

Response to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

Employment of young people with disability

Children and Young People with Disability Australia
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Executive Summary

Young people with disability are one of the most disadvantaged cohorts in the labour market. They experience the intersectionality of systemic disadvantage and oppression of both being a person with disability and a young person – with this disadvantage being even further amplified by other demographic factors, such as socio-economic status, ethnicity, gender or sexual diversity, or living in a regional or rural area.

Young people with disability in the labour force are more than twice as likely to be unemployed or underemployment than older adults with disability. Young people with disability also face increased systemic and structural disadvantage in the labour market compared to young people without disability.

The rights of people with disability to work and enjoy full participation in the community on the equal basis as others is articulated in the United Nation’s Convention of Rights of Persons with Disabilities, of which Australia has ratified. Not only are the rights of young people with disability being violated, but in experiencing increased systemic barriers to employment, their ability to benefit from the good things in life that having a job and financial security provides is denied.

CYDA’s response to the Disability Royal Commission Employment issues paper highlights that the disadvantage young people with disability experience in the labour force is the result of systems neglect throughout life transitions.

CYDA’s response covers:

- The context of systems and structural barriers experienced by young people with disability in the workforce
- The inequitable opportunities children and young people with disability have to learn and develop in their lead up to transitioning into the workforce
- The discrimination young people with disability experience in the workforce
- The lack of appropriate supports for young people with disability to buffer or negate the pitfalls of our imperfect labour market.

The response also includes four case studies which illustrate the impact of systems failures on the lives of young people with disability.

Recommendations

Overarching recommendation for the Disability Royal Commission for future policy development

- Young people with disability are involved in all-stages of policy decisions and the development of interventions and programs that impact their lives.

Recommendations to ensure inclusive education and tailored transition support for strong employment outcomes

- The DRC makes strong recommendations to ensure inclusive education as defined by the CPRD as a human right and to ensure strong post-school outcomes
- Invest in strong data outcomes monitoring of the experiences of students with disability in their education and post-school transition to further education and employment
- Invest in the evaluation of existing state-based school re-engagement initiatives and understanding their effectiveness is supporting students with disability
- The Commonwealth and state and territory governments undertake major systemic reform as outlined in *Driving change: A roadmap for achieving inclusive education in Australia* to realise Australia's CRPD obligations
- Increase tailored supports for young people with disability to engage in work experience and/or paid employment during school years
- The recommendations for students with disability in the *Review of senior secondary pathways into work, further education and training* be adopted and evaluated
- Improve national consistency in post-school transition activities, building on what works best around the country
- Include young people with disability and families in every stage of developing new post-school transition activities
- Ensure post-school transition programs are well-structured, outcome-oriented and student-focused
- Start post-school planning activities for all students with disability by at least the age of 15
- Improve data collection about post-school transition programs, including their uptake, implementation and outcomes
- Review funding arrangements in all states and territories for school and post-school programs for students with disability
- Address the social exclusion that children and young people with disability experience in community and education settings
- Create and strengthen leadership and networking opportunities for young people with disability
- Invest in strategies and initiatives that remove barriers to higher education for young people with disability.

- Improve mechanisms for students in education settings to make complaints.
- Improve national data collection of complaints of discrimination and harassment in education settings.
- Monitor the impact of funding reforms on the participation rates of higher education students with disability.

Recommendations to address direct and indirect discrimination in workplace

- Increase targeted, evidence-based interventions addressing the negative and misinformed attitudes of employers. These development strategies must include the meaningful involvement of young people with disability
- Assure that the Australian Human Rights Commission, and other independent oversight agencies, receive sufficient resourcing to safeguard the rights of young people with disability in the workforce
- Counter the narrative of 'low expectations' for young with disability through concrete actions and monitor post-school outcomes for students with disability.

Recommendations to develop evidence-based programs to support young people with disability secure work

- Improve monitoring and public release of caseload and outcome data of young people with disability in employment programs
- Ensure young people with disability across Australia can access age-appropriate employment programs that are designed to address barriers to employment
- Provide an adequate safety net for young people with disability that reflects the contemporary cost-of-living
- Invest in the research and development of creative employment opportunities for young people with disability
- Ensure timely and appropriate information and support is available for young people to assist them to secure income support payments.

