

Legal Regulations of Integrated Education and Employment in Some Countries and Social Inclusion in Hungary

Maria Molnar

(University of Szeged, Hungary)

Abstract: In my study I would like to interpret what steps have been taken to promote social inclusion of those with altered working capacities in some member states of the European Union.

The obligatory quota regulation introduced as an incentive to realize the above goals in employment may differ country by country. Also, additional rules and laws in connection with integrated education and employment can be presented in Hungary, the Czech Republic and Sweden.

Quantitative statistical methods were employed using data from EUROSTAT, Regional Information System (known as “TeIR”) and the Hungarian Central Statistical Office (HCSO), as well as the time series and geographical analyses and dissimilarity index was calculated (Gergely, 2009).

Many people are still excluded from the labor market, probably due to their lack of education.

Labour rehabilitation has a role promoting inclusive employment. Employers are obliged to hire people with altered working capacities in defined % with the introduction of quota system. Besides this, the employers have to resort to wage subsidy.

It would be useful to carry out that in what jobs these people are hired without wage subsidy.

Key words: social inclusion, education, employment

1. Introduction

Inclusion policy and social cohesion of a country is reflected well in the fact how it cares for people with altered working capacities. The relevance of the topic is supported by the fact that the degree of their exposure to social risks is high or very high in most of the convergence regions within the European Union.

In my study I would like to interpret what steps have been taken to promote social inclusion of those with altered working capacities in some member states of the European Union.

In Sweden government agencies and non-profit non-governmental organizations have a great responsibility in the maintenance of the welfare state (Wiman, 2003). Vulnerable groups such as people with altered working and disabilities are in much better position in this country with high employment and educational rates than in Hungary and V4 countries based on my previous research results. In this study I would like to provide an overview about legal regulations of integrated education and employment in Hungary and another V4 country, namely Czech Republic and Sweden.

Maria Molnar, MA Student, University of Szeged; research areas/interests: education, employment and people with altered working capacities. E-mail: marcsella007@gmail.com.

The second chapter provides a conceptual background and discusses selected theoretical perspectives focusing on domestic and international literatures, disability sciences, legal, economic and social approaches and good practices related to education and employment.

I look for answers to the following questions in the study: Which definitions have concepts related to disability? What acts and laws were adopted in Czech Republic, Sweden and Hungary related to integrated education and employment? Which fields of sciences are preferred by students in higher education? Which scholarships are to support student with special educational needs? What steps have been taken to integration of people with altered working capacities? How are employers promoted if they occupy people with altered working capacities? How can segregation be measured by two social groups? Which quota regulations are applied by countries? Which factors can contribute to increasing of labour market participation of this social group in Hungary? What are the good practices for people with altered working capacities in education and employment in Hungary? What supports are given to people with altered working capacities and disabilities? What additional measures would be needed to increase equal opportunities?

The third chapter describes the methodology of the study and the results of the research in Hungary.

2. Social Inclusion of People with Altered Working Capacities

2.1 Conceptual Background

In Hungary, people with altered working capacities fall under §28 of the combined scope of Regulation EüM-PM 8/1983 (VI. 29.) on employment and social care of people with altered working capacities. This includes those employees, who can prove at least 40% altered working capacity based on an expert opinion of the National Institute of Medical Experts.

As a result of a situation change, they are entitled to accident allowance or accident pension and they can no longer perform the same job, furthermore they become incapacitated to the total value of work (ELTE BGGy, 2009, pp. 5, 86).

People with altered working capacities in Czech Republic are, who live with serious health damage. They may have difficulty to find appropriate “working” environment. Their accessibility is limited to employment (ILO-CEET, 1994).

According to the European Commission, people with reduced working capacities are those employees, who are considered as disabled. Besides this, this group includes those people, who have been unable to work due to disease or accident (European Commission, 2006, p. 18).

People living with disabilities can be defined according to Hungary’s Act XXVI of 1998. Those people, who lives with long-term physical, mental, communication or sensory impairments, which restrict or impede equal participation in society with others is considered to be disabled. According to ILO, an individual who has significantly decreased employment capacities due to the “physical, sensory, intellectual or mental” injury, is understood to fall into the same category (ILO, 2001, p. 2).

In Sweden, according to People with Disability Act (SFS, 1999, p. 132) “disability was defined as a lasting physical, mental or intellectual limitation of a person’s functional capacity as a consequence of an injury or sickness at birth”.

In Hungary, Act CXCI of 2011 defines **rehabilitation** as follows: “the complex system of medical, social, educational, employment and other activities”, which is aimed the integration of persons with altered working

capacity into the labor market, furthermore they are prepared for jobs.

According to the Law on Employment No. 1/1991 in Czech Republic, vocational rehabilitation and occupational rehabilitation can be differentiated. “Training for employment of citizens with altered working capacity corresponds to their health condition” (ILO-CEET, 1994).

Rehabilitation provisions in Sweden are “voluntary”. Similar to Hungary and Czech Republic, vocational and employment rehabilitation can be defined.

“SASSAM consists of structured methodology based on knowledge” highlighting “well-planned rehabilitation” (Kořánová M. et al., 2015, pp. 56–59).

Students with special educational needs can be determined according to Act CXC of 2011 on National Public Education in Hungary. “Those students may belong to this category: children and students eligible for special treatment due to physical, sensory, intellectual or speech disabilities; children with multiple disabilities in cases of simultaneous occurrence of several disabilities or those with autistic spectrum disorder or other psychiatric developmental disorders (severe learning, concentration or behavioural difficulties).”¹

“The Swedish Education Law (1985, p. 1100) stipulates that all children and young people must have access to equal quality education, irrespective of gender, their geographical place of residence and their social and financial situations”.

According to ACT No. 561 of 2004 in Czech Republic, “a child, pupil or student having special educational needs shall be a disabled person, or a person disadvantaged in terms of health condition or social position.”

In my point of view, the legal regulation can provide a framework for the enforcement of rights. Besides this, it is important to examine other measurements, which can give opportunities for people with altered working capacities.

2.2 The Integration of People with Altered Working Capacities

Article 26 and 27 of Convention on the Rights of Persons with Disabilities laid down the most important principles for the rehabilitation and employment of people with disabilities and altered working capacities in the European Union.

