



CENTER FOR RESEARCH ON DISABILITIES AND  
THE EMPLOYMENT OF SPECIAL POPULATIONS

## RESEARCH REPORT

### **Young Adults with Disabilities in Israel: Integration into Employment – Resources, Barriers and Needs**

Denise Naon ✎ Yael Hadar ✎ Paula Kahan-Strawczynski  
Liat Vazan-Sikron ✎ Viacheslav Konstantinov

The study was funded mainly with the assistance of the Mandell L.  
and Madeleine H. Berman Fund for Research on Children with Disabilities

# Young Adults with Disabilities in Israel: Integration into Employment – Resources, Barriers and Needs

Denise Naon      Yael Hadar      Paula Kahan-Strawczynski  
Liat Vazan-Sikron      Viacheslav Konstantinov

The study was funded mainly with the assistance of the Mandell L. and Madeleine H.  
Berman Foundation for Research on Children with Disabilities

Jerusalem

June 2014

Editor: Raya Cohen

English translation: Evelyn Abel

Print Layout and Production: Leslie Klineman

**Myers-JDC-Brookdale Institute**

P.O.B. 3886

Jerusalem 91037, Israel

Tel: (02) 655-7400

Fax: (02) 561-2391

Web site: [www.jdc.org.il/brookdale](http://www.jdc.org.il/brookdale)



## Related Myers-JDC-Brookdale Institute Publications

Naon, D.; Strosberg, N.; Ben-Shoham, A.; Haran, D.; Prior, R. and Gealia, D.A. 2012. *People with Disabilities in Israel's Working-Age Population: Prevalence, Characteristics and Employment Status*. National Insurance Institute and Myers-JDC-Brookdale Institute (Hebrew).

Vazan-Sikron, L.; Ben Simon, B. and Kahan-Strawczynski, P. 2012. *Turning Point: Promoting Entrepreneurship and Preparation for Work among Youth at Risk - Evaluation Study*. RR-601-12 (Hebrew).

Kahan-Strawczynski, P. and Yurovich L. (with G. Hoffman). 2008. *School-to-Work Transition and Employment Programs for Youth and Young Adults at Risk in the U.S. and Other OECD Countries: Review of the Literature*. RR-521-09 (Hebrew).

Ziv, A.; Strosberg, N.; Slater, Y. 2011. *The Strive Program: An Evaluation Study*. RR-597-11 (Hebrew).

Amitai, G.; Ra'anan, R.; Kahan-Strawczynski, P. and Rivkin, D. 2011. Background Paper for JDC-Ashalim: "Transition to Adulthood among Populations at Risk: Needs and Interventions" (Hebrew).

Naon, D. 2009. *Adults with Disabilities in Israel*. RR-537-09 (Hebrew).

Naon, D.; King, J. and Wolde-Tsadick, A. 2006. *Populations Not Fully Participating in the Labor Market: Extent, Characteristics and Programs to Promote their Employment and Occupational Mobility*. RR-490-06 (Hebrew).

To order these publications, please contact the Myers-JDC-Brookdale Institute, P.O.B. 3886, Jerusalem, 91037; Tel: (02) 655-7400; Fax: (02) 561-2391; E-mail: [brook@jdc.org.il](mailto:brook@jdc.org.il)

**They are also available free of charge on the Institute website: [jdc.org.il/brookdale](http://jdc.org.il/brookdale)**

# Executive Summary

## 1. Introduction

Interest in the transition to adult life and the labor market for young people is increasing throughout the world in the wake of multiple changes in the labor market. Some of these changes stem from the reduced opportunities for all young adults following the world economic crisis. Others stem from changes in the structure of the labor market following the technological revolution, posing particular difficulties for young adults, especially those who do not have higher education. At the same time, there is growing recognition that not enough has been done to assist young people with this complex transition. As in the rest of the world, interest in young adults has been growing in Israel too, in the past decade. Government ministries have begun to prioritize this population and develop special programs for it. While the economic crisis has not affected Israel severely over time, substantial changes in the structure of the economy due to the growing strength of hi-tech industries have had a great impact on less educated young adults. However, until now no comprehensive information has been gathered about the needs of this population in general and, specifically, about the transition to the labor market.