Introduction

Children and Young People with Disability Australia (CYDA) is the national representative organisation for children and young people with disability aged 0 to 25 years. CYDA has an extensive national membership of more than 5,000 young people with disability, families and caregivers of children with disability, and advocacy and community organisations.

CYDA's purpose is to systemically advocate at the national level for the rights and interests of all children and young people with disability living in Australia, and it undertakes the following to achieve this:

- listening and responding to the voices and experiences of children and young people with disability
- advocating for children and young people with disability for equal opportunities, participation and inclusion in the Australian community
- educating national public policy-makers and the broader community about the experiences of children and young people with disability
- informing children and young people with disability, their families and caregivers about their citizenship rights and entitlements
- celebrating the successes and achievements of children and young people with disability.

We are pleased to provide a submission to the Royal Commission into Abuse, Violence, Neglect and Exploitation of People with Disability (the Commission) on the topic on youth employment.

Young people with disability are one of the most disadvantaged cohorts in the labour market. They experience the intersectionality of systemic disadvantage and oppression of both being a person with disability and a young person – with this disadvantage being even further amplified by other demographic factors, such as socio-economic status, ethnicity, gender or sexual diversity, or living in a regional or rural area.

While the Commission's Issues paper on Employment acknowledges that people with disability have lower participation rates in the labour market and are more likely to be unemployed and receive lower incomes, CYDA wishes to highlight that within the disability community, young people face increased marginalisation. Young people¹ with disability in the labour force are more than twice as likely to be unemployed than older adults² with disability (24.7 per cent compared to 7.9 per cent).³ Young people with disability are also more than twice as likely to be underemployed⁴ – meaning they have the capacity and desire to work more hours than what they are currently employed.

As a young person entering the labour force, their ability to participate is impacted by a range of external factors. These include the decrease in entry-level, 'blue-collar' type roles, increase in professional occupations, a larger share of older workers remaining in the workforce, and the increased demand from employers for prospective employees to hold employability skills and work experience.⁵ Young people are also more likely to work in service industries, such as retail and food

¹ Aged 15-25 years old

² Aged 26-64 years old

³ AIHW. (2020). *People with disability*. Available at <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/employment/unemployment>

⁴ 23.1% per cent rate of underemployment compared to 8.3 per cent of older adults with disability; AIWH (2020).

⁵ Cross, M. (2020). *Who gets what where: review of government funded youth employment programs across Australia*. Brotherhood of St Laurence, Fitzroy, Vic.

and accommodation services.⁶ This type of employment commonly offers fewer hours, precarious employment and reduced economic security.⁷

Young people are also more likely to bear the brunt of economic downturn, with employers more reluctant to hire or retain younger workers due to their limited experience and lower skills during periods of cyclical weakness.⁸ This was evident in the ongoing COVID-19 economic crisis, with young workers being disproportionately impacted.⁹ According to the Productivity Commission¹⁰, those who experience negative shocks in the labour market go on to have ‘scarring’ effects on their longer-term employment and earnings prospects. While it is unclear how the COVID-19 economic crisis has impacted young people with disability, it is widely acknowledged that the cohorts faces increased systemic and structural disadvantage in the labour market compared to young people without disability.¹¹

Recently at the inaugural *National Youth Disability Summit*, CYDA asked a group of young people with disability what having a job and being employed meant to them. The young people spoke about how having a job was inextricably linked with their identity and the ability to be independent. They shared that having a job and earning their own money allowed them to do the things they would like to do in life, like finding home that suited their needs. The young people also shared that having a job allowed them the opportunity to meet new people and expand their social circles.

