

THE EDUCATION OF PEOPLE WITH DISABILITIES IN THE CONTEXT OF LABOR MARKET SUCCESS

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Abstract: The paper focuses on the education of people with disabilities in terms of their labor market success. At first, the paper describes the theoretical background of the research, and then follows with a presentation of our results. The aim of our research was to identify such common obstacles of the labor market integration of people with disabilities, which arise on the side of these people. In particular, the perception of low or almost no education and inadequate qualification by people with disability, by employers and by workers at labor offices is described.

Keywords: person with disability, education, education level, labor market, qualification

1 The theoretical background of the research

The following chapter describes the theoretical framework of our research in three subchapters. They discuss both past and present approaches to the education of people with disabilities, and the employment of these people.

1.1 The Education of People with Disabilities and the Attitude of Society in the Past

The approach of society to individuals with disabilities and handicaps has changed and developed over time. In fact, in retrospect, it is possible to identify a certain number of stages of development. For example, in Sparta, children with physical disabilities were thrown into the abyss or left in the wasteland. At that time, a prohibition to kill such children was in force only in Israel and Thebes, where people received appropriate employment. The reason for such an approach was probably the need to limit the amount of slaves in society (Sovák 1980 in Lechta 2010). In Athens, Solon's Code of Laws allowed for the killing of children with disabilities, so not even this otherwise progressive legal system provided the disabled with the same rights that able bodied people had. In Ancient Rome, however, the state did not have such a fundamental role in upbringing and education as it had in Greece. Here, it was the family which played a key role, with its aim to raise good citizens. And while the educational ideal of Ancient Rome was a universal education and acquiring civic virtues and impeccable morals, they nevertheless had similar rules about behavior towards the disabled as they did in Greece (Lechta 2010). The approach of the Judeo-Christian tradition, however, is different, and this period is, in fact, understood as the beginning of accepting disabled people. On the whole, the attitude of Judaism towards the disabled can be considered tolerant, since the aim of Judaist education was to achieve eternal life and participate in the life of God. The Christian Middle Ages achieved a symbiosis of the Ancient Greek and Roman tradition with that of Christianity. The aim and meaning of education and upbringing in the Christian tradition was to raise godly people with a faith in Christ. As a result, Christianity unequivocally acknowledged disabled people's right to live in dignity. At the same time, this right was not always respected in practice, particularly at the beginning of the Middle Ages, when newborn children with visible disabilities were still killed, regardless of the explicit prohibition of this practice (Lechta 2010).

The Middle Ages are also called the period of charitable care. The amount of disabled individuals was significant in this period, thanks to the fact that many became impaired through war injuries, improper nutrition or insufficient medical care. The issue of caring about these individuals had close ties with caring about the poor, and in fact those who were not able to find any means of subsistence had a right for charity, and could thus claim alms (Titzl 2000). In other words, it was not expected that

the disabled would appear on the labor market in any role whatsoever.

The beginnings of institutionalized care about disabled individuals reach back to the Early Modern Period. In this period, humans ceased to be the center of an objective order of existence, and became the center of the subjective world of cognition. The idea of universal human dignity came to the fore, and so did the endeavor to promote the rights and freedoms of each individual, including the right to education. It was thus in this period that the first institutes and facilities with special care for the disabled appeared, e.g. the first institute for the deaf (1770), or the first hospital schools for children with physical defects (1780). From the nineteenth century onwards, it is already possible to talk about an organized and purposeful care of individuals with disabilities. Upbringing and education gained an institutional character in Europe in this period, and education became accessible to wide layers of the population. The founding of a large number of special schools and institutions for disabled children is especially typical for the second half of the nineteenth century (Lechta 2010).

1.2 The Contemporary Conception of Educating People with Disabilities

Although the present day conditions for educating people with disabilities are more favorable in comparison with those of the earlier periods, it is nevertheless possible to notice substantial deficiencies in the contemporary system of education, which may lead to a low level of education on the one hand, and to an unsuitable qualification on the other. Amongst other shortcomings, there is insufficient support of the disabled at regular primary and secondary schools. At these schools, one often finds an insufficient amount of special teaching aids, a lack of teaching assistants, or even that teachers miss or have an insufficient level of competence in special education. It is a very pressing question, how will amendment 82/2015 of the Czech law of education, which will come into force on September 1, 2016.