Vocational rehabilitation measures can contribute to social inclusion in connection with employment. Everybody has an equal right to work.² In my opinion, basic competences should be developed and more people with altered working capacities should be involved into open labour market.

Employers may receive different wage subsidies if they employ people with altered working capacities and disabilities (European Committee of Social Rights, 2014, p. 5).

It is difficult to carry out comparisons for the same indicator and year on regional levels due to lack of data.

2.2.1 Czech Republic

“The systematic integration policy in the Czech Republic started after 1989. During this period, the development of integration has changed towards broader social acceptance of the inclusion of persons with disabilities, mainstreaming, and better educational and technological support for pupils with special needs in mainstream settings.”

It is important to ensure that students with special needs have equal access to quality education. “The

¹ <https://www.european-agency.org/country-information/hungary/national-overview/legal-system>.

² United Nations: Convention on the rights of persons with disabilities, available online at: <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>.

inclusion of pupils in mainstream schools at all levels of education is a central interest of the Ministry of Education in the Czech Republic”.³

Act No. 561 of 2004 focuses on “education without any discrimination”. “Disabled children, pupils or students shall be, during their education, entitled to the free use of special textbooks and special didactical and compensatory teaching aids provided by the school. Children, pupils and students, who are deaf-and-mute, shall be entitled to free education through or by means of sign language. Visually impaired children, pupils and students who cannot read normal print shall be entitled to education using Braille print”. Students, who suffer from “serious mental” disabilities, need more help and are involved in “special basic” education.⁴

In the Czech Republic, based on the Law on Employment No. 1/1991 people with disabilities and altered working capacities should be provided rehabilitation as a part of continuous care. Vocational rehabilitation is provided⁵ by the Labour Office mostly in the form of advisory services paying attention on the choosing of job.

Article 67, 68 and 69 of the Employment Act No. 435/2004 highlights that people living with reducing “physical, sensory or mental abilities” have to right to work. The Regional Branch of the Labour Office keeps contact with “vocational rehabilitation centres”.

They focus on the competences and skills of individuals with the development of rehabilitation programmes. Based on Article 72 in some cases, people with altered working capacities have to take part in further training in different ways, e.g.: in sheltered jobs and promoted jobs.

In order to meet courses many initiatives have been introduced during job trainings.

The Czech Labour Office provides financial incentives for employers to create or maintain a protected workplace (maximum CZK 48000 = 1793 EUR)⁶, where more than 60% of employees are handicapped persons. Those employers in the Czech Republic, who hire more than 25 people, are required to employ people with altered working capacities in a 4% ratio.⁷ This sort of obligatory quota regulation, however, may differ from country to country.

According to Section 78, contribution to “labour costs” includes benefits in “social security” and different “premiums” related to employment and health. Allocation of these kinds of support depends on the degree of disability and reduction of working capacities.⁸

Czech Republic is divided in 13 regions. The most people with altered working capacities (1544119) were employed in sheltered workplace. South Moravian region showed the largest share (29.38%) focusing on shelters in 2012. Silesian followed with 13.94 % it (Figure 1).

628722 persons took part in social rehabilitation in 2012 and 97357 persons received support for independent live (esfcr.cz).

³ <https://www.european-agency.org/country-information/czech-republic/national-overview/special-needs-education-within-the-education-system>.

⁴ ACT No. 561 of 2004 in Czech Republic.

⁵ No. 1/1991 on Employment in Czech Republic.

⁶ Article 67 of Employment Act No. 435/2004, pp 27-33, available online at: https://portal.mpsv.cz/sz/obecne/prav_predpisy/akt_zneni/z_435_2004_en.pdf.

⁷ Ministry of Economy, Labour and Social Policy of the Republic of Poland and the International Labour Organization (2004): Vocational Rehabilitation and Employment of People with Disabilities: Report of a European Conference.

⁸ Article 67 of Employment Act No. 435/2004.

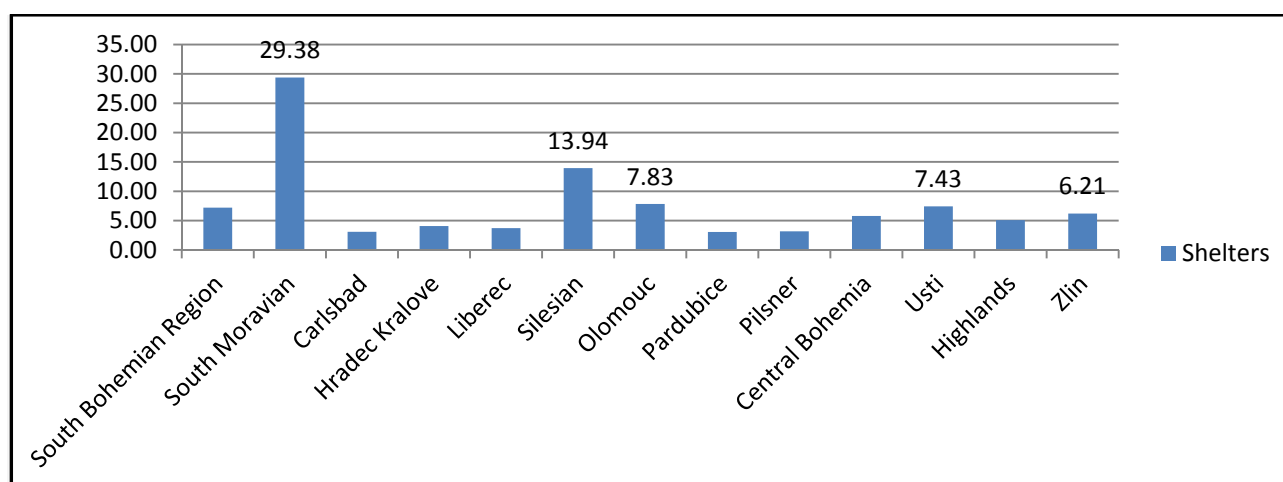


Figure 1 Shelters in the Regions of Czech Republic in 2012 (%)

Source: Author's calculation based on <https://www.esfcr.cz/documents/21802/>

2.2.2 Sweden

According to Figure 2, 28.05% of population lived with reduced working capacities and longtime diseases in Swedish regions between 2008–2011 on average (Figure 2).