The rights of people with disability to work and enjoy full participation in the community on the equal basis as others is articulated in the United Nation’s Convention of Rights of Persons with Disabilities (CRPD) – which Australia ratified in 2008. Despite this, young people with disability in the labour force have an underutilisation¹² rate of 47.8 per cent. This means that nearly half of young people with disability who are willing and wanting to work are denied the opportunity to fully participate in society and enjoy the health, social and economic benefits that employment brings.

Experiences of employment, whether positive or negative, must not be understood as a point-in-time phenomenon, but rather the as the culmination of life experiences that can provide risk or protective factors in the labour market. For example, those who enter the labour market equipped with personal resources, such a formal education, social networks, work experience and financial safety nets are more likely to succeed. Whereas those who have adverse experiences with systems in the lead up to the labour market and enter with limited protective resources are more likely to experience poorer outcomes.

⁶Department of Jobs and Small Business. (2019). *Australian Jobs 2019*. Available at <https://docs.employment.gov.au/system/files/doc/other/australianjobs2019.pdf>

⁷ The Smith Family. (2014). *Young people’s successful transition to work: What are the preconditions?* Available at https://www.thesmithfamily.com.au/~/_media/files/research/reports/young-people-transition-to-work-report.ashx?la=en;

Skattebol, J., Hill, T., Griffiths, A., & Wong, M. (2015). *Unpacking youth unemployment: Final report*. Available at https://www.researchgate.net/profile/Jen_Skattebol/publication/292985748_Unpacking_Youth_Unemployment_Final_report/links/599a79abaca272e41d400911/Unpacking-YouthUnemployment-Final-report.pdf

⁸ Dhillon, Z., & Cassidy, N. (2018). *Labour market outcomes for younger people*. Available at <https://www.rba.gov.au/publications/bulletin/2018/jun/labour-market-outcomes-for-youngerpeople.html>

⁹ Youth Affairs Council Victoria. (2020). *A COVID-19 recovery plan for young people*. Available at <https://www.yacvic.org.au/advocacy/covid-19-recovery/#TOC-1>

¹⁰ de Fontenay, C., Lampe, B., Nugent, J. and Jomini, P. (2020). *Climbing the jobs ladder slower: Young people in a weak labour market*. Available at <https://www.pc.gov.au/research/supporting/jobs-ladder/jobs-ladder.pdf>

¹¹ Yu, P. (2010). *Disability and disadvantage: a study of a cohort of Australian youth*. Australian Journal of Labour Economics, 13(3), 265–286; Orygen Youth Health Research Centre. (2014). *Tell them they’re dreaming: Work, education and young people with mental illness in Australia*. Available at <https://www.orygen.org.au/Policy>; Social Ventures Australia. (2016). *Fundamental principles for youth employment*. Available at <https://www.socialventures.com.au/assets/Fundamental-principles-for-youth-employment-report-FINAL.pdf>

¹² The labour force underutilisation rate is defined as the sum of the number of persons unemployed and underemployed, expressed as a percentage of the labour force.

The transition and life experience when entering the labour market also has consequential impacts on longer-term outcomes. Young people who struggle to find employment or can only attain 'low quality' employment that does not fully utilise their skills have increased chance of longer-term unemployment and reduced future wage growth.¹³

In understanding and responding to the issue of employment for young people with disability, CYDA's response seeks to draw the Commission's attention to how systemic neglect in childhood and young adulthood creates and further entrenches employment disadvantage.

CYDA's response to the Royal Commission into employment covers:

- The inequitable opportunities children and young people with disability have to learn and develop in their lead up to transitioning into the workforce
- The discrimination young people with disability experience in the workforce
- The lack of appropriate supports for young people with disability to buffer or negate the pitfalls of our imperfect labour market.

The response also includes four case studies which illustrate the impact of systems failures on the lives of young people with disability.