Another factor which influences the inappropriate qualification of disabled people is the range of study programs offered at schools for the disabled, as they do not reflect the current needs of the labor market. The range of study programs offered at a secondary level for the visually impaired could serve as an example. Those students who want to study at such a school can choose from the following: Grammar School for the Visually Impaired, Prague; Alois Klár Secondary School, Prague (apprenticeship mainly in crafts with the possibility of a two-year-long follow-up course leading to an immatriculation exam); Jaroslav Ježek School (a two-year non-vocational school); Jan Deyl Conservatory and Secondary School for the Visually Impaired, Prague (subjects: music, singing, tuning pianos and related instruments); Secondary School for the Visually Impaired, Brno (subjects with immatriculation exam: sport and remedial massage, business, social work; apprenticeship: sport and remedial massage, home care, textile and cloth making) (Joklíková in Finková 2012). The highest level of education achieved by disabled people is well illustrated by the data available from the Czech Statistical Office, reflecting the situation in 2013. These data clearly show that the majority of the respondents (both male and female) have only primary and secondary education (either with or without an immatriculation exam), and approximately thirty thousand of them only primary education. In fact, only a small part of them have post-secondary or university education (about 70 000).

1.3 The Situation of Disabled People on the Labor Market in Relation to their Level of Education and Qualification

It follows from the above mentioned facts that people with disabilities do not only have an unequal social standing in

comparison to other members of society, but they have a similarly inequitable position in terms of the labor market, as well. This applies to employment, access to education, level of education achieved, accessibility of public spaces and buildings, access to information, or even to healthcare and social security (Michalík in Křhutová 2005). Mareš (2002) labels the marginalization of disabled people as contrary to participation, which can, in extreme cases, lead to a complete exclusion from the labor market. It is important to mention, however, that the disabled are not the only group of people threatened by marginalization: people with lower qualifications, members of ethnic minorities, and socially or demographically endangered groups of citizens are also at risk. Besides disability, marginalization is also linked to age and low levels of education and qualification. Our research is devoted exactly to these two factors. The educational distribution of people with disabilities in the Czech Republic is significantly worse than that of the society as a whole. For example, the percentage of disabled people with a secondary education finished with an immatriculation is only half of that of the population of the Czech Republic as a whole (Kuchař 2007). These problems persist despite an active politics of employment, and a general support of the employment of people with disabilities both by the state and various non-profit organizations.

2 Research results

The results of our research, carried out within the scope of a dissertation entitled *The Integration of People with Disabilities at the Labor Market of the Czech Republic*, can serve to form a more complete picture of the issues that the previous chapters described from a theoretical point of view: the past and present conception of the upbringing and education of disabled people, as well as their situation on the labor market.

2.1 Research Methods

Our research had a quantitative approach, using data collected between the beginning of November 2012 and the end of January 2013 in the Liberec Region. We chose this region primarily because of the easy accessibility of respondents, as well as in order to minimize the cost and time required for the collection of the data. The main aim of the research was to map and analyze the opinions of respondents about common obstacles of the integration of people with disabilities (hereinafter PwD) at the job market of the Czech Republic.

The topic of our research were common obstacles¹ in the integration of PwD at the labor market. In order to get a more complex picture of the issue, we chose three different groups of respondents using quota sampling, the samples of which were formed by 100 PwD² from the Liberec Region, the same amount of employers from the region, and the same amount of workers of regional branches of the Czech Labor Office who were in direct contact with applicants and people looking for jobs.

We created a questionnaire on the basis of our quantitative strategy of research. The questionnaire contained both open-ended and closed-ended questions, some of which were ordinal scale ones, on a five point scale³, which allowed us to discern the level of positive or negative attitude of respondents about the various statements and questions in a simple manner.