Vulnerable groups, people with altered working and disabilities are in much better position in this country with high employment and educational rates than in Hungary and Czech Republic, such as V4 countries based on my previous research activities.

Development employment system supports disabled people' workplace inclusion. The system also pays attention to training and "provides a wage subsidy". Security employment system refers to those who can not find employment in the open labour market. People living with disability or reduced impairment receive personal assistance with seeking employment within the framework of Swedish Supported Employment Program. There is no mandatory rehabilitation quota in workplaces in Sweden, which again supports our previous statement.

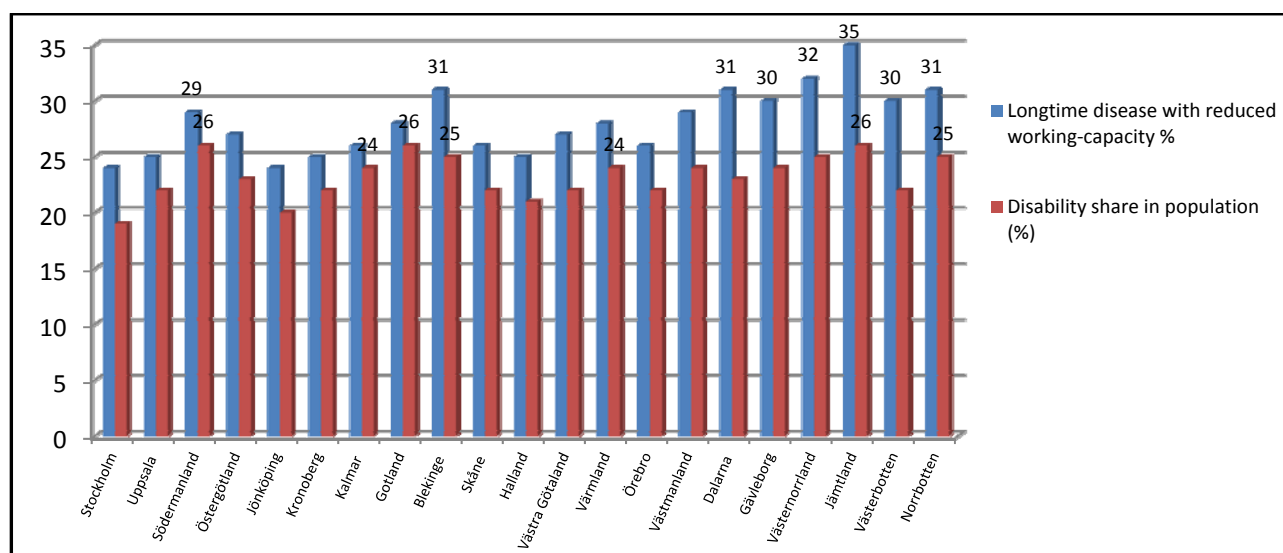


Figure 2 The Share of People with Reduced Working Capacities and Disabilities in Sweden between 2008–2011

The Legislature is to support disabled people securing employment with rehabilitation programmes. The

Public Employment Service drafted legislation to support employees with disability via wage subsidies based on laws SFS 2000:630 and SFS 2000:628 (EBU, 2015). The state's mission is to ensure equal rights for all with an emphasis on vulnerable groups, such as the disabled and the poor as well. With the exploitation of individual capabilities, the risk of social exclusion and poverty is minimized. Besides the responsibility of government agencies and non-profit non-governmental organizations is great in the maintenance of the welfare state (Wiman, 2003, pp. 53–55).

2.2.3 Hungary

Social integration of people with altered working capacities included people with disabilities was greatly promoted by Act XXVI of 1998 on the rights and equal opportunities for this social group. The rights declared by law are closely related to the 2010–2020's European Disability Strategy.

The rights provided by law:

- a disabled person has the right to rehabilitation,
- you have the right to the early development, the preparation and development and to participate in the higher education,
- the right to participate in society,
- law to integrated or protected employment,
- equal access: to services and buildings.

Barakonyi et al. studied deeply the quota system — in Hungary since 1987, which increases the accessibility of people with altered working capacities to employment. In that case if the employers hire more than 25 persons they have to hire people with altered working capacities in 5% of employees, otherwise the employers have to pay “rehabilitation contribution”, which was 964500 HUF/person/year earlier (3142 EUR) (Barakonyi E., Cseh J. & Szellő J., 2013, p. 47)

In 2017 the rehabilitation contribution increased to 1147500 HUF/person/year (3738 EUR).⁹

(1) Economic and Social Approach

In Hungary, 766 829 people declared themselves as people with altered working capacities in the “II. quarter of 2011, 24.1% of them were active, but only 18.1 % was involved in labour market” (Hungarian Central Statistical Office, pp. 5–17).

The first map shows the rate of people is recommended for rehabilitation in each county per 10 000 working age people. Baranya represented an outstanding value with 60–80% in 2012, which indicates that in this county a significant number of people live with altered working capacities (Map 1).

