



Approaches to Increasing Employment and Quality of Employment Among Youth with Disabilities

An Overview of Findings
from the Report

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Introduction

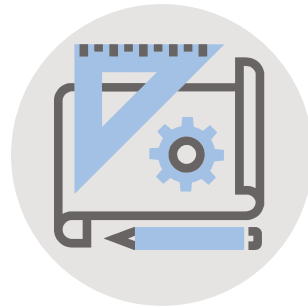
This document provides an overview of the different types of barriers to quality employment that youth with disabilities may face and identifies a range of promising approaches that may help to address those barriers. In many cases, research and data are still needed to determine the effectiveness of approaches in different contexts and with different populations. After you determine the barriers most prevalent in your context, use this document to explore potential approaches you can take to address them.

Click on the icons below to navigate to each barrier.

You will then see a list of promising approaches and can click on each one to learn more.



[Attitudes and Misconceptions](#)



[Skills, Knowledge, and Access to Resources](#)



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Attitudes and Misconceptions

Youth with disabilities encounter negative attitudes and misconceptions about persons with disabilities, which are key barriers to quality employment. Being exposed to disability-related stigma and discrimination from a young age can lead to internalized oppression among persons with disabilities which may manifest into low self-esteem or social isolation and restrict their access to social networks that could help them find employment.¹ Employers often hold misconceptions or lack knowledge about the potential of persons with disabilities to perform jobs, how to make workplaces accessible, and the costs of workplace accommodations that can limit their willingness to hire persons with disabilities.² If they do find jobs, persons with disabilities often face greater exposure to workplace violence or harassment.³ Fortunately, approaches can be taken to combat negative attitudes and misconceptions and their effect on persons with disabilities in the workplace.

Barriers

- ✗ Negative and/or Low Expectations and Self-Esteem
- ✗ Misconceptions Regarding Persons With Disabilities

Approaches

- ▶ [Disability Inclusion Training for Stakeholders](#)
- ▶ [Ongoing Mentoring and Coaching](#)
- ▶ [Internships and Work-Based Training](#)
- ▶ [Debunking Family and Community Misconceptions](#)
- ▶ [Outreach Programs and Public Awareness Campaigns](#)
- ▶ [Job Fairs](#)

¹ Luskin and Nicholson, 2008

² Baldwin and Johnson, 2001; Lindsay et al., 2021

³ "Making the Future of Work Inclusive of People with Disabilities," 2019



Addressing Attitudes and Misconceptions

Disability Inclusion Training for Stakeholders

Description

Disability inclusion training can target employers, local governments, higher education institutions and technical and vocational education training (TVET) staff, business owners, human resource managers, and others who might hold negative attitudes or misconceptions about persons with disabilities and who influence employment opportunities for young people, including youth with disabilities. Once employers recognize that youth with disabilities can and do have the required skills, that it is not prohibitively expensive to make workplaces accessible and provide accommodations, and that regulations can have positive effects on the work lives of persons with disabilities, the opportunities for youth with disabilities increase.



Example

The Inclusive Skills Training and Employment Program in Ethiopia implemented a series of disability-inclusive employment training workshops for various stakeholders at many levels to increase awareness and knowledge of how to improve practices in their various capacities. The audience for the training included employment officers, TVET leaders and instructors, human resources (HR) managers, media personnel, and the federal TVET agency. Topics covered during the training sessions were relevant to the participants and encouraged uptake of inclusive practices across many types of actors.⁴

► [For more information, see page 16 of the full report.](#)

⁴ "Inclusive Skills Training and Employment Program for and by Persons with Disabilities (ISTEP): Final Report," 2017

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Addressing Attitudes and Misconceptions

Ongoing Mentoring and Coaching

Description

Effective mentoring and coaching programs can provide role models for youth with disabilities who can help them increase their confidence, build their knowledge and skills, and successfully transition to employment. Research⁵ has found that effective mentorship programs tend to last more than six months, have a structured curriculum, tailor content to the program's specific objective, address key elements of youths' environment, address the transition from post-secondary education to employment, and include group as well as one-on-one components.