One of the key groups facing significant difficulty is young adults with disabilities. Apart from the general barriers faced by all young adults, they need to contend with the additional challenges arising from their disabilities.

The research findings in this report provide, for the first time, a comprehensive view of the data on the characteristics of young adults with disabilities in Israel, the extent of their success in integrating into employment, their difficulties, their reliance on various service systems, and their needs for additional assistance. The study aims to raise awareness of the needs of these young adults and create a basis for planning policy measures and programs to ease their transition to adult life.

The report is part of a broader study of young adults aged 23-26, focusing on three populations:

- I. Young adults neither working nor studying and not planning to do so in the coming year
- II. Young adults with disabilities
- III. Young people who are working and have up to 12 years of schooling.

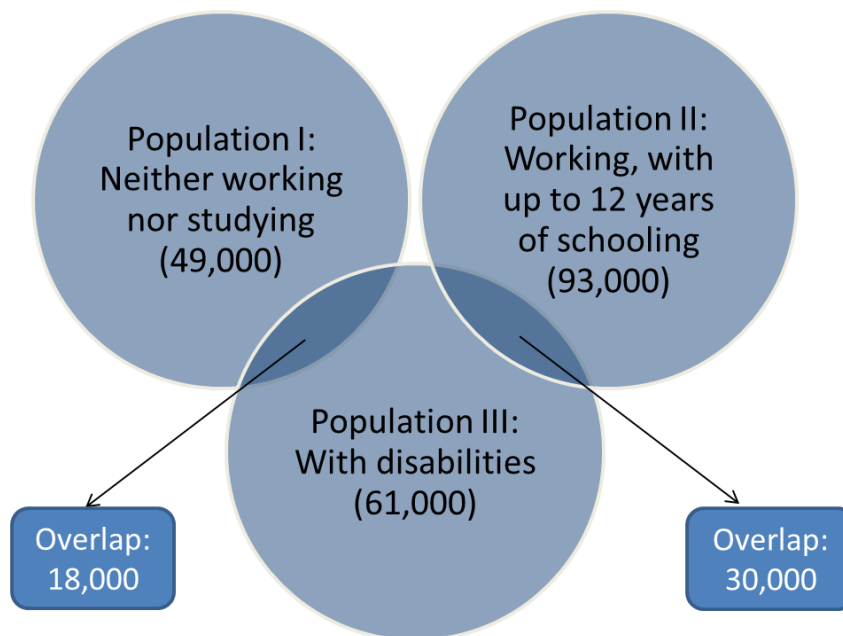
Each population is the focus of a separate full report and an integrative summary document has already been published. The study findings are based on a national survey that was implemented in two phases. In the first phase we carried out a brief interview of a national sample of the population aged 23-26 (some 5,450 respondents). This sample was weighted to represent the overall population of young adults aged 23-26, that numbers some 450,000 (CBS 2009). We used this survey to identify and interview a sample of the three populations on which this study focuses (some 1,200 respondents), including some 400 with disabilities identified by a special set of screening questions.

Below we present the estimated size of each group in the total population of young adults aged 23-26:

1. Young people who are not working or pursuing post-high school studies – 49,000 or 11% of the age group
2. Young people who are working and have 12 years of education or less – 93,000 or 21% of the age group
3. Young people with disabilities – 61,000 or 14% of the age group.

There is of course a partial overlap between the population with disabilities and the two other populations (See Figure 1). Thus, for example, a young adult with a disability who is not employed and not studying would belong to both the population neither working nor studying and the population with disabilities.

**Figure 1: The Groups of Young Adults 23-26 Included in the Study and their Overlap<sup>1</sup>**



The diagram in and of itself highlights the major education and employment challenges facing people with disabilities. Thus, while they comprise as noted 14% of the entire young adult population, they account for 38% of those neither working nor studying, and 32% of those working with 12 years of education or less.

---

<sup>1</sup> The population of young people with disabilities does not include those with an undiagnosed disability who are not working or studying, and have at least 13 years of schooling.

A key additional decision in defining the strategy of the study was to divide the population with disabilities into two groups, by type of disability. The division was based on our understanding of the differences in the challenges faced by persons with different kinds of disability.