CYDA's response draws on our previous survey and research work, including:

- 2019 National Education Survey
 - *Pathways for young people with disability after school* (n=86)¹⁴
 - [Time for change: The state of play for inclusion of students with disability](#) (n=505)
- [Towards inclusive education: A necessary process of transformation](#) (2019)
- [Post school transition: The experiences of students with disability](#) (2015)

¹³ de Fontenay, C., Lampe, B., Nugent, J. and Jomini, P. (2020). *Climbing the jobs ladder slower: Young people in a weak labour market*. Available at <https://www.pc.gov.au/research/supporting/jobs-ladder/jobs-ladder.pdf>

¹⁴ Referred to in paper as 'post-school survey'

Ensure inclusive education and tailored transition support for strong employment outcomes

As we transition through life stages, we encounter systems that can either pose as an opportunity or risk. How we experience these transitions and systems — and whether or not there are adequate supports in place to protect us from the risks — can change our life trajectory. Those who are supported and are equipped with protective supports from early childhood are more likely to experience better health and social outcomes throughout the lifespan.

From birth, people with disability experience structural disadvantage and encounter ableist systems that neglect their rights and needs. This systemic neglect not only has adverse impacts on the individual in the immediate term, but will have enduring impacts on the opportunities they can access throughout the lifetime.

Those who enter the labour market equipped with personal resources, such as a quality education, are more likely to achieve better employment outcomes¹⁵. Children and young people with disability must be provided with equitable, inclusive and appropriate opportunities to learn and develop to give them a competitive chance to find and maintain employment.

Ensure inclusive education

Recommendations

- The DRC makes strong recommendations to ensure inclusive education as defined by the CPRD as a human right and to ensure strong post-school outcomes.
- Invest in strong data outcomes monitoring of the experiences of students with disability in their education and post-school transition to further education and employment
- Invest in the evaluation of existing state-based school re-engagement initiatives and understanding their effectiveness is supporting students with disability
- The Commonwealth and state and territory governments undertake major systemic reform as outlined in *Driving change: A roadmap for achieving inclusive education in Australia* to realise Australia's CRPD obligations

Improving post-school outcomes for young people with disability, and supporting wellbeing throughout their lives, begins with an inclusive education in school, as defined by the CPRD, Article 24, General Comment 4 (2016).

People with disability in Australia are less likely to finish school and more likely to leave before the age of 16, and less than a third of people with disability aged 20 or over have completed Year 12-level schooling – compared with 62 per cent of people without a disability.¹⁶ High rates of school disengagement, lack of tailored support, and continuing segregating in schools contribute to poorer post-school opportunities and outcomes for young people with disability.

Evidence shows that inclusive education “has positive benefits for everyone”¹⁷ – students with and without disabilities, as well as teachers and the broader school community. For all students,

¹⁵ Department of Employment, Skills, Small and Family Business. (2019). *Changes in the Australian labour market: a 30-year perspective*. Available at <http://lmip.gov.au/PortalFile.axd?FieldID=3190160&.pdf>

¹⁶ AIHW (2019). *People with disability*. <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/educationand-skills>

¹⁷ Cologon, K. (2019). *Towards inclusive education: A necessary process of transformation*, for CYDA, p.5.

inclusive education facilitates social development, socially inclusive attitudes, improved education outcomes and communication and language development.¹⁸ Despite these benefits, a range of barriers prevent inclusive education from being implemented, and in many places the rate of segregated schooling is actually increasing.¹⁹

There are significant post-school benefits for students with disability who are educated in 'mainstream' settings, including better academic and vocational outcomes when compared with students educated in segregated settings; being nearly five times more likely to graduate at the expected time than students in segregated settings; increased post-secondary education; and being more likely to be engaged in competitive employment²⁰.

The CRPD emphasises that no form of segregation constitutes inclusive education²¹, but many students with disability in Australia currently experience segregated education programs, including attending special schools, participating in special units in mainstream schools, or having no appropriate option except home-schooling. More students with disability are attending special schools over mainstream schools than a decade ago.²² For example, recent data shows that there are 15,521 students enrolled in 108 special schools across Victoria, with enrolment rates in special schools increasing by 53 per cent since 2010.²³ However, there is no consistent national reporting on the numbers of students enrolled in either special schools or other forms of segregated education like special classes in mainstream schools.