Example

Partner employers from the Umurimo Kuri Bose activity in Rwanda found that employment placements that allow for shadowing or working alongside other employees can offer additional support from colleagues and peers as youth with disabilities integrate into the workplace.⁶

▶ [For more information, see page 17 of the full report.](#)

⁵ Lindsay et al., 2016

⁶ Education Development Center, 2022

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Addressing Attitudes and Misconceptions

Internships and Work-Based Training

Description

Internship programs can be highly positive for the employer as they can demystify youth with disabilities in the workplace. Working with interns with disabilities encourages employers to hire youth with disabilities.⁷ Additionally, internships give employees an opportunity to build on-the-job skills.



Example

A 2021 report on the effective inclusion of persons with disabilities in the workplace found that employers who have experience working with youth with disabilities noted satisfaction related to their performance and agreed that youth with disabilities have the same competencies as nondisabled persons⁸ and, with the right support, can be equally as productive and effective in the workplace.

▶ [For more information, see page 18 of the full report.](#)

⁷ Wiggett-Barnard and Swartz, 2012

⁸ "Effective Inclusion of Persons with Disabilities in the Workplace Study Report," 2021

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Addressing Attitudes and Misconceptions

Debunking Family and Community Misconceptions

Description

Families are uniquely positioned to instill positive or negative perceptions of what is possible for youth with disabilities. If families believe that youth with disabilities are capable of gaining skills and engaging in wage or self-employment, youth and their families are more likely to pursue training and skills-building opportunities, education, support systems, and more. Families can be key collaborators when prioritizing inclusive employment practices for youth with disabilities.



Example

Research in Canada has found that family support and social networks play an important role in supporting employment for youth with disabilities, especially when they provide information about work opportunities, because youth with disabilities feel encouraged to try out new things.⁹

► [For more information, see page 19 of the full report.](#)

⁹ Lindsay et al., 2021

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Addressing Attitudes and Misconceptions

Outreach Programs and Public Awareness Campaigns

Description

Outreach through advocacy groups, inclusivity champions, and large-scale communications campaigns, such as through social media, mass media, radio, and conferences, have been used to influence public and employers' perceptions of youth with disabilities and address the stigma related to persons with disabilities in the workplace.

Example

The Effective Labor Inclusion project in Paraguay conducted three awareness campaigns using positive publicity. The topics were (1) accessibility in the downtown area, (2) improving the accessibility of public transit, and (3) promoting the right to vote for persons with disabilities. These campaigns used television, radio, newspapers, flyers, social networking, posters, press conferences, visits to media, and digital newsletters. The campaign for improved accessibility on public transit, "Inclusion on Wheels," included persons with disabilities in public, including on public transit, distributing flyers and placing "reserved seat" stickers. This campaign sparked media interest around how persons with disabilities can travel to work without accessible transportation.

▶ [For more information, see page 20 of the full report.](#)

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Addressing Attitudes and Misconceptions

Job Fairs

Description

Job fairs are another platform to promote awareness and advocate for youth with disabilities. Job fairs can provide information on available employment opportunities and can be a forum to change employers' perception about persons with disabilities in the workplace.



Example

The Mitra Kunci Initiative in Indonesia involved disabled persons' organizations and other stakeholders to recruit youth with disabilities to attend job fairs and expose them to opportunities they may not have previously considered.

▶ [For more information, see page 20 of the full report.](#)

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Skills, Knowledge, and Access to Resources

A key barrier to quality employment that youth with disabilities face is the negative attitudes and misconceptions held about persons with disabilities. Due to inaccessible environments and discrimination, they are less likely to complete schooling,¹⁰ receive support in transitioning from school to work,¹¹ receive loans or microfinancing services, or participate in technical or vocational training.¹² Without quality education and training, youth with disabilities often encounter a mismatch between their skills and the skills required by a job. In some cases, they might have the required job skills, but the lack of universal design and reasonable accommodations in the workplace prevents them from exercising those skills. Several approaches can address these barriers.

