

Work and Education participation of people with Visual impairments

Klankbordgroep / advisory board

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Meeting 1

June 2025

Agenda

1. Introduction
2. Study 1: Delphi study
- Break*
3. Study 2: School-to-work transition
4. Study 3: Predict labor force drop-out
5. Future research - Policy evaluations
6. Questions & discussion

Introduction



Aim of the research program:

- Insight into work and education participation of people with VI in the NL

Big Data - administrative data from Statistics Netherlands

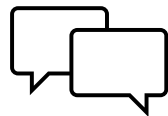
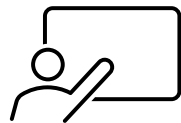
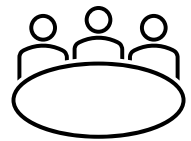
- Less affected by some biases than survey data

Introduction



Aim of today's meeting?

- What do you think about our findings?
- What should we prioritize in our research projects?
- How can we stimulate work and education participation through our research?





Study 1 – Delphi study

Delphi study



Goal of the study:

- Establish consensus among experts → what are the problems with regards to labor participation of people with VI

Delphi method:

- Multiple rounds with multiple choices statements
- Answers: agree or disagree + written explanation of response
- Consensus reached on a statement? Statement done
- If no consensus reached? Statement + summary in the next round
- Pre-set consensus criterion = 80% agreement

Participants



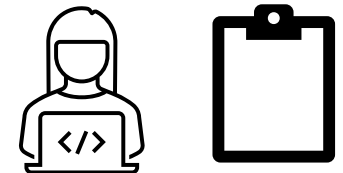
36 expert:

- 12 experts-by-experience
 - 14 vocational rehabilitation professionals
 - 4 researchers
 - 6 employers
-
- 49 years old & 67% women

Results



- Today I will present a selection of the results
- A summary (Dutch Report) will be available soon
- An English scientific article is in progress

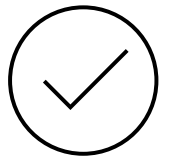


General statements



Experts reached **consensus**:

- People with VI do not have the same opportunities on the labor market
- People with VI experience more obstacles in keeping a job
- The government should do more to promote the labor participation of people with VI
- Businesses should do more to promote the labor participation of people with VI

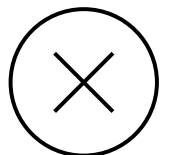


General statements



Experts did **not** reach consensus:

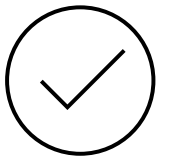
- People with visual impairments currently receive sufficient support in finding a job
- People with visual impairments currently receive sufficient support in keeping a job



Policy and rules



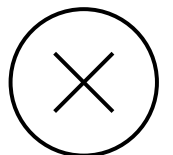
- Experts reached **consensus**
 - Benefits and programs (Wajong and WIA) are a good safety net but should provide more financial security during reintegration into the labor market
 - All people with VI should be able to be included in the doelgroepenregister



Policy and rules



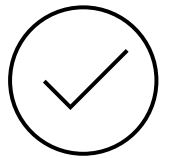
- Experts did **not** reach consensus
 - The doelgroepenregister contributes to the labor market participation of people with VI
 - The banenafspraak contributes to the labor market participation of people with VI



Environmental barriers



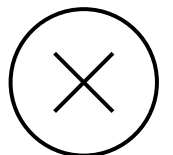
- Experts reached **consensus**
 - Lack of experience with and knowledge about VI among employers is a barrier
 - There should be specific educational programs to inform employers
 - The EU should create regulations requiring companies to design software inclusively
 - Applying for and obtaining workplace adjustments and assistive devices is difficult and takes long
 - Mobility is a barrier for labor market participation for people with VI



Environmental barriers



- Experts did **not** reach consensus
 - There are sufficient workplace adjustments and assistive devices available for people VI to be able to work
 - Rules should be established for the pre-financing of assistive devices and workplace adjustments by employers

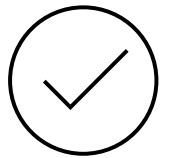


Individual barriers



- Experts reached **consensus**
 - People with VI generally have enough skills to participate in the labor market
 - People with VI need extra support in developing employability skills
 - For people with VI, labor participation requires more energy than for people without visual impairments

Consensus was reached on all statements of this topic.



Conclusion and discussion



Implications for employers:

- Ensure accessible buildings
- Allow for flexible arrangements (e.g. working hours/hybrid workplaces)

Implications for policy makers

- Greater attention to accessible infrastructure
- Financial security guaranteed also during re-integration
- Employer benefits

Questions



Implications for practice

- Put more efforts into employer information
- What else do you think can be done in practice?

Implications for our research

- Policy evaluations with big data
- What do you think we should further investigate?



Break



Study 2 – School-to-work transition

Introduction



- Lower work participation among people with VI
- School-to-work transitions are important for later labor market participation

Research questions:

- Are there differences in socio-economic outcomes following graduation?
- Are there differences in socio-economic outcomes following initial employment?