**Group A** – Young adults suffering from a physical/ sensory/ intellectual/ mental disability:

- ◆ A physical disability (a mobility problem)
- ◆ A sensory disability (blindness or sight-impaired, deafness or hard of hearing)
- ◆ An intellectual disability (retardation or Down’s Syndrome)
- ◆ Autism and/or mental illness (suffering from mental illness or being at high risk for mental illness). This group numbers 31,000 young adults, constituting 7% of the 23-26 age group. Note that 6,750 of them also suffer from a learning disability and/or ADD.<sup>2</sup>

This group consists of some 20,000 individuals representing 4.5% of the 23-26 age group. Note that 6,750 of these young adults also suffer from a learning disability and/or Attention Deficit Disorder (ADD).

**Group B** – Young people without a physical/ sensory/ intellectual/ mental illness but with a learning disability and/or ADD. This group consists of some 30,000 individuals representing 7% of the 23-26 age group.

It is important to note that one of the unique aspects of the survey is the special effort that was made in the interviews to identify young adults with learning disabilities and those with ADD), by three means: 1) an interviewer’s report of a professional diagnosis; 2) a report of studying in special-education schools or classes; 3) a series of questions to identify learning disabilities.

This report addresses the following questions:

1. What is the size of the population of disabled young adults and what are their social demographic characteristics?
2. What are the barriers that impede, or resources that promote, the integration of these young adults into employment?
3. What percentage of young adults are neither working nor studying, and what are their characteristics? What are the barriers they face and are they interested in working or continuing their studies?
4. What are the characteristics of the jobs of those employed? How satisfied are they with the various aspects of their employment? Are they interested in changing jobs or continuing their educational training?

---

<sup>2</sup> Of the total number of people with disabilities, a subgroup was found of young people who could not be classified according to the questionnaire data and therefore were not included in subsequent analyses. They form about a sixth of the total number of people with disabilities.



5. To what extent have they been exposed to services that could enhance their integration into employment?
6. How, in the opinion of the young adults, can they be helped to better integrate into employment and continue their studies?

We present the study findings for each of the two groups of disabled separately and conclude with some integrated reflections.

## **2. Group A – Young Adults with Physical/ Sensory/ Intellectual/ Mental Disabilities: Findings**

### ***2.1 Socio-Demographic Characteristics***

While there is only a slight overrepresentation of men, there is a very significant overrepresentation of people with disabilities from the Arab community –

- ◆ 49% are Arabs
- ◆ 58% are men.

### ***2.2 Resources for, and Barriers to, Employment***

The examination of employment resources included data on education and professional certificates. Education has a decisive impact on the integration of people with disabilities into the employment market, even more so than in the general population (Naon et al., 2006). Professional certificates are an important additional resource.

- ◆ 69% of the young adults in the group do not have a matriculation certificate and 31% have not completed high school

Low education and lack of a profession are a significant barrier to integration into employment.

### ***2.3 State of Health and Functioning***

The common denominator of the two groups is a disability, impairment or other health problem that distinguishes them from young adults without disabilities. We examined their self-assessment of their health and functioning:

- ◆ 15% assess their health as poor
- ◆ 24% have trouble performing one or more of the following chores: unassisted housework, daily shopping or other errands (bank, post office)
- ◆ 66% are limited in their work capacity, in terms of the type of work they can do, the number of hours they can work daily or only in intermittent periods.

### ***2.4 Current Activity***

Young people with disabilities who work or study have managed to integrate into a normative life track despite their disabilities. In total, 55% are either working or studying: 42% only work, 8% only study, 5% do both. This leaves 45% who are neither working nor studying.



We now go on to examine the nature of these two sub-groups in greater detail:

### **a. Young Adults Working and/or Studying (55%)**

#### **Those Working**

Most work fulltime (89%) and are salaried employees (80%).

It is important to note that 66% of those working do not have a matriculation certificate and have not gone on to higher education. This of course influences the kind of work they do. Indeed, 93% work in some kind of skilled labor, mainly in white-collar professions where they are sales personnel, customer service representatives and so forth.