Barriers

- ✗ Mismatched Skills and Perceived Low Productivity
- ✗ Fewer Education and Training Opportunities
- ✗ Lack of Access to Credit and Financing

Approaches

- ▶ [Training Opportunities](#)
- ▶ [Soft Skills Training](#)
- ▶ [Supported Employment](#)
- ▶ [Transition to Work](#)
- ▶ [Job and Skill Match](#)
- ▶ [Program Packages](#)

¹⁰ Mizunoya et al., 2018; Luo et al., 2020; Kuper et al., 2018; Lamichhane and Takeda, 2022; Zhanga and Holden, 2022

¹¹ "Disability at a Glance 2015: Strengthening Employment Prospects for Persons with Disabilities in Asia and the Pacific," 2016

¹² "Leave No One Behind: Participation, Equity and Inclusion: Fourth Global Report on Adult Learning and Education," 2019



Addressing Skills, Knowledge, and Access to Resources

Training Opportunities

Description

Skills and career training can provide opportunities for youth with disabilities to learn in training environments alongside nondisabled youth, building their confidence and communication skills in inclusive settings while also exposing nondisabled youth to their peers with disabilities in positive learning environments. Skills training should be designed to be inclusive from the inception. Training should be based on skills demanded in the marketplace, not perceptions of what persons with disabilities can do. Persons with disabilities must have autonomy when choosing a career path.



Example

The Bridges to Employment Project in El Salvador established resource centers that youth can access as a “one-stop shop” for services, including career guidance, training and educational opportunities, coaching on hiring processes, and entrepreneurship resources.¹³

▶ [For more information, see page 21 of the full report.](#)

¹³ “Bridges to Employment: Final Report,” 2020

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Addressing Skills, Knowledge, and Access to Resources

Soft Skills Training

Description

Soft skills training has been shown to benefit youth with and without disabilities by instilling greater confidence and bolstering skills that employers seek, such as communication, critical thinking, creative thinking, flexibility, collaboration, and initiative.¹⁴



Example

As a part of the Umurimo Kuri Bose (Employment for All) activity in Rwanda, youth were trained in soft skills such as goal and objective setting, personal development, communication, leadership, entrepreneurship skills, employer/employee rights and responsibilities, safety and health at work, work habits and conduct, and financial management. This participatory and interactive training took place over one month, with eight modules spanning 130 hours. The curriculum was adapted to be inclusive and allow youth with disabilities to join the participatory activities with support and guidance provided for both trainers and participants.

▶ [For more information, see page 21 of the full report.](#)

¹⁴ Lindsay et al. 2021; "Making the Future of Work Inclusive of People with Disabilities," 2019

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Addressing Skills, Knowledge, and Access to Resources

Supported Employment

Description

Supported employment (SE) is “competitive employment in an integrated setting with ongoing support services” for individuals with the most significant disabilities.¹⁵ Oftentimes, SE is long-term, ongoing support that includes measures such as work adjustment, workplace accommodations, flexibility, and working jointly. SE can help dismantle job-readiness barriers for youth with disabilities. Under this approach, employment is considered an achievable goal, and youth with disabilities’ aspirations, learning needs, individual skills, former experiences, and job preferences are considered when designing support programs.



Example

Studies in high-income countries have found positive impacts of SE in the lives of persons with disabilities through increasing employment in the competitive labor market.¹⁶ In the United States and other high-income countries, the effectiveness of SE for those with intellectual or psycho-social disabilities and other disability groups, such as veterans with spinal cord injuries and/or post-traumatic stress disorder, suggests that governments and other relevant authorities could consider this approach as a viable option for increasing the employment of youth with disabilities in low- and middle-income countries (LMICs).

▶ [For more information, see page 23 of the full report.](#)

¹⁵ Wehman, 2012

¹⁶ Frederick and VanderWeele, 2019; Ottomanelli et al., 2012

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Addressing Skills, Knowledge, and Access to Resources

Transition to Work

Description

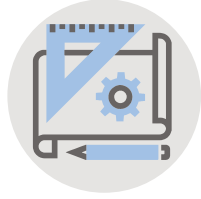
Transition-to-work programs can lead to positive employment outcomes for youth with disabilities. These services can be offered by education systems, employers, or rehabilitation services. Programs may include employability training, vocational assessments, peer mentoring, training in independent life skills, training on self-determination and how to request workplace accommodations, career development planning, visits to work sites, and individual job placement assistance.