Socio-economic outcomes



Seven different socio-economic outcomes:

1. Employed
2. Self-employed
3. Unemployment insurance
4. Social benefits
5. Illness or disability insurance
6. Education
7. Other no income

Method



Duration model:

- How do people move from school into different socio-economic outcome
- How do people move from the socio-economic outcome 'employed' into the next one

Data from statistics Netherlands

Participants:

- 2.412 graduated declarants with VI
- 2.412 matched population (similar in gender, educational level, average grade, migration background)

School-to-work transition

- Less employment
- Less self-employment
- More social benefits
- More disability insurance
- Similar unemployment insurance
- Similar further education

Results II



Post employment entry

- More employment among VI
- More disability insurance
- More social benefits
- Similar self-employment, unemployment insurance, further education, and other no income
- More dynamics overall → perhaps difficulties retaining job

Conclusion and discussion



- School-to-work transition is more difficult
- More governmental support needed (but not unemployment insurance)
- Post employment entry more often (other) employment
 - Once school-to-work transition successful good employment prospects?
- More transitions post employment entry
 - Difficulties retaining job?
- More secondary sources of income
 - Less working hours?
 - Lower wages?



Study 3 – Predicting labor force drop-out

Introduction



Study 1 (Delphi):

- People with VI experience more obstacles keeping a job
- No consensus whether there is sufficient support to keep a job for people with VI

Study 2 (Duration model):

- After employment entry more changes in group with VI
- Changes to (other) jobs (jobs switching)
- Changes to social benefits/disability insurance (labor force dropout)

Introduction



In some statuses difficult to re-enter labor market – Labor force dropout

- Disability insurance (IVA) does not expect labor market return
- Long-term unemployment less likely to return (skill-loss)

Aim of the study

- Identify individuals at risk of drop-out from the labor market
- Targeted prevention of labor force dropout

Method



Machine learning

- Data fed to algorithms to predict outcome of labor force dropout status

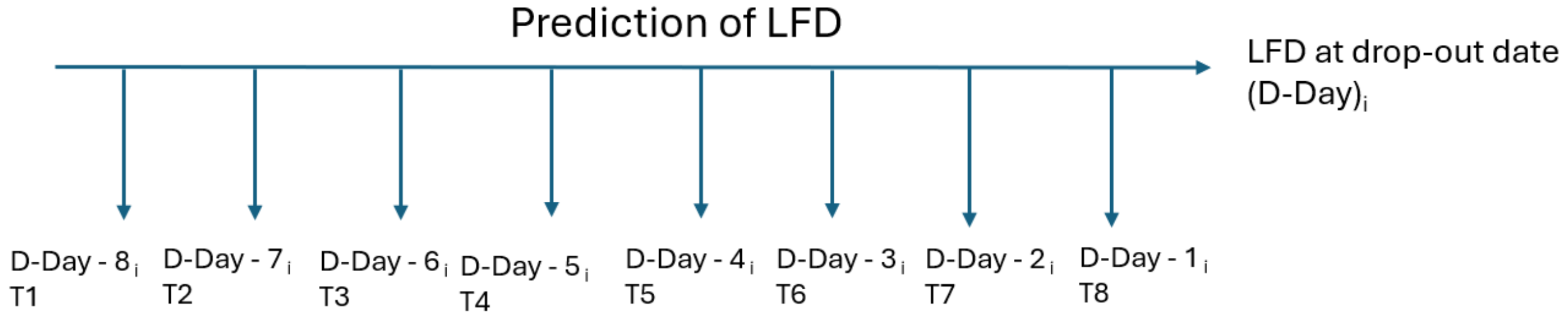
Matched control group

Predict at different timepoints

Output:

- Risk profiles: characteristics relevant for this prediction
- Similar predictors relevant in predicting drop-out across groups: with and without VI?
- When, how early, can we predict drop-out

Method



Machine Learning



Predictors:

- Demographic variables
- Educational variables
- Economic variables (e.g. Previous unemployment, household income, secondary incomes, sick leave periods)
- Health (e.g. mental or physical health conditions)
- Social context (e.g. Household composition, partner)
- VI-specific variables (e.g. Severity)



Future research - Policy evaluations

Policy evaluation



Wajong:

- Did these changes lead to increased labor market participation among people with VI?

Wet sociale werkvoorzieningen

- Do they create work opportunities for people with VI? Do protected employment opportunities facilitate the step onto the open labor market?
- Discontinued in 2015. Compare employment prospects post WSW position?

Doelgroepenregister/banenafspraak

- Does the doelgroepenregister and banenafsrpaak help increase work participation of people with VI?

Questions



1. What would be practical implications of our results on the school-to-work transition project?
2. Is there something we should consider in the machine learning project?
3. What policies are important to evaluate and with what Questions?



Open Discussion

Thank you for your input

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