Overall, 72% are satisfied with their work to a great extent.

#### *Interest in furthering their employment opportunities*

Forty-three percent would like to change jobs. This reflects the fact that while they are satisfied overall with their work and with various aspects of it, such as their relationships with colleagues, they are much less satisfied with their wages and opportunities for advancement.

#### *Interest in some form of continuing training or education*

Some 50% are interested in pursuing some form of studies. About half of these are interested in vocational training and others, in either obtaining their matriculation certificate or pursuing higher education. The goal may be to enhance opportunities in their current jobs or to seek better alternative jobs.

#### **Those Studying**

Only 13% are pursuing further studies: 8% – academic studies, 3% – a vocational course, and 2% – some other type of course.

### **b. Young People Neither Working nor Studying (45%)**

#### **Characteristics of those neither working nor studying and barriers to their employment**

They have limited educational and vocational backgrounds.

- ◆ 78% do not have a matriculation certificate
- ◆ 77% do not have a professional certificate
- ◆ 49% had scholastic difficulty in school, 32% had discipline problems
- ◆ Women and particularly Arabs are overrepresented
- ◆ Of the Jews, 24% did not serve in the military or do national service. For the Jewish population, the army is a major framework of social integration and an important milestone in the transition to adulthood. Thus, the young adults in this group miss out on this process of social integration and maturation. Note that there are young adults with disabilities who are exempted from army service and nevertheless volunteer to serve.

- ◆ 33% do not have a social network or someone to share their experiences with. In addition, 17% drink excessively or have had criminal files opened. These difficulties may impede their integration into employment.
- ◆ 37% have three out of 13 and more difficulties related to employment efficacy (75% have at least one). Employment efficacy relates to a range of abilities that help an individual to integrate into employment or succeed on the job.
- ◆ 42% have never worked and have no work experience.

### **Interest in integrating into employment or further studies and the need for assistance**

Seventy-six percent of the young adults who are neither working nor studying do report an interest in pursuing either:

- ◆ 70% are interested in working; 35% are interested in studying
- ◆ Among those interested in working, 55% responded that they need assistance; 42% requested guidance and counseling.
- ◆ Only 7% participated in an employment preparation workshop. Among the men, only 5% have received some service in the area of employment.<sup>3</sup>
- ◆ Among those interested in studying, 64% responded that they need assistance – mostly guidance, counseling, and financial help; 63% were interested in vocational training and 9%, in post-high school/ academic studies.

### **No interest in working or studying**

It was found that 24% of those surveyed are neither working nor studying and express no interest in doing so; 55% of them are undergoing medical treatment, and 45% did not report any kind of activity; 88% of this sub-group responded that they are not interested in working because of health or functional problems.

## ***2.5 The Likelihood of Working and/or Studying***

The connection between the likelihood of working and/or studying and various characteristics was examined by bivariate and multivariate analysis.

Both analyses reveal similar patterns. The rate of those working and/or studying was:

- ◆ Higher for men than women
- ◆ Higher for Jews than Arabs
- ◆ Higher for people without children than for people with children
- ◆ Higher for people with a matriculation certificate than those without
- ◆ Higher for people without problems of employment efficacy<sup>4</sup> than for those with one or more
- ◆ Similar for those with a physical disability and those with a mental disability

---

<sup>3</sup> The questions on contact with services were asked only of men due to technical problems with the questionnaire.

<sup>4</sup> See Note 3 above.

## 2.6 Financial Status

The study examined income from work, spouse's work, public income maintenance benefits and steady financial aid from family members.

- ◆ 46% had income from work
- ◆ 19% had income from a spouse's work
- ◆ 24% had income from a disability benefit
- ◆ 23% receive steady assistance from parents or other relatives or live with them.

A large percentage have low incomes, 43% under NIS 3,000/month. Overall, those who work have a higher income than those don't work even though they may lose their benefits. A similar percentage, 38%, reported that they do not manage to cover their basic household expenses.

