation of Disabled People in the Postsocialist Region." *Critical Sociology* 43, no. 7–8 (November): 1109–23. <https://doi.org/10.1177/0896920515595843>.
13. National Institute of Family and Youth Policy. 2019. "Youth at Job market: skills of 21 century and careers. Annual report to the President of Ukraine, Parliament and Cabinet of Ministers on youth of Ukraine." Kyiv: 1—107.
14. OHSHR. 2015. "CRPD Concluding Observation Ukraine. Alternative report on implementation of the Convention on the Rights of Disabled Persons. Authorized representative of Verkhovna Rada of Ukraine for human rights." Accessed May 15, 2022. https://digitallibrary.un.org/record/811091/files/CRPD_C_UKR_CO_1-EN.pdf.
15. Parliamentary Assembly. 2022. "Deinstitutionalisation of persons with disabilities. Resolution 2431." Accessed January 15, 2023. <https://pace.coe.int/files/30005/pdf>.
16. Phillips, Sarah, D. 2009. "'There are no Invalids in the USSR!': A Missing Soviet Chapter in the New Disability History." *Disability Studies Quarterly*. 29 (3). Accessed May 15, 2022. <http://dsq-sds.org/article/view/936/1111>.
17. Sydoriv, Sergiy, ed. 2020. *Navchalnyi kurykulum z inkluzyvnoi osvity [Inclusive Education Teacher Training Curriculum]*. Ivano-Frankivsk: Kushnir publishing.
18. Sylantyeva, Inna. 2018. "Osvita ta pratsevlashtuvannia osib z invalidnistiu v Ukrayini: Yakoyu ye realna statystyka? [Education and employment of people with disabilities in Ukraine: What are the real statistics?] [Blog post]." Accessed May 15, 2022. <https://www.obozrevatel.com/ukr/society/osvita-ta-pratsevlashtuvannya-osib-z-invalidnistyu-v-ukraini-yakoyu-e-realna-statistika.htm>.
19. Telna, Olha, Malanchii Valentyna, Datso Nadia, Sydoriv Sergiy, Selepiy Oksana, Vesnina Nadiya, Pryimak Natalia, and Sydoriv Lidia. 2019. *Skhodynky inkluzii [Stairway to inclusion]*. Ivano-Frankivsk: Kushnir publishing.
20. Tichá, Renáta, Telna Olha, Šiška Jan, Klapko Dusan, and Kincade Laurie. 2020. "Choices, Preferences, and Disability: A View from Central and Eastern Europe." In *Choice, Preference, and Disability*, edited by Stancliffe, R., Wehmeyer, M., Shogren, K., Abery, B. 111–132. Springer, Cham. https://doi.org/10.1007/978-3-030-35683-5_6.
21. UNDP Ukraine. 2021. "Cabinet of Ministers of Ukraine adopts National Strategy for a Barrier-Free Environment in Ukraine." Accessed May 15, 2022. <https://www.ua.undp.org/content/ukraine/en/home/presscenter/pressreleases/2021/cabinet-of-ministers-of-ukraine-adopts-national-strategy-for-a-b.html>.
22. United Nations. 2006. "Convention on the Rights of Persons with Disabilities." *Treaty Series* 2515 (December): 3.
23. Wandke, Daman. 2019. "A Perspective of Liberation." Accessed May 15, 2022. <https://www.washington.edu/doi/perspective-liberation>.