The empirical data gained were analyzed from the perspective of the various variables and our chosen null hypothesis, and were evaluated with statistical methods. We used Pearson's chi-square test and the Mann-Whitney W-test to test the hypotheses.

¹ Our definition of common obstacles of the integration of people with disabilities was based on Rychtář and Miler's (2008, p. 6–12) taxonomy of barriers and that of the authorial collective of the Social Agency civic organization (2008, p. 17–147), who divided these obstacles into three categories: obstacles on the side of the employee, on the side of the employer, and general obstacles.

² Our definition of PwD was based on the legislation effective at the time of research, in other words, we considered those people disabled whom the authorities of Czech social security system classified to have first, second or third grade invalidity.

³ 1 – most considerable, 2 – very considerable, 3 – moderately considerable, 4 – hardly considerable, 5 – least considerable

In the present article, we present only partial research results of all three research sets, which are not directly related to our main research aim and chosen null hypotheses. We nevertheless believe that the relevance of the data is apparent, and it shows a link between the education (schooling) of PwD and their success at the labor market. Our respondents answered the question “In your opinion, what obstacles appear on the side of a disabled person in terms of their employment?”, where they did not have the chance to answer in a freely formulated manner. Instead, we used a taxonomy of possible answers, each on a five-point scale, based on Rychtář and Miler (2008), and a publication of the authorial collective of the Social Agency civic organization (2008). Below, you can find the answers of respondents to those two obstacles which are relevant for the topic of the present paper, i.e. the education and qualification of PwD.

2.2 Analysis and Interpretation of the Data Acquired

Analysis of the Data from the First Research Set: PwD

This part of the article contains the results of the answers of respondents to the question “In your opinion, what obstacles appear on the side of a disabled person in terms of their employment?” in terms of low or almost no education (Table 4) and unsuitable qualification (Table 5).

In order to help with a more precise interpretation of the data, we created two transparent tables (Tables 1 and 2) which show the distribution of our research set in terms of the respondents' grade of invalidity pension as classified by the Czech authorities (Table 1), and in terms of their gender and level of education (Table 2). Altogether, the research set contained 100 respondents chosen by quota sampling. The research set contained 22 women getting grade 3 invalidity pension (heretofore IP) (22%), 7 women (7%) getting grade 2 IP, and 19 women (19%) receiving grade 1 IP. Men with grade 3 IP are represented by 26 percent of the respondents (26), those with grade 2 IP by 7% (7), and grade 1 IP men from 19% (19) of the research set. Table 2 shows that there were 45 respondents in the research set (45%) with primary education or with a certificate of apprenticeship, 35 of them (35%) had a secondary education finished with an immatriculation exam, and 20 respondents (20%) had post-secondary or university education.

Table 1 – The Distribution of Respondents (PwD) in Terms of Their Grade of IP

M / F	Beneficiary of grade 3 IP		Beneficiary of grade 2 IP		Beneficiary of grade 1 IP		All categories of PwD	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
M	26	26,00	7	7,00	19	19,00	52	52,00
F	22	22,00	7	7,00	19	19,00	48	48,00
Tot	48	48,00	14	14,00	38	38,00	100	100,00

Source: Nádvořníková (2013)

Table 2: The Distribution of Respondents (PwD) in Terms of Their Gender and Education

M/F	Pri m.	Sec. w/o imm.	Sec. w imm. – prof.	Sec. w imm. – gen.	Post -sec.	Univ.	Total
M (N)	4	21	9	4	5	9	52
M (%)	7,69	40,38	17,31	7,69	9,62	17,31	100,00
F (N)	4	16	16	6	2	4	48
F (%)	8,33	33,33	33,33	12,50	4,17	8,33	100,00
Tot (N)	8	37	25	10	7	13	100
Tot (%)	8,00	37,00	25,00	10,00	7,00	13,00	100,00

Source: Nádvořníková (2013)