## 2.7 Summary of Findings on Group A

1. Apart from their disabilities, these young adults face many other barriers to employment: The majority have a low level of education and lack a professional certificate.
2. **55% of Group A work and/or study**, but over 40% of those employed are interested in changing jobs and over 50%, in pursuing further training or education.
3. A considerable percentage neither work nor study and need assistance to integrate into either although the majority are interested in working or studying.
4. **Little utilization of services and limited participation in workshops**: Some 5% have utilized employment services, e.g., the Employment Service or the Unit for Discharged Soldiers of the Ministry of Defense. Only 10% have taken part in employment preparation workshops (7% of those neither working nor studying).

## 3. Group B: Young Adults with Learning Disabilities and/or Attention Deficit Disorder (ADD): Findings

One of the unique goals of the study was to examine the characteristics, barriers and needs for assistance of young adults with a learning disability and/or ADD. Special effort was made to identify these young adults. The findings on the group are presented here:

### 3.1 Socio-Demographic Characteristics

- ◆ In contrast to group A, Arab young adults are underrepresented in the group. This may be due to the fact that the rate of assessments carried out in the Arab population to diagnose these problems is much lower; 13% of the young adults are Arabs.
- ◆ 26% are women.

### 3.2 Resources of, and Barriers to, Employment

As noted, education and a professional certificate are key resources for integration into employment:

- ◆ 52% do not have matriculation certificate and 17% have not completed high school
- ◆ 61% do not have a professional certificate.

### ***3.3 State of Health and Functioning***

Some 6% define their health as poor and only a few reported difficulties in household management (10%). However, a substantial group – 40% – reported a problem that restricted their ability to work – the type of job, number of hours per day, and periods (days or weeks) that they are unable to work.

### ***3.4 Difficulty at School and Risk Behaviors***

As expected, those with learning disabilities and/or ADD often have difficulties in school and trouble adjusting to frameworks in general. In addition, they are more prone to risk behaviors as the result of these difficulties.

- ◆ 76% had difficulty with their studies at school
- ◆ 26% had discipline problems at school
- ◆ 28% drank in excess or had a criminal file opened on them.

### ***3.5 Current Activity***

In total, 69% are working and 82% are either working or studying: 53% only work, 13% only study, 16% do both. Altogether, 29% are pursuing some form of studies. These percentages are much higher than in group A.

#### **a. Young Adults Working and/or Studying**

##### **Those Working**

- ◆ 85% work full time
- ◆ 81% are salaried
- ◆ 90% work in some kind of skilled labor, mostly in sales and services
- ◆ 75% are very satisfied with their work.

##### ***Interest in furthering their employment opportunities***

Thirty-six percent would like to change jobs. This reflects the fact that while they are satisfied, overall, with their work and with various aspects, such as relationships with colleagues, they are much less satisfied with their wages and opportunities for advancement.

##### ***Interest in continuing training or education***

Fifty-six percent are interested in continuing their studies. Of these, some 50% are interested in vocational training and others either in obtaining their matriculation certificate or pursuing higher education. The goal may be to enhance opportunities in their current jobs or to seek better alternative jobs.

## **Those Studying**

Twenty-nine percent of the young adults are studying – 23% in post-secondary study frameworks, 4% in a vocational course, and 2% in some other form of studies.

### **b. Young Adults neither Working nor Studying (18%)**

#### **Characteristics of those neither working or studying and barriers to their employment**

- ◆ 26% are women
- ◆ 6% are Arabs
- ◆ 66% do not have a matriculation certificate
- ◆ 72% do not have a professional certificate
- ◆ 70% had difficulty in the school framework and 25% had discipline problems. Thus, a considerable percentage had adjustment problems in school. Of the Jews, 23% did not serve in the military or National Service.
- ◆ 20% drink to excess or have had a criminal file opened on them.
- ◆ 26% have at least three difficulties with employment efficacy (55% have one)
- ◆ 79% have never worked and thus have no experience.

#### **Interest in integrating into employment or further studies and the need for assistance**

Most (83%) of the young adults neither working nor studying nevertheless report an interest in doing so:

- ◆ 79% would like to work, 53% would like to study
- ◆ Among those interested in working, 47% responded that they require assistance; 22% requested guidance and counseling. Only 17% have taken part in employment preparation workshops, and some 5% of the men made use of frameworks such as the<sup>5</sup> National Employment Service or the Unit for Discharged Soldiers of the Ministry of Defense.
- ◆ Among those interested in studying, 61% responded that they require assistance: 41% – guidance and counseling, 43% – financial; 59% are interested in vocational training and 35%, in post-high school/academic studies.