Example

The Anoka County Transition and Customized Employment (TCE) project in Minnesota, USA, aims to improve the school-to-career transition of young adults with significant disabilities. The TCE project focused mainly on (1) encouraging students with disabilities to work, (2) educating students and their families about strategies that facilitate paid, integrated competitive employment and promote successful transitions from school to productive roles as citizens of their communities, (3) promoting decision-making, self-determination, and self-reliance to increase the integration of students within everyday community environments, and (4) providing such opportunities without regard to race, culture, national origin, ethnicity, religion, gender, age, sexual orientation, or nature of disability. Across the five years of the program, TCE enrolled 475 youth with various disabilities and 62 percent of all enrolled students had individualized job placements in the workforce at competitive wages.

► [For more information, see page 24 of the full report.](#)



Addressing Skills, Knowledge, and Access to Resources

Job and Skill Match

Description

Employment programs can help identify opportunities that match youth with disabilities' skills with relevant jobs. Enabling youth with disabilities to find employment in areas where they have interest and can contribute their skills may increase productivity and lead to an encouraging environment for persons with disabilities to continue contributing to the workforce. Programs that encourage workplace accommodations, internship programs, and entrepreneurial support programs can all improve job and skill match for youth with disabilities by helping them explore, find, and be able to access work that matches their skills and interests.



Example

USAID's Persons with Disabilities Internship and Employment Project in Macedonia held job searching strategies training that helped persons with disabilities recognize and improve their employability skills. The project also provided training for private companies and public institutions on successful mentorship for persons with disabilities. The companies and institutions are then encouraged to hire as interns trained persons with disabilities. This activity successfully placed several persons with disabilities in internships, with some later hired into full-time roles with the organization. The project also provided professional entrepreneurship courses for those interested in starting their own businesses.

► [For more information, see pages 20 and 25 of the full report.](#)

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Addressing Skills, Knowledge, and Access to Resources

Program Packages

Description

Research¹⁷ indicates that combinations or packages of approaches that address multiple barriers to employment have positive impacts and may be beneficial to increasing access to employment for youth with disabilities in LMICs. These programs would need to “go beyond the traditional focus on vocational skills training, to address questions of partnerships and linkages with existing social protection programs, and so include strategies that actively seek to dismantle barriers and influence access to financial support for youth with disabilities in the long term.”¹⁸



Example

An economic empowerment program implemented by Sightsavers in rural Uganda offered a package of activities and tools, including vocational and business skills training, business start-up kits, and linking trainees to local entrepreneurs. Following the training and internship, staff visited participants twice to check how they were doing and advise them on access to savings groups and opportunities for local livelihoods programs. The findings from the study indicate that there were statistically significant changes among participants in having a job or income-generating activity, accessing financial resources, and experiencing family, community, and peer support.

▶ [For more information, see page 26 of the full report.](#)

¹⁷ Bechange, Jolley, Gascoyne, et al., 2021

¹⁸ Bechange, Jolley, Gascoyne, et al., 2021



Workplace Accessibility, Accommodations, and Safety

Many youth with disabilities are prevented from enjoying quality employment due to inaccessible workplaces, lack of accommodations, and safety concerns. In particular, many youth with disabilities lack access to information and communications technology (ICT) and ICT-assistive devices that could increase workplace accessibility were they available.¹⁹ They also face inaccessible transportation services that make it difficult or expensive to travel to and from work. Workplaces often lack reasonable accommodations, which can limit the productivity of²⁰ or altogether exclude persons with disabilities. Persons with disabilities may also encounter hostile work environments in which they experience harassment or violence from colleagues and employers.²¹ Addressing these issues will increase the ability of youth with disabilities to safely access quality employment.