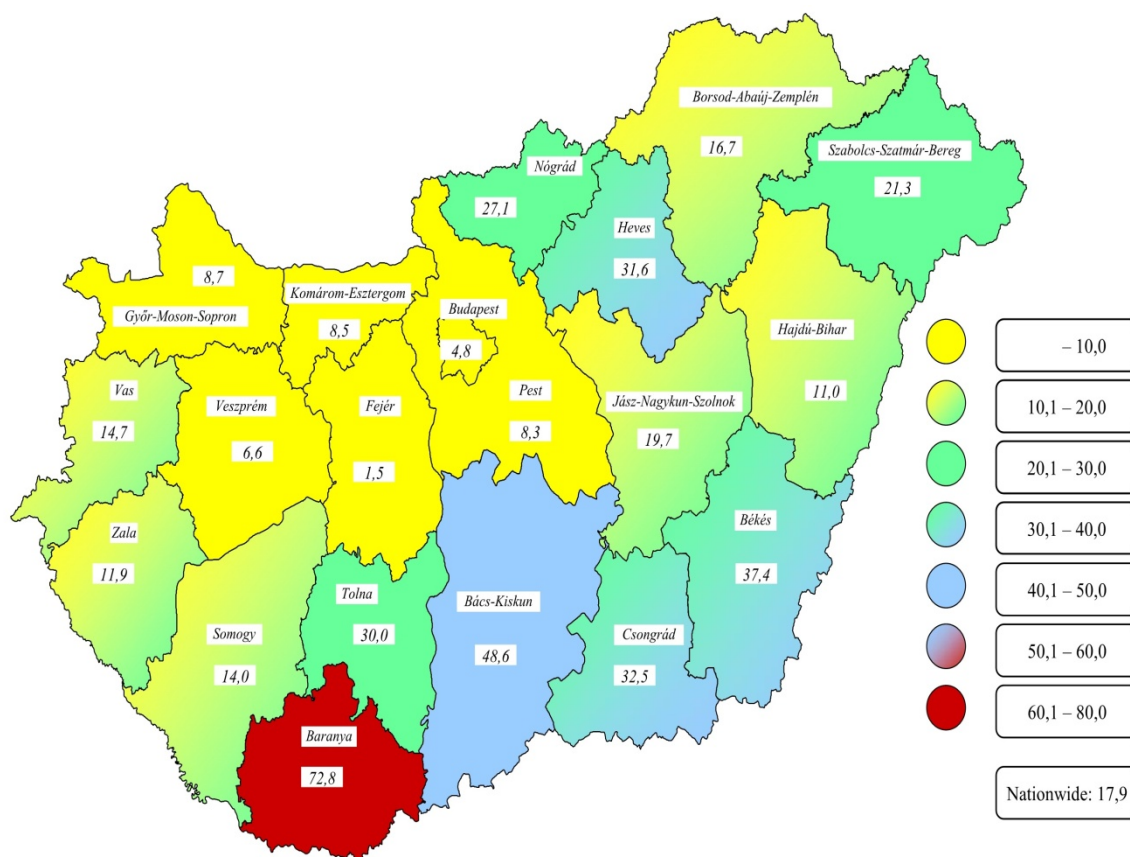
(2) Legal Regulations of Integrated Education

The Act of LXXIX of 1993 on public education introduced integrated education of students with special needs for the first time based on the curriculum guidelines, which has been amended several times since 1993.¹⁰

Later Act CXC of 2011 on National Public Education was adopted, which provided a framework for state, municipal and church-run institutions. Specific educational programs have been developed based on Act on National Public Education. Teaching and education work in the school pay special attention to social inclusion and talent management.

⁹ <http://acton.hu/hu/adozas/hataridok/adofizetes/reho-megfizetese>.

¹⁰ http://www.okm.gov.hu/letolt/kozokt/kozokt_tv_070823.pdf.



Map 1 Rate of People Recommended for Rehabilitation Based on Their Complex Assessment, by Country per 10000 Working Age People. Proceedings of First Instance in 201

Source: <http://norsa.gov.hu/>¹¹

In that case the abilities of students with special needs, disadvantages and disabilities are developed, it can help in improving of their performance through the use of competency-based education programmes. The students are eligible to participate in teaching sessions outside the classroom, which serves their individual progresses. In addition to the compulsory teaching hours, educational institutions can provide special lessons to better preparation for students with special educational needs ten hours per week on average.¹²

Act CXXXIX of 2005 on Higher Education defined, who are considered as people with disabilities, disadvantages and multiple disadvantages.¹³ Compared to Act XXVI of 1998, range of people with disabilities was extended by the following: students with seriously flawed speech (speech-impairment), dyslexia, dysgraphia, dyscalculia (psychological developmental disorder) and autism. Act CCIV of 2011 supports the integrated education of disabled people.¹⁴

¹¹ <http://norsa.gov.hu/download/9/e3/90000/13%20Rate%20of%20people%20not%20recommended%20for%20rehabilitation%20based%20on%20complex%20assessment%20county.pdf>.

¹² http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1100190.TV.

¹³ https://www.felvi.hu/pub_bin/dload/jogszabalyok/2005_CXXXIX_felsookatasrol_110101.pdf.

¹⁴ http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1100204.TV.

(3) Good practices for people with altered working capacities in Hungary

2.2.4 Salva Vita Foundation

The Salva Vita Foundation has had a pioneering role to adapt the “supported employment” to Hungary (European Commission, 2011).

The Foundation began its operation in 1993 and people with disabilities and altered working capacities are among their target groups. Salva Vita (“to save life”) helps them to re-join the open labour market. The Foundation was the first in Hungary in 2010 to initiate the establishment of the Employers Forum on Equality, which was a major milestone in professional consultation and the strengthening of cooperation. The Foundation’s accreditation allowed that “adult education” programmes be organized for both people with disabilities and employers (National Labour Market Service and Technical Support Network). Between 2004–2006, 54 students were able to find a job in the “open market” (in their Work Experience Programme).¹⁵

2.2.5 Alba Caritas Hungarica Foundation

The 4M national office has been working for ten years in Szekesfehervar, whose aim was to integrate people with altered working capacities and disabilities into the open labour market. They were the source of many of the information described herein. Year after year, their work is made more and more successful by the accumulated experience, the widening of employers and partner relationships and topic-related knowledge

Their activity is greatly facilitated by the fact that 4M could share its experiences on a national level with consultants working in other areas. Their service was available almost anywhere for employers, because they could establish direct contacts between workers to employers. They worked under the professional coordination of the Zala County Labour Centre. In order to operate the Labour Centre statistical analyses were submitted to the Hungarian government annually to show that 4M is remunerative, because taxes paid by the people cover the operating costs. However, the financial background has not been ensured by the government since 31 March 2016. The occupational rehabilitation activity implemented at two-year cycle included in other organizations within the EU Programme. 4M, as an organization to implement one of the best performing occupational rehabilitation, has fallen out of it. Its office does not currently work due to lack of resources.

Within the National Labour Market Service and Technical Support Network 4 M Consulting Service registered 799 job seekers with altered working capacities during eight years. 47% of job seekers could find job in the open labour market due to Advisory Service. Many clients have already worked in the same place for years. The Service was successful, which is due to relationship with 512 employers.