### **3.6 Financial Status**

Income sources were examined: salaries, spousal salaries, benefits, and regular financial assistance from family.

- ◆ 70% have income from work
- ◆ 54% have income from a spouse's work
- ◆ 16% receive regular assistance from family or other relatives, or live with them.

---

<sup>5</sup> See Note 5.

A large percentage have low incomes – 34% under NIS 3,000/month. Overall, those who work have a higher income than those who don't work. A smaller percentage, 19%, reported that they do not manage to cover their basic household expenses.

### **3.7 Summary of Findings on Group B**

- 1. The majority had difficulty in school (76% had scholastic problems):** This is symptomatic of their difficulties in adjusting to frameworks and has implications for their subsequent needs in integrating into employment or further education.
- 2. Fifty-two percent have no matriculation certificate, and 61% have no professional certificate:** Thus, they face barriers to integrating into academic studies or work requiring an academic education or vocational training.
- 3.** A large percentage (69%) are working and 29% are studying; 82% are either working, studying, or both.
- 4.** Most of the respondents worked at skilled jobs, in most cases in sales or services as sales personnel or customer service representatives.
- 5.** Among those working, 36% are interested in changing jobs and a much higher percentage (56%) in continuing vocational or post-secondary studies. This reflects a very significant interest in upgrading the quality of their employment.
- 6.** The vast majority of those not working and studying have an interest in doing so.
- 7. There is little participation in workshops and utilization of employment frameworks:** Some 5% made use of frameworks, such as the National Employment Service or the Unit for Discharged Soldiers of the Ministry of Defense and only 9% have taken part in employment preparation workshops (17% of those neither working nor studying).

## **4. Young People with Disabilities – Programmatic Directions**

This study examines two groups of young adults with disabilities: those with a physical/ sensory/ intellectual/mental disability and those with a learning disability and/or ADD. It is based on the first national study on the transition to adulthood of young adults in Israel.

The findings suggest a number of programmatic directions.

We have seen that very few of the disabled received any kind of special assistance in making the transition whether to employment or continuing education and that large numbers express an interest in working, in further education and in upgrading their skills so as to achieve better jobs. The respondents in the study emphasized a need for guidelines and counseling to better understand and pursue their opportunities and link up with the appropriate services.

Thus, there is a need to expand the full range of services beginning in the high-school years and continuing through the transition to adult life. This entails expanding the access to existing programs and increasing special frameworks. It refers to frameworks dealing with education and training as well as with guidance, soft skills, and placement.

Education is essential to the integration of young adults with disabilities into meaningful employment. Given the low education levels reported in the survey, it is important to encourage further vocational/academic studies, meaning that educational and training institutions should make greater efforts to improve access.

We have also seen that many of the disabled do have the opportunity to serve in the army whereas a number report receiving supplementary education and training during their military service. Another group also participates in civilian National Service. It is thus important to promote their integration into the army and the nature of the opportunities that they are offered there.

Beyond the unmet needs of all the groups of disabled, the needs of young adults with learning disabilities and ADD have been particularly neglected. This is often because their needs remain unrecognized and how to deal with them is less obvious. Indeed, as we have seen, most of them do work. However, a good deal more should be done to help them realize their potential and improve their education opportunities and the quality of their employment.

The integration of those with disabilities into society and the economy has received considerable attention in government policy in recent years. One milestone was the government's adoption of the recommendations of the Laron Committee (The Public Committee for Disabled Persons' Affairs and the Promotion of their Integration into the Community), which led to some important steps since 2009. This included an increase in the employment incentives of disability insurance benefits and expanded funds for supportive employment on the open market.

Further evidence of the interest generated by the topic is the activity of employer organizations, such as the Israeli Employers Forum for the Employment of People with Disabilities initiated by the Administration for the Integration of People with Disabilities in the Labour Market and the Israeli Forum for Diversity Hiring. In 2011 the Inter-Sectoral Partnership to Promote the Employment of People with Disabilities was launched.