The development of society since 1989, or more specifically its attitude to the education of people with disabilities, is partially visible also in the representation of the research set in Table 3, where a change in the level of education in terms of the respondents' age is clearly visible. In the 18 – 26 age category, almost 26% (8 people) of the respondents have post-secondary or university education, in the 27 – 39 age group, in as many as 39% of them have this level of education (i.e. 11 of them), while at the opposite extreme of the age spectrum, 0% (0) have this kind of education. We are, of course, aware of the fact that a whole range of other factors influenced these results, for example population trends, the number of people accepted at universities and the capacity of these institutions, potential students' standing on the "cadre list" before 1989, the attitude of society to schooling and education as such, and many others. Yet, it can be stated that, in general, even this distribution is relevant in itself.

Table 3: The Distribution of Respondents (PwD) in Terms of Age and Level of Education

Age in yrs.	Prim.	Sec. w/o imm.	Sec. w imm. – prof.	Sec. w imm. – gen.	Post-sec.	Univ.	Tot.
18 – 26 (N)	3	8	11	1	4	4	31
(%)	9,68	25,81	35,48	3,23	12,90	12,90	100,00
27 – 39 (N)	1	11	3	2	3	8	28
(%)	3,57	39,29	10,71	7,14	10,71	28,57	100,00
40 – 49 (N)	4	7	7	2	0	1	21
(%)	19,05	33,33	33,33	9,52	0,00	4,76	100,00
50 – 59 (N)	0	5	0	5	0	0	10
(%)	0,00	50,00	0,00	50,00	0,00	0,00	100,00
60 and over (N)	0	6	4	0	0	0	10
(%)	0,00	60,00	40,00	0,00	0,00	0,00	100,00
Tot (N)	8	37	25	10	7	13	100
Tot (%)	8,00	37,00	25,00	10,00	7,00	13,00	100,00

Source: Nádorníková (2013)

Table 4 shows a summary of PwD respondents' opinions about "low or almost no education" as an obstacle on the side of PwD. It is apparent from the results that the perception of the level of education as an obstacle of success at the labor market differs in terms of the respondents' age. For example, in the highest age category of people over 60, 100% of the respondents (10) see this factor as the most considerable one or a very considerable one, while at the other end of the age spectrum (18 – 26), "only" 52% of the respondents (16) attribute the same levels of seriousness to this obstacle. It can be understood as a positive sign that in younger age groups (under 49), there are always some respondents who assess this obstacle as the least considerable one, so in other words they do not consider this as a serious problem. Fifteen respondents of the 100 in total (15%) chose this option in total. From the point of view of relative frequency, the finding in the 50 – 59 age group is very interesting, since 60% of the respondents (6) find low or almost no education as the most considerable problem in the labor market success of PwD, but at the same time, 40% of them (4) do not find this obstacle as hardly considerable.

Table 4: PwD Respondents – Low or Almost No Education

Age in yrs.	1	2	3	4	5	Total
18 – 26 (N)	6	8	2	10	5	31
(%)	19,35	25,81	6,45	32,26	16,13	100,00
27 – 39 (N)	7	5	3	5	8	28
(%)	25,00	17,86	10,71	17,86	28,57	100,00
40 – 49 (N)	3	5	6	5	2	21
(%)	14,29	23,81	28,57	23,81	9,52	100,00
50 – 59 (N)	6	0	0	4	0	10
(%)	60,00	0,00	0,00	40,00	0,00	100,00
60 and over (N)	2	4	4	0	0	10
(%)	20,00	40,00	40,00	0,00	0,00	100,00
Total (N)	24	22	15	24	15	100
Total (%)	24,00	22,00	15,00	24,00	15,00	100,00

1 – most considerable, 5 – least considerable

Source: Nádorníková (2013)