3. Results

3.1 Research Methods

In addition to domestic and international literatures it was considered important to present some rules and laws. Quantitative statistical methods were employed using data from EUROSTAT, Regional Information System (known as “TeIR”) and Hungarian Central Statistical Office (KSH in Hungarian). Besides the time series and geographical analyses, dissimilationist index was calculated. Furthermore, I carried out a survey based on questionnaires involving 81 people, educational institutions, foundations and associations.

¹⁵ <http://salvavita.hu>.

3.2 Results in the European Union related to Education and Employment

Based on Figure 3, young people involved neither in employment nor in education and training in 2011 reflected 40.4% in the European Union on average. The situation in Hungary related to limitation in work caused by a health condition or difficulty in a basic activity (59.3%) was much worse than in Sweden (14.1%) (Figure 3).

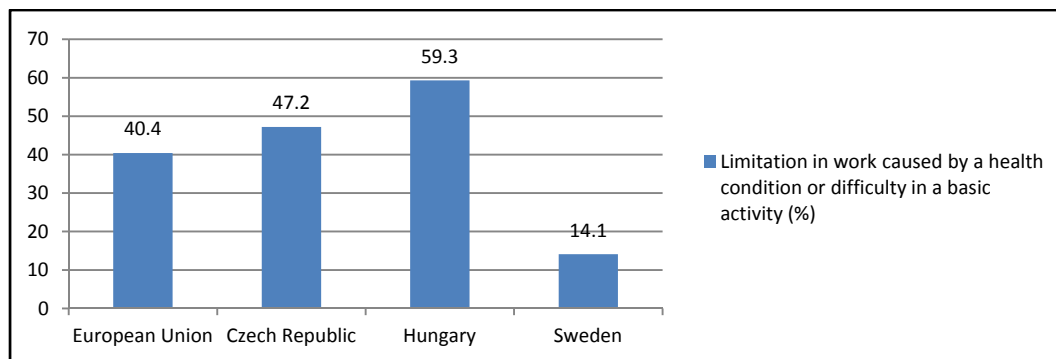


Figure 3 Young People Neither in Employment nor in Education and Training in 2011 by Type of Disability and Age from 15 to 34 Years

Source: EUROSTAT

3.3 Results in Hungary

The second map reflects the number of people with altered working capacity receiving benefits per 1000 inhabitants on LAU level 1 in 2010 (Map 2).

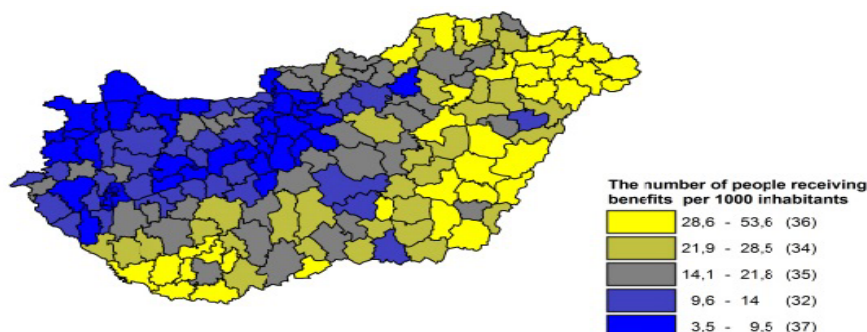
The dissimilarity index measures the segregation of the two social groups from each other. According to Julia Gergely the index shows that how many % of minority groups in the geographical area should migrate to show uniform regional distribution (Gergely, 2009). The index can take values between 0–1. The closer the value is to 0, the more uniform distribution of the two groups is. In that case the value would be 1 we could talk about full segregation as well as the two groups completely segregate from each other, which can be calculated using the following formula:

$$D = \frac{1}{2} * \sum [Ai - Bi]$$

(Bajmóczy – Balizs, 2013).

Ai = one group (total population)

Bi = another group (people with altered working capacities)



Map 2 The Number of People with Altered Working Capacity Receiving Benefits on LAU Level 1 in 2010

Source: Author's construction based on TeIR

In 2010 I came to the conclusion that the separation of the two groups was $D = 28.85\%$, which meant that the number of people with altered working capacities per 1000 inhabitants relatively distributed evenly in Hungary. The “mobility of labour” may be “more limited” (Rechnitzer & Toth, 2014, p. 94). In the case of people with altered working capacities. “Human capital” primarily determines the “economic development” of a country (Lengyel & Rechnitzer, 2004). The “lacking of human capital” can lead to “vulnerability” (Rechnitzer & Toth 2014, p. 95). Persons with altered working capacity can be integrated into the labour market through employment or work rehabilitation. The employer provides such a job for him or her, which can be performed based on their capabilities. Besides this, the employer may also organize training programmes and the employer “may require financial support” to the programmes. In that case if the work rehabilitation can not be realized, temporary annuity or social benefit have to be paid for the person with altered working capacities (8/1983 VI. 29. EüM-PM Regulation No). Subsidies to be paid after people with altered working capacities employed by “accredited employers” are regulated by “§39 paragraph (5) b) of 1991 IV. law, 177/2005. (IX.2.) Government Decree and 15/2005 (IX.2) FMM. Regulation”.

Employers may receive different wage subsidies if they employ people with altered working capacities and disabilities (European Commission, 2014).

According to the law 2011 CXCI people with altered working capacities may receive the following benefits: “rehabilitation benefits or disability benefits. Rehabilitation Authority determines in the complex re-examination that whether person with altered working capacities can be rehabilitated or rehabilitation is not recommended”.

According to the law, the employer is required to pay rehabilitation contribution to promote the employment of people with altered working capacities if the number of employees exceeds 25 persons and the number of people with altered working capacities and the number of is people with altered working capacities is less than 5 percent of employees (mandatory employment level).

The “labor-market entry of job seekers with altered working capacities was examined by collaboration with the Research Institution of State Audit Office between 1998–2008. 26705 persons were registered in 1999, which increased to 41345 persons in 2008. The rate in training had been extremely low, with 2.06–6.52%. They showed a higher percentage of those who found the support, except 2004, 2006 and 2007 (Figure 4)”.