While these measures are not specifically focused on young adults they are included as an important target group. At the same time, there are additional initiatives focusing on young adults though they are still relatively small pilots.

It is hoped that this report will serve as an important resource for expanding the efforts to meet the major challenge of integrating young adults with disabilities into employment and society.

The study was overseen by a steering committee of representatives of relevant nonprofit organizations and government ministries. The main findings were presented in various forums and have contributed to the process of setting policy and developing programs to assist the young adults in their integration into the labor market.

This study was funded mainly with the assistance of the Mandell L. and Madeleine H. Berman Fund for Research on Children with Disabilities.



## Acknowledgments

We would like to thank all those who assisted us throughout the study.

First of all, we would like to thank the many young adults who agreed to be interviewed.

We are particularly grateful to the Mandell L. and Madeleine H. Berman Fund for Research on Children with Disabilities for its assistance in funding the study.

We thank the members of the steering committee for working with us and contributing their professional experience and knowledge. The committee include representatives from the Ministry of Education – the Special Education Department; from the Ministry of Social Affairs and Social Services: the Division for Adolescents, Young Adults and Correctional Services; the Welfare and Rehabilitation Services Department; Personal and Community Services Division; the Division for Persons with Developmental Disabilities; and the Division for Research, Planning and Training; from the Ministry of Health – the Mental Health Department; from the Division for Service Development at the National Insurance Institute: the Fund for the Development of Services and Children and Youth at Risk; the Fund for Demonstration Projects; and the Fund for Development of Services for People with Disabilities. There were also representatives from the Employment Service; the Gandyr Foundation, JDC-Ashalim and JDC-TEVET, as well as the Behavioral Science Division in the Personnel Division of the IDF.

We are grateful to our colleagues at the Myers-JDC-Brookdale Institute who helped us throughout the study with their support and advice: Judith King and Nurit Strosberg to Dr. Assaf Ben-Shoham We also thank Chen Tzuk-Tamir, Tamar Golan and Tamara Yahalom for coordinating the fieldwork.

Thanks to Raya Cohen for editing the report, Evelyn Abel for translation, and Leslie Klineman for preparing it for publication.

## Table of Contents

1. Introduction	1
1.1 Background	1
1.2 Study Goals	2
2. Survey Population and Data Collection Method	2
3. Literature Review	6
3.1 Importance of the Stage of Transition to Adulthood	6
3.2 Resources and Barriers to Integration into Adult Life	7
3.3 Programs of Transition to Adulthood for Young Adults with Disabilities: Examples in Israel	8
4. Estimated Population Size	11
5. Socio-Demographic Characteristics, Resources of and Barriers to Employment	13
5.1 Gender	14
5.2 Family Status	14
5.3 Sector	14
5.4 New Immigrants	14
5.5 Socioeconomic Cluster of Locality of Residence	14
5.6 Education	15
5.7 Profession	15
5.8 English Proficiency	15
5.9 Computer Skills	16
5.10 Young Adults with Disabilities by Socio-Demographic Characteristics	16
6. Financial Situation	18
6.1 Sources of Income	18
6.2 Level of Income	18
6.3 Subjective Assessment of Financial Situation	19
7. State of Health and Functioning	20
7.1 Subjective Assessment of State of Health	20
7.2 Functioning Status – Self-Report	20
8. Current Employment	22
9. Working and/or Studying	23
9.1 Work Characteristics and Worker Satisfaction Generally and with Specific Aspects	23
9.2 Characteristics of those Studying and their Studies	29
10. Neither Working nor Studying	30
10.1 Characteristics	30
10.2 Resources and Barriers to Employment and Studies	31

10.3 Attitudes towards Important Aspects of Work and Factors Affecting the Obtainment of Good Jobs	37
10.4 Motivation to Work or Study	38
10.5 Lack of Motivation to Work or Study	39
10.6 Likelihood of Working and/or Studying, by Various Characteristics – Group A	40
11. Patterns of Service Utilization	43
11.1 Participation in Employment Preparation Workshops	43
11.2 Receipt of Universal Services and Services Specifically for People with Disabilities	43
12. Conclusion and Programmatic Directions	43
12.1 Summary of Findings and Programmatic Directions for Group A	43
12.2 Summary of Findings and Programmatic Directions for Group B	44
12.3 Young Adults with Disabilities – with their Face towards the Future	46
Bibliography	47
Appendix: Screening Process	51