Barriers

- ✗ Limited Access to Information and Communications Technology
- ✗ Inaccessible Transportation Services
- ✗ Lack of Universal Design and Workplace Accommodations
- ✗ Hostile Work Environments

Approaches

- ▶ [Access to Technology](#)
- ▶ [Increasing Accessible and Inclusive Work Environments](#)
- ▶ [Training Sessions for Employers on Universal Design and Workplace Accessibility](#)
- ▶ [Training for Nondisabled Employees](#)

¹⁹ Hersh and Mouroutsou, 2015; Quarless, 2017

²⁰ Backup, 2009

²¹ "Violence and harassment against persons with disabilities in the world of work," 2020



Addressing Workplace Accessibility, Accommodations, and Safety

Access to Technology

Description

Technology can increase the accessibility of job training and workplaces for persons with disabilities. This requires improving their access to technology (through funding, provision, and technical support), encouraging employers to maximize the use of accessible digital technology within the work environment, and ensuring that digital tools are used to support accessibility.



Examples

- The CISCO Networking Academy in Kenya provides IT courses that are designed with accessibility features or are compatible with assistive technology for those who are deaf or hard of hearing.
- Modis, an international IT, engineering, and life sciences organization, has developed a program that trains youth with autism who are interested in positions in data analysis and coding.
- The Sun ITeS Consulting Private Limited firm in Bangalore, India provides training to persons with disabilities on the skills needed to become IT professionals. Many of the people trained in this program went on to be hired by the firm.²²

► [For more information, see page 27 of the full report.](#)

²² "Making the Future of Work Inclusive of People with Disabilities," 2019



Addressing Workplace Accessibility, Accommodations, and Safety

Increasing Accessible and Inclusive Work Environments

Description

Many different tools and strategies can be used to increase workplace accessibility. These may include transportation assistance, accessible buildings, assistive devices and equipment, flexible work hours, and extended break times. Notably, many workplace modifications that are currently provided as reasonable accommodations could be offered to the entire workforce, aligning with the principles of universal design. Universal design strategies aim to make products, environments, operational systems, and services accessible and welcoming to the most diverse range of people possible.²³



Example

In Indonesia, Save the Children conducts workplace assessments to evaluate an employer's readiness to receive interns with disabilities.²⁴ The assessment focuses on physical spaces, facilities, and workplace policies and can result in meaningful changes to the workplace. By proactively conducting audits of their workplaces, employers can make changes to improve accessibility.

▶ [For more information, see page 28 of the full report.](#)

²³ "Universal Design," n.d.

²⁴ "Digital Jobs for Youth with Disabilities," 2021

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Addressing Workplace Accessibility, Accommodations, and Safety

Training Sessions for Employers on Universal Design and Workplace Accessibility

Description

When employers are made aware of the processes and support available to make workplaces accessible, they may be more likely to adopt more inclusive staffing practices. Additionally, if youth with disabilities know that employers will accommodate their needs, they might be more likely to pursue a broader range of employment options. Training sessions, guidebooks, pocket guides, and other knowledge materials can build the capacity of and understanding among employers to use universal design and provide reasonable accommodations.



Example

The Mitra Kunci program in Indonesia developed extensive training materials and knowledge products for employers and other entities that illustrate steps they could take to make the workplace more inclusive for persons with disabilities. These materials included a guidebook on equality and inclusion in the workplace. The content of these materials was developed by business leaders, advocates for inclusive employment, and members of the disability community.²⁵ The materials serve as references with practical information for developing accessible physical and social environments, strategies for implementing inclusive employment policies, and more.

▶ [For more information, see page 30 of the full report.](#)

²⁵ "USAID Mitra Kunci Initiative: Final Report," 2021

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Addressing Workplace Accessibility, Accommodations, and Safety

Training for Nondisabled Employees

Description

Nondisabled employees should receive training to increase their awareness and knowledge of persons with disabilities and diversity, equity, inclusion, and accessibility. Training topics should include the rights of workers with disabilities, supporting a nondiscriminatory workplace culture, the need for workplace accommodations, and awareness of the challenges employees with disabilities face in the labor market. Training for nondisabled employees can help them become better equipped to work alongside persons with disabilities and make the workplace more accessible to and accepting of persons with disabilities.