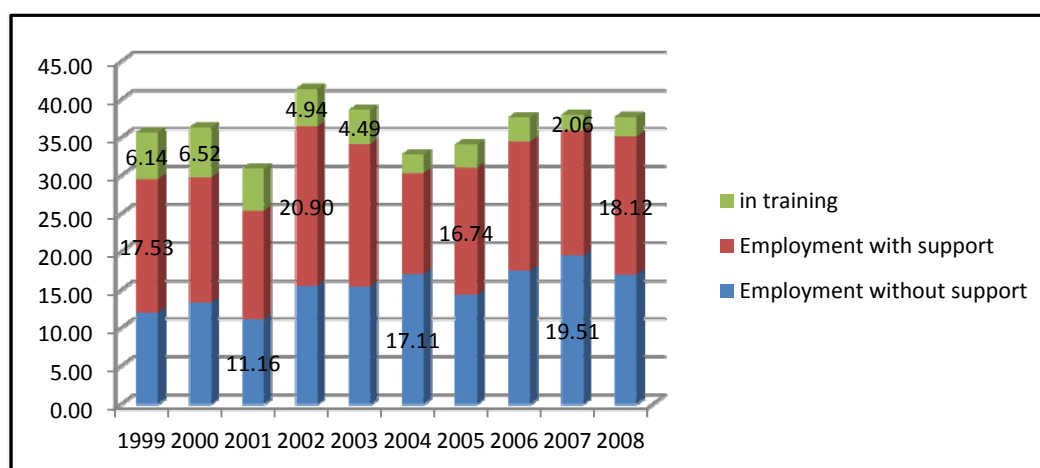


Figure 4 Support Programmes for Job Seekers with Altered Working Capacities into Labour Market, 1999–2008

Source: Author’s calculations and editing based on Employment and Social Office (<http://www.asz.hu>)

3.3.1 The Results of the Questionnaires

The results of the survey may not be representative, because I experienced very little willingness to fill questionnaires. In 2016 and 2017 I have contacted eight Universities, five National Associations for the Promotion of disabled persons and 20 Foundations. As a result, 81 persons filled in the questionnaire. The most respondents live in large (>100000 persons) and small (5000-20000 persons) cities. The largest proportion of respondents concentrated in Pest county with 26.39%. Pest county was followed by Bekes (with 12.5%), Bacs-Kiskun and Borsod-Abauj-Zemplen counties (with 11.11–11.11%) (Figure 5).

According to the fields of science, the most students were enrolled in Psychology (13.64%) and Economics (13.64%) based on questionnaire. More students chose Mathematics and Computer Sciences, Law and Political Sciences, Theology and Linguistics (all disciplines with 9.09%) (Figure 6).