## List of Tables

### 2. Survey Population and Data Collection Method

Table 1: Study Sample, Response Rate and Reasons for Non-Response	4
---	---

### 5. Demographic Characteristics, Resources of and Barriers to Employment

Table 2: Socio-Demographic Characteristics of Young Adults from Group A and Group B	13
--	----

### 6. Financial Situation

Table 3: Sources of Income of the Young Adults in Group A and Group B	18
Table 4: Monthly Income of the Young Adults in Group A and Group B and their Spouses, by Employment Status	19
Table 5: Ability to Cover Basic Household Expenses among the Young Adults in Group A and Group B	19

### 7. State of Health and Functioning

Table 6: Self-Report of State of Health and of Problems that Impair Daily Functioning among the Young Adults in Group A and Group B	20
--	----

### 9. Working and/or Studying

Table 7: Employment Characteristics among People with Disabilities who are Working – Young Adults in Group A and Group B	24
Table 8: Subjective Assessment of Work and Satisfaction – Young Adults in Group A and Group B	25

Table 9:	Characteristics of Young Adults who are Working – Group A and Group B	27
Table 10:	Attitudes towards Important Aspects of the Work and Factors Affecting the Obtainment of a Good Job among Young Adults with Disabilities	28
Table 10a:	Interest in Changing Jobs among Young Adults with Disabilities	29
10b:	Interest in Studies Young Adults with Disabilities	29
10c:	Type of Studies Favored by Working Young Adults with Disabilities who Wish to Study	29

#### **10. Neither Working nor Studying**

Table 11:	Characteristics and Barriers to Employment for Young Adults who are neither Working nor Studying, in Group A and Group B	31
Table 12:	Difficulties in Studying and Non-Normative Behavior in School among Young Adults in Group A and Group B who are neither Working nor Studying	32
Table 13:	Military/National Service of Young Adults in Group A and Group B who are neither Working nor Studying	33
Table 14:	Risk Behavior and Risk Factors for the Young Adults in Group A and Group B who are neither Working nor Studying	34
Table 15:	Work Patterns of the Young Adults in Group A and Group B who are neither Working nor Studying	35
Table 16:	Work Experience of the Young Adults in Group A and Group B who are neither Working nor Studying	36
Table 17:	Attitudes to Important Aspects of Work and Factors Affecting the Obtainment of a Good Job among Young Adults neither Working nor Studying	37
Table 18:	Characteristics and Needs of Individuals Motivated to Work or Study – Young Adults in Group A and Group B who are neither Working nor Studying	39
Table 19:	Characteristics and Needs of Individuals not Motivated to Work or Study – Young Adults in Group A and Group B who are neither Working nor Studying	40
Table 20:	Rate Working or Studying in Group A, by Various Characteristics	41
Table 21:	Multivariate Analysis (Logistic Regression) of the Likelihood of Working and/or Studying among Young Adults in Group A	42

## List of Figures

### 1. Introduction

Figure 1: Overlap of Populations 2

### 4. Estimated Population Size

Figure 2: Percentage of Young Adults belonging to Group A or B (age 23-26) 12

### 5. Socio-Demographic Characteristics, Resources of and Barriers to Employment

Figure 3: Young Adults in Group A among the General Age Group (23-26), by Socio-Demographic Characteristics 17

Figure 4: Young Adults in Group B among the General Age Group (23-26), by Socio-Demographic Characteristics 17

### 7. State of Health and Functioning

Figure 5: Functional Disability at Work, by Number of Disabilities of Young Adults in Group A and Group B 22

### 8. Current Occupation

Figure 6: Distribution by Current Occupation of Young Adults in Group A and Group B 23

### 9. Working and/or Studying

Figure 7: Extent of Students and Type of Studies of Young Adults in Group A and Group B out of Total Population Age 23-26 30

### Appendix: Screening Process

Figure 8: Screening Process 50