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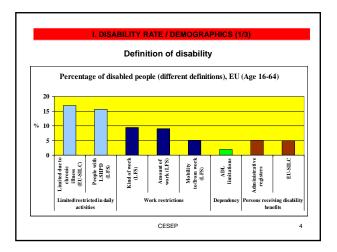
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#### THEMES

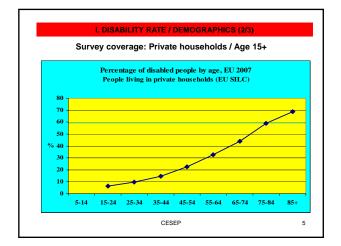
INDICATORS OF DISABILITY EQUALITY IN EUROPE

- I. DISABILITY RATE / DEMOGRAPHICS
- II. PERSONAL AND FAMILY LIFE
- III. CHOICE AND CONTROL
- IV. ACCESS TO GOODS AND SERVICES
- V. EDUCATION AND LIFELONG LEARNING
- VI. WORK AND EMPLOYMENT
- VII. INCOMES AND POVERTY

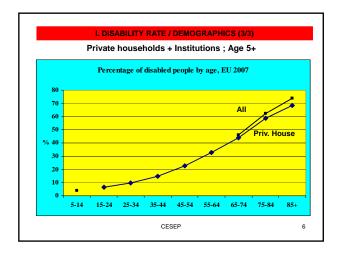
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# I. DISABILITY RATE / DEMOGRAPHICS

# Comments

# **DEFINITION**:

- Use the Minimum European Health Module (MEHM)
- Use the Convention as reference framework in the MT

## CHILDREN:

Harmonise surveys covering children

## **INSTITUTIONS:**

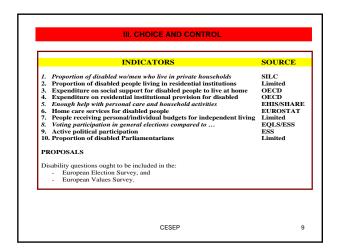
Harmonise national surveys covering institutions

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INDICATORS	SOURCE
1. Public think that being disabled tends to be a disadvantage	EB
2. Public think that disability discrimination is widespread	EB
3. Public think that disab. discrimination is more now than it was	EB
4. Subjective well-being/happiness of disabled women and men	EQLS
5. Time Use by Activity (work life balance)	HETUS/EQLS
6. Free Time Spent by Activity	HETUS
7. Victims of violence/crime	EHIS
8. Disabled women and men living alone	SILC
9. Living as a couple	SILC
10. Ever married	SILC
11. Social contacts and friendships	ESS/EDSIM
12. Public have friends or acquaintances who are disabled	EB
13. Disabled women and men who are parents	EQLS/EHIS
14. Women's fertility rates compared to general population	SILC (?)
15. Age at first child birth	?







	SOURCE
. How easy is it to use public transport?	EDSIM/EQLS
<ol><li>Household access to a private car</li></ol>	EDSIM/SILC
<ol> <li>Proportion of level access accessible public buses/trains</li> </ol>	Limited
<ol> <li>How easy to get to local shops and services</li> </ol>	EDSIM/EQLS
<ol><li>Travel to work (measure to select)</li></ol>	LFS 2011/HETUS
<ol><li>Key public websites meeting accessibility standards</li></ol>	MeAC
<ol> <li>Key sectoral/commercial websites meet accessibility standards</li> </ol>	MeAC
<ol> <li>Regular Internet usage compared to general population</li> </ol>	HETUS/EDSIM
<ol> <li>Percentage national language subtitles from main public TV broadcaster:</li> </ol>	
0. National language subtitles from main commercial TV broadcasters	MeAC
<ol> <li>Text access to main emergency telephone number</li> </ol>	MeAC
2. Audio description of programmes from main public TV broadcasters	MeAC
3. Audio description of programmes from main commercial TV broadcasters	
<ol><li>proportion of talking ATMs provided by main banks</li></ol>	MeAC
5. Number of working sign language interpreters (e.g. per million popul.	WASLI
<ol><li>Signed programmes from main public TV broadcasters</li></ol>	MeAC
7. Signed programmes from main commercial TV broadcasters	MeAC
8. Access and use of Information and Communications Technologies (ICT)	ICT (?)
PROPOSALS	
Aggregate certain indicators 9-17	
nsert a question on disability in national travel/mobility surveys. We ought to insert the MEHM in ICT surveys.	