It follows from the data listed in Table 5 that inappropriate qualification as an obstacle on the side of PwD is seen as the most considerable problem (answer "1") primarily by the older generation, since in the 50 – 59 age group 60% of the respondents (6) chose "1" as their answer, and in the over 60 category 40% (4), whereas at the opposite end of the spectrum (18 – 26) only less than 10% (i.e. 3 respondents) chose this option. Inappropriate qualification was seen as the least considerable problem by 4 (i.e. 13%) of the youngest respondents, and at the same time 6 of the 27 – 39 age interval, which means almost 22% of the respondents in this category. This can be considered a positive finding, even if the previously mentioned obstacle (i.e. low or almost no education) was seen by the age groups of 18 – 26 and 27 – 39 in an even more positive light, since there, answer "5" (i.e. the least considerable) was chosen by 16 respondents (almost 27%) from these two age groups. In a whole, it is possible to say, however, that all age groups see this obstacle as a considerable one, since answer "1" (i.e. the most considerable) or answer "2" (i.e. very considerable) were chosen by at least 40% of the respondents in all age groups.

Table 5: PwD Respondents – Unsuitable Qualification

Age in yrs.	1	2	3	4	5	Total
18 – 26 (N)	3	13	3	8	4	31
(%)	9,68	41,94	9,68	25,81	12,90	100,00
27 – 39 (N)	6	5	3	8	6	28
(%)	21,43	17,86	10,71	28,57	21,43	100,00
40 – 49 (N)	0	9	10	2	0	21
(%)	0,00	42,86	47,62	9,52	0,00	100,00
50 – 59 (N)	6	0	1	3	0	10
(%)	60,00	0,00	10,00	30,00	0,00	100,00
60 and over (N)	4	4	0	0	2	10
(%)	40,00	40,00	0,00	0,00	20,00	100,00
Total (N)	19	31	17	21	12	100
Total (%)	19,00	31,00	17,00	21,00	12,00	100,00

1 – most considerable, 5 – least considerable

Source: Nádorníková (2013)

Analysis of the Data from the Second Research Set: Employers

The second research set was made by quota sampling from the total number of employers of the Liberec Region. It was formed by employers who had their headquarters in the Liberec Region or belonged to the Liberec territorial jurisdiction of the regional office of the Czech Social Security Administration in Ústí nad Labem, and at the same time had a certain amount of employees⁴. We evaluated the opinions of employers about the already mentioned two obstacles on the side of PwD in relation to how long the given employer is present on the labor market.

Our basic research set was formed by 1 employer present for less than a year on the labor market (Jablonec nad Nisou), 12 employers present for 1 to 3 years (6 Semily, 1 Liberec, 3 Jablonec nad Nisou and 2 Česká Lípa), 18 of them active on the labor market for 4 to 6 years (3 Semily, 8 Liberec, 2 Jablonec nad Nisou, 5 Česká Lípa), 14 employers present for 7 to 9 years (9 Liberec, 1 Jablonec nad Nisou and 4 Česká Lípa) and 55 of them with a labor market presence of more than 10 years (8 Semily, 25 Liberec, 14 Jablonec nad Nisou and 8 Česká Lípa).

It is apparent from the results listed in Table 6 that employer respondents perceive the obstacle of “low or almost no education” on the side of PwD in differing ways in relation to the length of their presence on the labor market. Employers with a longer period of activity on the labor market see this obstacle as a more serious one: while almost 38% (5 respondents) of those employers who are present on the labor market for a short time (0 to 3 years) assess it as hardly considerable or the least considerable, in the group of employers with a presence for more than 10 years “only” 20% (i.e. 11) of the respondents rates it as hardly considerable or the least considerable. It is noteworthy that at the same time at the opposite end of the grading scale answer “1” (the most considerable) was chosen by 30% (4) of the respondents in the 0 to 3 years group, but employers in the 4 to 6 and 7 to 9 years group see this problem as the most considerable in 11% (2) and 7% (1) of the cases respectively. However, those employers who spent more than ten years on the labor market were again more skeptical, since approximately 24% (13) of them classified this obstacle as the most considerable one.