Examples

- In France, the insurance company Generali has developed videos that feature staff with disabilities, especially less apparent disabilities, sharing their experiences in the workplace.
- Kitchen staff for the French hotel operator Accor Group received training to better understand the experience of and need for accommodations for their colleagues with vision disabilities.
- Managers at Standard Bank, which operates across 18 countries in Africa, are trained on working with and providing accommodations for workers and clients with disabilities.²⁶

▶ [For more information, see page 30 of the full report.](#)

²⁶ "Promoting Equity Promoting Diversity and Inclusion Through Workplace Adjustments: A Practical Guide," 2016



Regulations

Persons with disabilities face laws, regulations, and processes that prevent or disincentivize employment. For example, while the majority of countries have equal opportunity employment laws, many of these laws are poorly monitored and enforced, meaning their impact is minimal and discrimination in employment remains. Even policies intended to support persons with disabilities, such as disability benefits, can act as a disincentive to working if other factors (wage discrimination, high cost of accommodations and assistive technology) are not simultaneously addressed. Thoughtful regulations need to be created and enforced to ensure persons with disabilities are supported in seeking and holding quality employment.

Barriers

- ✘ [Employment Laws and Acts](#)

Approaches

- ▶ [Anti-discrimination Laws](#)
- ▶ [Quota Systems](#)
- ▶ [Subsidies to the Employer](#)



Addressing Regulations

Anti-discrimination Laws

Description

Many countries have either amended their existing disability welfare laws or enacted new laws to eliminate disability-based discrimination in the public and private sectors.²⁷ According to the “UN Flagship Report on Disability and Development” (2018), over 60 percent of countries have provisions in their labor laws prohibiting discrimination in employment and guaranteeing equal pay for persons with disabilities. However, many countries still have work to do to effectively monitor and enforce these labor laws. Employment activities can support and strengthen the implementation of anti-discrimination laws that protect and promote the employment rights of persons with disabilities.



Example

Programs such as full or partial disability cash benefits, vocational rehabilitation and training, supported employment, public sector employment, hiring quotas, tax incentives for employers, and anti-discrimination laws are widely acknowledged as some of the strategies working toward increasing employment among persons with disabilities.²⁸

▶ [For more information, see page 31 of the full report.](#)

²⁷ “Disability at a Glance 2021: The Shaping of Disability-Inclusive Employment in Asia and the Pacific,” 2021.

²⁸ Mont, 2004

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Addressing Regulations

Quota Systems

Description

Many countries have introduced quota systems as a policy measure to promote employment opportunities for persons with disabilities. The most effective quota systems include the payment of a levy by the non-complying company for every designated position not held by persons with disabilities, to be used for a special fund to finance measures promoting the employment of persons with disabilities.²⁹ However, thorough evaluations of the effectiveness of quotas in increasing employment for persons with disabilities have not been conducted.³⁰ While there are some concerns about the use and efficacy of quotas, the International Labour Organization (ILO) finds them to be compatible with the Convention on the Rights of Persons with Disabilities (CRPD).



Example

In Nepal, the quota system applies to public-sector employment for persons with disabilities, women, ethnic minorities, and Dalits (low caste people). The Civil Service Act³¹ states that 45 percent of public-sector jobs are to be reserved for these marginalized populations. Moreover, 5 percent of the reserved places are to be allocated to persons with disabilities. There is competition for these places within each marginalized group, and a process that requires the position be offered to the most qualified candidates from the group. This approach, when applied fairly, may effectively provide job opportunities without sacrificing quality and competition.