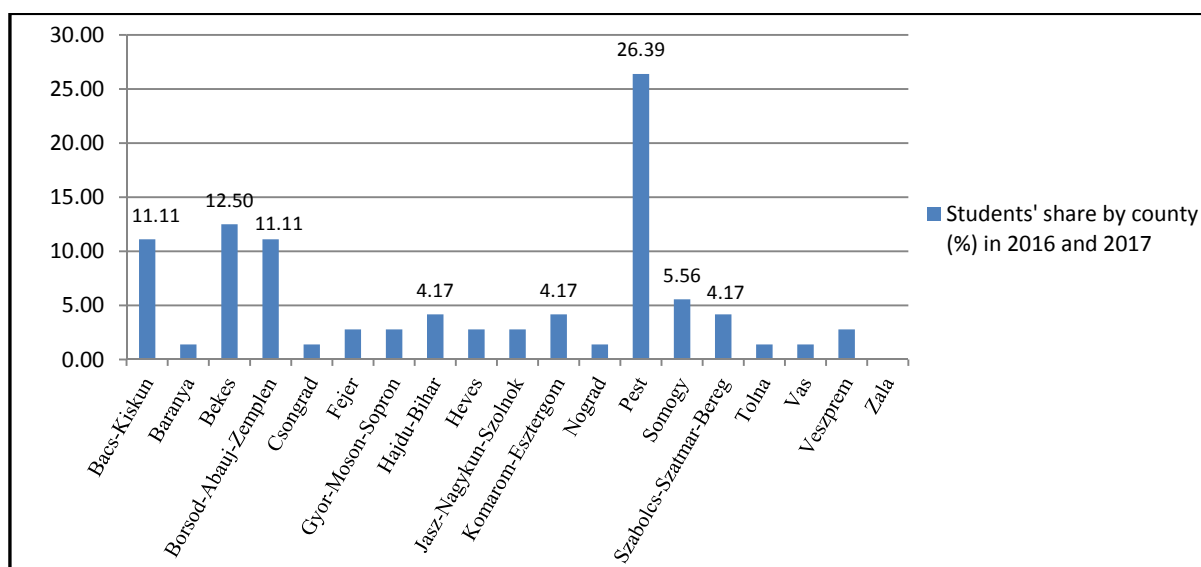


Figure 5 The Share of Students by County (%) in 2016 and 2017

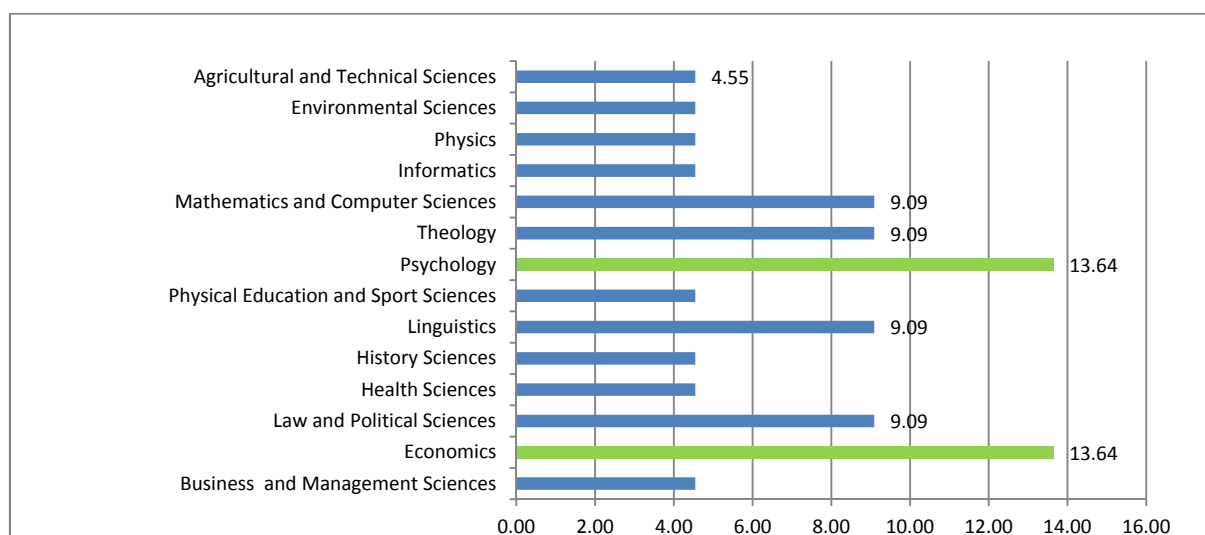


Figure 6 The Share of Students within Sciences (%)

Source: Author's calculation

Different scholarships greatly facilitate the situation of people with disabilities. Most of the students received Social (22.88%), Bursarship (20.34%) and Bursa Hungarica (12.71%) scholarships during this period. It should be mentioned that some received several types of scholarships, but others did not received any support. Only 3.39% of students gained scholarships related to their outstanding talent. Very few students were able to take part in student mobility abroad in the frame of Erasmus or Campus Mundi (0.85%) (Figure 7).

During the survey 34.57% of respondents studied. The largest share of respondents (20.75%) studied at Eotvos Lorand University in 2016. More students (16.98%) studied at University of Szeged (Figure 8).

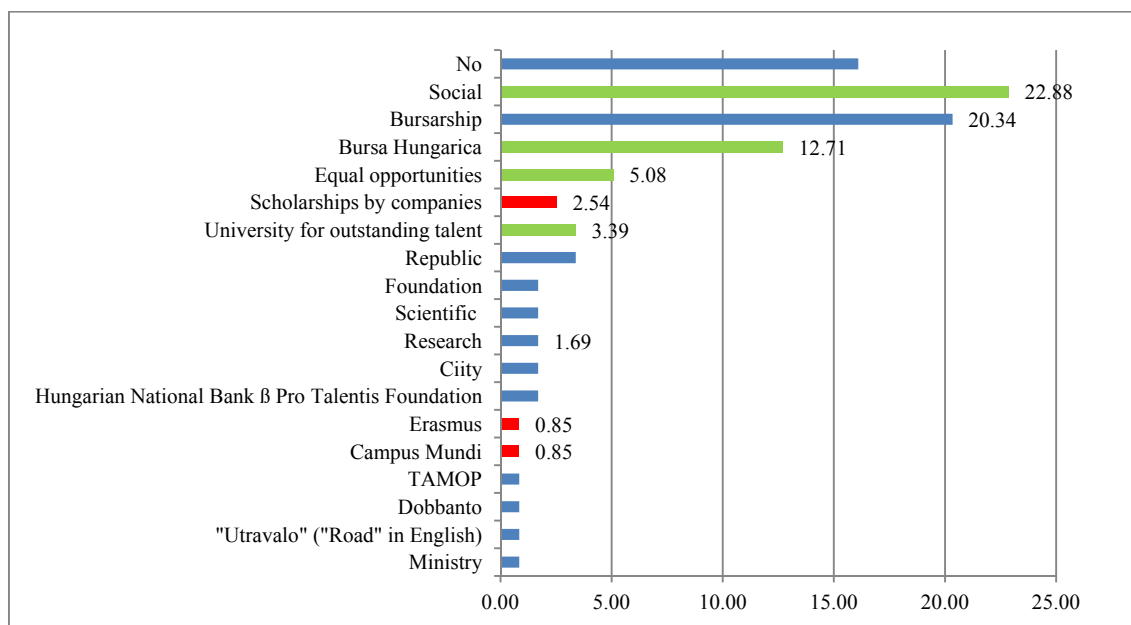


Figure 7 Students with Scholarships at Present or Earlier (%)

Source: Author's calculation

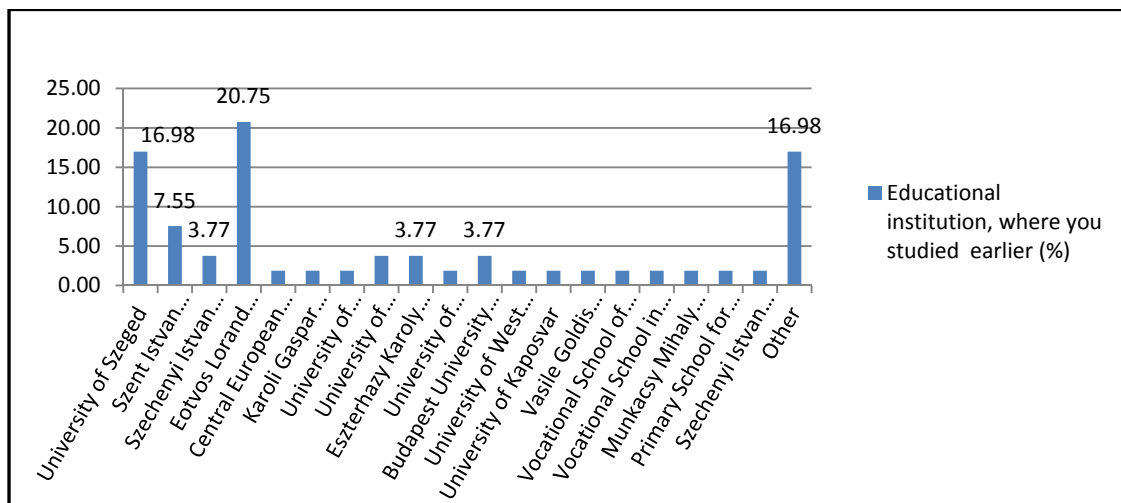


Figure 8 Educational Institution, Where Students Studied Earlier

According to the form of training the students' 45.45 % studied in the frame of state-supported basic training (BSc/BA) in 2016 and the students' 33.33 % both in state-supported basic training (BSc/BA) and in state-supported master (MSc/MA) in previous year (Table 1).