Table 6: Employer Respondents – Low or Almost No Education

Presence on the labor market in yrs.	1	2	3	4	5	Total
0 – 3 (N)	4	2	2	3	2	13
(%)	30,77	15,38	15,38	23,08	15,38	100,00
4 – 6 (N)	2	4	9	3	0	18
(%)	11,11	22,22	50,00	16,67	0,00	100,00
7 – 9 (N)	1	5	5	1	2	14
(%)	7,14	35,71	35,71	7,14	14,29	100,00
10 or more (N)	13	16	15	5	6	55
(%)	23,64	29,09	27,27	9,09	10,91	100,00
Total (N)	20	27	31	12	10	100
(%)	20,00	27,00	31,00	12,00	10,00	100,00

1 – most considerable, 5 – least considerable
Source: Nádvořníková (2013)

In the case of the second obstacle (inappropriate qualification of PwD) (Table 7), the connection between the seriousness of this obstacle and the length of the employer’s presence on the labor market is again visible. Those who were present for a short period (0 to 3 years) perceive this obstacle to fall between the categories of the most considerable one and moderately considerable in “only” 23% of the cases (3 respondents), whereas all the groups present for 4 or more years see this issue at those levels of seriousness in at least 79% of the cases in all categories (i.e. 14 respondents or 83% in the 4 – 6 years category, 11 respondents or 79% in the 7 – 9 years category, and 44 respondents or 80% in the category with a presence of 10 years and over).

Table 7: Employer Respondents – Inappropriate Qualification

Presence on the labor market in yrs.	1	2	3	4	5	Total
0 – 3 (N)	1	1	1	9	1	13
(%)	7,69	7,69	7,69	69,23	7,69	100,00
4 – 6 (N)	1	11	3	3	0	18
(%)	5,56	61,11	16,67	16,67	0,00	100,00
7 – 9 (N)	1	2	8	1	2	14
(%)	7,14	14,29	57,14	7,14	14,29	100,00
10 or more (N)	12	13	19	4	7	55
(%)	21,82	23,64	34,54	7,27	12,73	100,00
Total (N)	15	27	31	17	10	100
(%)	15,00	27,00	31,00	17,00	10,00	100,00

1 – most considerable, 5 – least considerable
Source: Nádvořníková (2013)

Analysis of the Data from the Third Research Set: Workers of the Labor Office of the Czech Republic

Due to its large homogeneity, only one quota criterion was used for the third research sample: working at one of the contact points of the Labor Office of the Czech Republic (hereinafter LO) in the Liberec Region, in other words the local office in Liberec (36 respondents, 36%), in Jablonec nad Nisou (26 respondents, 26%), in Semily (18 respondents, 18%) and in Česká Lípa (20 respondents, 20%). We evaluated the opinions of the workers of the LO about the two obstacles on the side of PwD discussed in this article in relation to the workers’ age (Tables 8 and 9) and in the verbal discussion, some results are also examined in connection with the length of their employment at the LO.

The results of the answers of workers of the LO (Table 8) show that this group of respondents is the most skeptical about “low or almost no education” of PwD, since all age groups classify this obstacle in categories ranging from the most considerable to moderately considerable in at least 88% of the cases. Of the total number of 100 respondents, only 5 (5%) classified this obstacle as hardly considerable or the least considerable: 1 respondent (3%) in the category of 27 to 39 years old workers and 4 respondents (12%) in that of people between 40 and 49. From our other research results it is also possible to conclude that respondents between 40 and 49 are “the most optimistic” about the obstacle discussed here. In most cases those workers belonging to this age group choose these answers who worked at the LO for 10 or more years at the time of the collection of data: 5 of them (15%) identified this obstacle as something between the least considerable to moderately considerable.

⁴ A differentiation on the basis of the number of employees was chosen for legislative reasons (law 435/2004 on employment, as amended – obligation to employ PwD to the extent of 4% of the total amount of employees) and in accordance with the division of the statistical data of the Czech Statistics Office.