► [For more information, see page 32 of the full report.](#)

²⁹ "Disability and Development Report: Realizing the Sustainable Development Goals By, for and with Persons with Disabilities," 2018

³⁰ "Disability and Development Report: Realizing the Sustainable Development Goals By, for and with Persons with Disabilities," 2018

³¹ "Civil Service Act, 2049," 1993

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Addressing Regulations

Subsidies to the Employer

Description

Subsidizing employers to make workplace accommodations, including updating infrastructure for accessibility, purchasing assistive technologies, or providing sign-language interpreters, is a strategy to offset potential costs for workplace accommodations and incentivize employers to hire persons with disabilities. Wage subsidies that cover a portion of employees' wages, usually for a limited time, to lessen the perceived risk of hiring persons with disabilities, are regarded as an effective approach to increase employers' willingness to hire persons with disabilities.³²



Example

In Denmark, a subsidy program known as the “Flexjob” scheme provides salary reimbursements to firms that employ people whose disabilities are considered long-term or whose work capacity is permanently reduced.³³ This subsidy program has an unlimited duration and has been widely used—more than 85,000 individuals have been found eligible since its introduction in 1998, almost four times more participants than initially predicted.³⁴ The program was found to increase the employment probability for persons with disabilities between ages 35 and 44 by 10.5 to 12.5 percentage points as compared to nondisabled persons.³⁵

▶ [For more information, see page 33 of the full report.](#)

³² “Disability at a Glance 2015: Strengthening Employment Prospects for Persons with Disabilities in Asia and the Pacific,” 2016.

³³ Gupta and Larsen, 2010

³⁴ Deuchter and Kauer, 2017

³⁵ Gupta and Larsen, 2007



The Informal Sector

The informal sector (including entrepreneurial and self-employment activities) is often considered to have greater flexibility and easier entry than the formal employment sector (also known as wage employment). It tends to rely on competencies that can be gained on the job, through coaching, or by other means. If program or intervention activities are focused on the informal sector, some of the approaches used in the formal sector, such as training employers on workplace accommodations, will be less relevant, while approaches such as increasing access to credit and creating more accessible lending processes may be more relevant.

Barriers

- ✗ Lack of Entrepreneurship and Business Training
- ✗ Lack of Access to Financing

Approaches

- ▶ [Entrepreneurship and Business Training](#)
- ▶ [Seed Funding](#)



Addressing the Informal Sector

Entrepreneurship and Business Training

Description

There is some indication that coaching and mentoring, when paired with other initiatives such as training and financing, are well-suited to foster entrepreneurship among youth with disabilities who want to start their own business.³⁶ Coaches from the community can provide firsthand contextual knowledge and guidance on things such as business plan development and business advisory services.

Example

The JAPRI program in Indonesia had one arm of activities focused on self-employment for 18- to 30-year-old youth with disabilities. Participants completed an initial Business Motivation Workshop and additional training on entrepreneurship skills. After the training, participants worked with coaches as they started new businesses or expanded existing ones.

▶ [For more information, see page 36 of the full report.](#)

³⁶ Halabisky, 2014

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Addressing the Informal Sector

Seed Funding

Description

Entrepreneurship often requires an initial capital outlay for business start-up. Access to seed funding or start-up funds for business ventures can be difficult for youth, and particularly youth with disabilities, who tend to have less business experience, a smaller financial cushion, and less access to funding sources.³⁷ Platforms that provide information about how youth with disabilities can access microfinancing would be a valuable support.³⁸ Promoting access to start-up funds is one way to make the informal sector more inclusive. Promising practices for establishing pathways to start-up funding include working with financial institutions to ease access to seed fund loans, awarding microgrants, and starting voluntary savings clubs for a group of program participants.

Example

The JAPRI project in Indonesia held a competitive application for seed funding loans for people with disabilities to start new businesses or strengthen their existing businesses.³⁹ This model accelerated self-employment by increasing participants' confidence and providing a support system for entrepreneurs.

▶ [For more information, see page 36 of the full report.](#)

³⁷ de Klerk, 2008

³⁸ Nuwagaba and Rule, 2016

³⁹ "Jadi Pengusaha Mandiri (JAPRI): Final Performance Review," 2022



Would you like to learn more?

Read the full report:

[Approaches to Increasing Employment and Quality of Employment Among Youth with Disabilities](#)

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