Table 1 The Share of Student in State-Supported Training and Training with Tuition Fees

	According to form of training (%) in 2016	Former students participated in training (%)
State-supported higher education accredited (“OKJ” in Hungarian)	9.09	9.52
State-supported basic training (BSc/BA)	45.45	33.33
State-supported master (MSc/MA)	22.73	33.33
Training accredited with tuition fees (“OKJ” in Hungarian)	9.09	0.00
Basic training with tuition fees	13.64	14.29
PhD training	0.00	9.52

Source: Author’s calculation

Besides education, I would like to provide an overview about employment prospects. Related to rehabilitation and employment, the following complex ratings can be determined:

(1) person can be employed without rehabilitation (health status above 60%).

(2) B1: employability can be restored with rehabilitation (health status between 51–60%).

(3) B2: person can be rehabilitated on the basis of health status however, you can not be employed and occupational rehabilitation is not recommended because of other conditions determined by special legislation (health status between 51–60%).

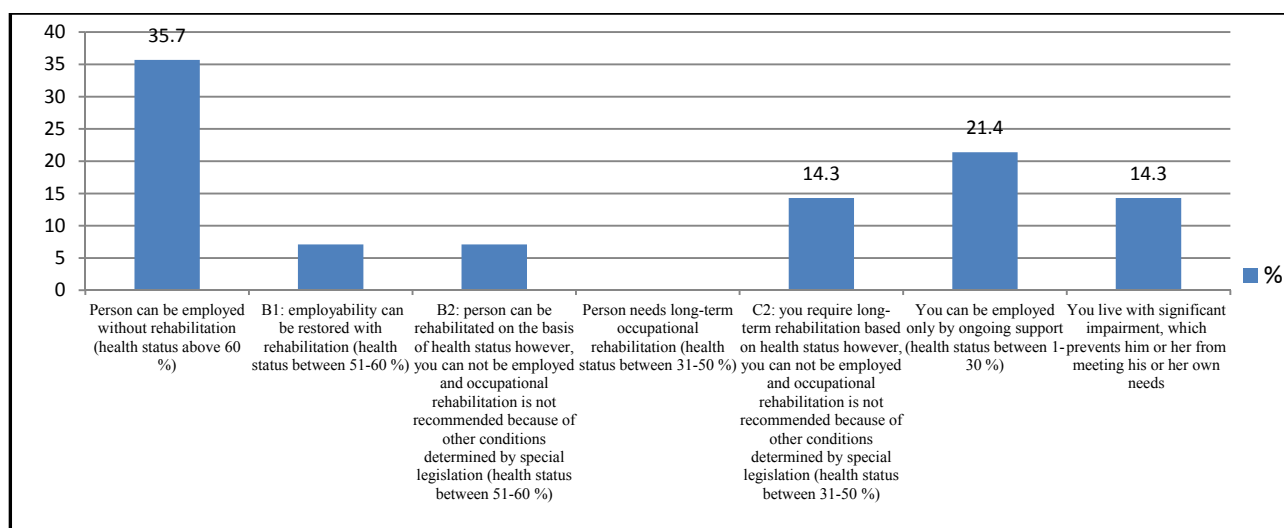
(4) person needs long-term occupational rehabilitation (health status between 31–50%).

(5) C2: you require long-term rehabilitation based on health status however, you can not be employed and occupational rehabilitation is not recommended because of other conditions determined by special legislation (health status between 31–50%).

(6) you can be employed only by ongoing support (health status between 1–30%).

(7) you live with significant impairment, which prevents him or her from meeting his or her own needs.¹⁶

Based on complex rating 35.7% of respondents can be employed without rehabilitation. 21.4% of them can be employed only by ongoing support (health status between 1-30%) (Figure 9).


Figure 9 Complex Ratings Related to Rehabilitation and Employment

Source: Author’s calculation

¹⁶ <https://www.nyugdijguru.hu/elvezett-paradicsom/a-megvaltozott-munkakepessegu-szemelyek-ellatasainak-elofelteteleiről-es-a-rehabilitacios-ellatasról>

The employees' 33.3% work in sheltered employment and 26.7% in the open labour market. The employers receive subsidy for people with altered working capacities in 60% including wage subsidies (57.1%) and contribution allowances (42.9%).

Based on response related to benefits, the most people receive disability supports.

People with altered working capacities have some work experience:

"I have very positive experience. I was adopted from the start. However, it was hard to get a job. I was rejected several times because of my physical disability. In this kindergarten I have been already known such as a parent, because my daughter went there, for this reason I got a chance for a job, when it was a vacancy. I have good relationship with my colleagues."

"I work at Association of the Blind such as a volunteer worker. I have good experience."

"I am involved in teleworking. The circumstances are completely appropriate to my work."

"I have to perform more than the others. Coincidentally I do not get a proper job I have to be glad, in that case I can do anything in a part-time job for 80% of the minimum wage."

"Unfortunately, healthy people do not even realize the injured person's feelings."

People work or worked in the following jobs: semi-skilled workers, system administrators, librarians, information specialists, administrators, social pedagogue, a sub-regional leader, artisans, office workers, worker in hospitality, a design analyst, teaching assistants, a chairman, accountants, a basket weaver, a special education assistant, a telephone operator, government official, a constructor, concierge, a club administrator, computer operators, a managing director, an institutional supporter, a human resources director, a mental health worker and a fencing coach.

4. Summary

Social inclusion of people with altered working capacities has improved in the last years due to different measures, laws and strategies. However, many people are still excluded from the labor market, probably due to their lack of education. To remedy this, support for training of people with altered working capacities should be increased.

Labour rehabilitation has a role promoting inclusive employment. Employers are obliged to hire people with altered working capacities in defined % with the introduction of quota system. Besides this, the employers have resort to wage subsidy.

It would be useful to carry out that in what jobs these people are hired without wage subsidy.

As a result, the increasing focus is placed on those professions, what the employers demand and consequently the competencies of individuals should be developed. A part of the amounts spent on wage support should be regrouped for professional trainings.

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