Table 8: LO-worker Respondents – Low or Almost no Education

Age in yrs.	1	2	3	4	5	Total
18 – 26 (N)	5	5	1	0	0	11
(%)	45,45	45,45	9,09	0,00	0,00	100,00
27 – 39 (N)	5	20	6	1	0	32
(%)	15,63	62,50	18,75	3,13	0,00	100,00
40 – 49 (N)	3	19	7	3	1	33
(%)	9,09	57,58	21,21	9,09	3,03	100,00
50 – 59 (N)	7	15	2	0	0	24
(%)	29,17	62,50	8,33	0,00	0,00	100,00
Total (N)	20	59	16	4	1	100
(%)	20,00	59,00	16,00	4,00	1,00	100,00

1 – most considerable, 5 – least considerable

Source: Nádvořníková (2013)

In the case of the second obstacle (inappropriate qualification) (Table 9), the attitude of LO workers is even more pronounced: 99 out of the total 100 (99%) classified this obstacle as something between the most considerable and moderately considerable, even if we have to stress that, on the other hand, “only” 6 of them (6%) perceived this as the most considerable obstacle. And once again, respondents between 40 and 49 are the most optimistic, since only 11 respondents (33%) in this age group classified this obstacle as the most considerable or very considerable, while always at least 50% of the respondents of the various other age groups see this obstacle as the most considerable or very considerable. In terms of their length of employment at the LO, this obstacle is seen as the most problematic by those who worked 6 – 7 years as LO-workers (55% of them, i.e. 5 respondents, chose categories “1” or “2”), while the lowest amount of respondents choosing the same two categories were in the group of people working at the LO 8 to 9 years (23% of the category, i.e. 3 respondents).

Table 9: LO-Worker Respondents – Inappropriate Qualification

Age in yrs.	1	2	3	4	5	Total
18 – 26 (N)	4	2	5	0	0	11
(%)	36,36	18,18	45,45	0,00	0,00	100,00
27 – 39 (N)	0	16	16	0	0	32
(%)	0,00	50,00	50,00	0,00	0,00	100,00
40 – 49 (N)	1	10	21	1	0	33
(%)	3,03	30,30	63,64	3,03	0,00	100,00
50 – 59 (N)	1	11	12	0	0	24
(%)	4,17	45,83	50,00	0,00	0,00	100,00
Total (N)	6	39	54	1	0	100
(%)	6,00	39,00	54,00	1,00	0,00	100,00

1 – most considerable, 5 – least considerable

Source: Nádvořníková (2013)

3 Conclusion

On the basis of the data described above, it is possible to conclude that the two obstacles on the side of PwD discussed in this article (i.e. “low or almost no education” and “inappropriate qualification”) were perceived as the most limiting by workers of the LO. On the whole, a low level of education was seen as something between the most considerable limiting factor to a moderately considerable one by 78% of responding employers, 61% of PwD held the same opinion, while these classifications were chosen by 95% of LO workers responding. Our findings about the second obstacle discussed in this article are similar:

inappropriate qualifications were classified as the most serious problem to a considerably serious problem by 73% of responding employers, 67% of PwD interviewed and 99% of responding workers of the LO. These results can be interpreted in various ways, but it can be considered a positive finding that of all analyzed samples, PwD themselves perceive these obstacles as the least burdensome. On the other hand, it is apparent that the education and achieved qualification of PwD are still serious problems and hinder their success at the labor market, as evidenced by the negative attitude of LO workers about these obstacles on the side of PwD.

On the basis of the data reproduced above, it is also possible to reach the conclusion that in connection with the changing attitude of society towards PwD, our respondents belonging to this group are convinced that they can study and educate themselves both at regular and specialized schools, and will be able to do so in the future as well. At the same time, they are rather skeptical about that the study and training programs on offer are able to react in a flexible manner to the needs of the labor market.

We can also suggest some practical measures on the basis of our findings, which would help to achieve a higher level of integration of PwD at the labor market. For example, a more universal application of bilan de compétences or career counseling with PwD, creating a long term plan of action which is continuously updated, as it is done in Germany or Scandinavia, and which includes, amongst others, positive recommendations, a study plan, and proposals for requalification and vocational rehabilitation if necessary. Finally, society remains indebted to PwD in terms of the absence of a sophisticated system of early prevention and interdisciplinary intervention, or social counselling provided from the appearance of the disability or, if necessary, from early childhood.

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