2. Disabled children of compulsory school age not enrolled in school         Min. Edu           3. Pupils attending special schools         Min. Edu           4. Educational attainment at school of disabled people         SILC           5. Early disabled school leavers         SILC           6. Degreelevel qualification compared to general population         SILC           7. Disabled students in higher education         SILC           8. Highest level of qualification of disabled people         SILC           9. Participation rate in life-long learning of disabled people         SILC           10. Participation in government training scheme         LFS mod           11. Transition from school to work of young disabled         SILC           Sources         -         Eurybase (the information database on education systems in Europe),	INDI	CATORS	SOURCE
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3. Pupils attending special schools         Min. Edd.           4. Educational attainment at school of disabled pcople         SILC           4. Educational attainment at school of disabled pcople         SILC           5. Early disabled school leavers         SILC           6. Degree/level qualification compared to general population         SILC           7. Disabled students in higher education         SILC           8. Highest level of qualification of disabled pcople         SILC           9. Participation rate in life-long learning of disabled pcople         SILC           10. Participation in government training scheme         LFS mod           11. Transition from school to work of young disabled         SILC           Sources         -         Eurybase (the information database on education systems in Europe).			Min. Educ.
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6. Degree/level qualification compared to general population SILC 7. Disabled students in higher education SILC 8. Highest level of qualification of disabled people SILC/ED 10. Participation rate in life-long learning of disabled people SILC/ED 10. Participation in government training scheme LFS mod 11. Transition from school to work of young disabled SILC Sources - Eurybase (the information database on education systems in Europe),		of disabled people	SILC
7. Disabled students in higher education         SILC           8. Highest level of qualification of disabled people         SILC           9. Participation rate in life-long learning of disabled people         SILC/EE           10. Participation in government training scheme         LFS mod           11. Transition from school to work of young disabled         SILC           Sources         -         Europase (the information database on education systems in Europe),	5. Early disabled school leavers		SILC
8. Highest level of qualification of disabled people     SILC     9. Participation rate in life-long learning of disabled people     SILC/ED     D. Participation in government training scheme     LFS mod     SILC     Sources     Eurybase (the information database on education systems in Europe),	6. Degree/level qualification compa	red to general population	SILC
9. Participation rate in life-long learning of ålsabled people     SILC/ED     ID. Participation in government training scheme     LFS mod     SILC     Surces     Eurybase (the information database on education systems in Europe),     Eurybase (the information database on education systems in Europe),			SILC
10. Participation in government training scheme     LFS mod       11. Transition from school to work of young disabled     SILC       Sources     -       -     Eurybase (the information database on education systems in Europe),			SILC
11. Transition from school to work of young disabled         SILC           Sources         -           -         Eurybase (the information database on education systems in Europe),			SILC/EDSIN
Sources - Eurybase (the information database on education systems in Europe),			LFS module
<ul> <li>Eurybase (the information database on education systems in Europe),</li> </ul>	11. Transition from school to work	of young disabled	SILC
	Sources		
	<ul> <li>Eurybase (the information databated)</li> </ul>	se on education systems in Europe),	
<ul> <li>EADSNE (European Agency for development of special need in education);</li> </ul>	<ul> <li>EADSNE (European Agency for</li> </ul>	development of special need in education);	
<ul> <li>UNICEF, OECD, and National Ministries of Education.</li> </ul>	<ul> <li>UNICEF, OECD, and National M</li> </ul>	finistries of Education.	
- UNICEF, OECD, and National Ministries of Education.			



VI. WORK AND EMPLOYMENT		
INDICATORS	SOURCE	
INDICATORS	SUUKCE	
1. Public in favour of specific measures for equal opportunities in employment     2. Need/sues special equipment at work     4. Need/sues special expline arrangements at work     5. Employment rate of disabled women and men compared to general population     6. Uncemployment rate of disabled women and men compared to general population     7. Activity rate of disabled women and men compared to general population     7. Activity rate of disabled women and men compared to general population     7. Activity rate of disabled women and men compared to general population     7. Activity rate of disabled women and men compared to general population     7. Activity rate of disabled women and men compared to general population     7. Fult-time vorking     10. Disabled working and general population     13. Type of contract (temporary / permanet)     14. Disabled people living in jobles households compared to general population     15. Long-term unemployment     16. Ever had paid work     17. Proportion disabled women and men who are low paid     18. Labour market transitions <b>Comments:</b>	EBAISSP EDSIM/LFS EDSIM/LFS SILC/LFS SILC/LFS SILC/LFS SILC/LFS SILC/LFS SILC/LFS SILC/LFS SILC/LFS SILC/LFS SILC/LFS SILC/LFS SILC/SILC	
Several surveys provide similar information (SILC, EQLS,).		
Barriers: EDSIM, LFS 2011 ad hoc module CESEP	1	



## VII. INCOMES AND POVERTY

	INDICATORS	SOURCE
1. 2. 3. 4. 5. 6. 7. 8. 9.	Households living in relative poverty by gender and age Household axings/debt Household axings/debt Risk/rate of poverty (before/after social transfers) Sources of household income (e.g. wages, state benefits) Statisfaction with standard of housing (accommodation meets needs) Disabled people living in inadequate housing Housing tenure (e.g. public/private rented, owner occupation) Expenditure on disability-related cash benefits	SILC SILC/SHARE SILC/SHARE SILC EQLS SILC/EQLS SILC/EQLS EUROSTAT
Hou Ris Sou Sati Dis Hou	usehold savings/debt k/rate of poverty (before/after social transfers) rcces of household income (e.g. wages, state benefits,) isfaction with standard of housing (accommodation meets needs) abled people living in inadequate housing using tenure (e.g. public/private rented, owner occupation)	SILC SILC EQLS SILC/EQLS SILC/EQLS

## CONCLUSIONS (1/2)

#### DEFINITION

- Take into account Contextual factors (e.g. EDSIM identifies barriers)
   Establish bridges between surveys and registers
- INSERT DISABILITY QUESTIONS IN THE NEXT ROUND OF:

- Adult Education Survey (AES),
   Labour Force Survey (annual LFS),
   Information and Communication Technologies (ICT survey),
   European Victimisation Survey (EVS) focussing on violence and victims,
   Special surveys focussing on an ageing society,
   National Travel/Mobility Surveys (NTS),
   European Values Survey (EVS),
   European Elections Survey (EES).

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CONCLUSIONS (2/2) GOALS In the short term: Use the Minimum European Health Module (MEHM)
 In the medium term: The UN Convention could be the reference framework
 In the long run: Type of disability and related barriers MAKE A DISTINCTION BETWEEN Needs
Services used
Gap between supply and demand DYNAMIC INDICATORS Transition from school to work,
Deteriorating and improving disability status,
Channels to marginalisation and precariousness. INFORMATION Facilitate access to survey microdata.

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