Just over half of the respondents to CYDA's 2019 post-school survey (56.6 per cent) reported they are attending mainstream schools, with around 47 per cent segregated in either special schools, through dual enrolment (mainstream and a special school), or being home-schooled (see Table 2, Appendix A).

Additionally, half of the students who reported attending a mainstream school are separated in special units or a combination of regular class and a special unit (Table 3, Appendix A).

Further, data collected by CYDA through our 2019 National Education Survey²⁴ showed that:

- 12.5 per cent of the 505 respondents reported being refused enrolment
- 16.6 per cent reported they do not attend school full-time
- 14 per cent reported that they have been suspended
- 1 in 4 reported being subject to abuse by being restrained or secluded.

These negative experiences in school years contribute to lower school completion rates for young people with disability. Recent research²⁵ from the University of Melbourne finds that at least 50,000 children and young people of school age are disengaged from the Australia education system. While students with disability are acknowledged as being at increased risk of disengaging²⁶, there is

¹⁸ *ibid*

¹⁹ Cologon (2019); Shaw, A. (2017). Inclusion: the role of special and mainstream schools. *British Journal of Special Education*, 44(3), 292-312.

²⁰ Cologon, K. (2019). *Towards inclusive education: A necessary process of transformation*, for CYDA,

²¹ United Nations Convention on the Rights of Persons with Disabilities, General comment No. 4 (2016) Article 24: Right to inclusive education

²² AIHW. (2019). *People with disability*. <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/educationand-skills>

²³ Victoria Department of Education. (2019). *Summary Statistics Victorian Schools July 2019*. <https://www.education.vic.gov.au/about/department/Pages/factsandfigures.aspx>

²⁴ CYDA. (2019). *Time for change: The state of play for inclusion of students with disability. Results from the 2019 CYDA National Education Survey*. https://www.cyda.org.au/education_issues

²⁵ Watterston, J., & O'Connell, M. (2019). *Those who disappear: The Australian education problem nobody wants to talk about*. Available at https://education.unimelb.edu.au/data/assets/pdf_file/0019/3234214/15493-UoM-MGSE-Deans-Paper_Web_FA-FINAL.pdf

²⁶ *ibid*

no clear disaggregated data to monitor the disengagement rates of the group. This includes the lack of monitoring of disengagement ‘markers’, such as feeling of school connectedness²⁷ – a barrier to education frequently reported to CYDA by the young people we work with.

School disengagement is regarded as a complex issue, with students who disengage experiencing a range of external and systemic barriers to education.²⁸ To date there is no national response to this issue.²⁹ While there are some encouraging examples of state-based initiatives, such as Victoria’s *Navigator* program, the effectiveness of these programs for students with disability is unclear. There is also limited evaluation data on these programs that could support the development of a national, coordinated approach.

With early school leavers being some of the most disadvantaged jobseekers in the labour market, the lack of national response to school disengagement will have enduring impacts on longer-term employment outcomes. Urgent investment is needed in the development and roll-out of holistic initiatives that will remove barriers to education for students with a disability. This includes early intervention efforts, ensuring that all students experience an equitable and quality education from early childhood.³⁰ To avoid duplication of programs or missed opportunities for learnings, existing initiatives should be resourced to evaluate and understand their effectiveness for students with disability and other cohorts alike.

For children and young people to have equal opportunities to thrive in their schooling and their eventual employment, the phasing out of segregated education and the realisation of inclusive education (as defined by the CPRD which Australia has endorsed, but not fulfilled) for students with disability must be a priority.

The Australian Coalition for Inclusive Education, an initiative which brings together organisations that share a commitment to advance Inclusive Education in Australia, have developed a 10-year plan³¹ (*Driving change: A roadmap for achieving inclusive education in Australia*) to help realise inclusive education and prevent the violence, abuse, neglect and exploitation of students with disability. This plan has been endorsed by specialist organisations across the country.³²

CYDA recommends the uptake of *Driving change: A roadmap for achieving inclusive education in Australia* to promote equitable opportunities in the labour market. To achieve this plan, the commitment and shared responsibility of the Australian and all state and territory governments is required.

²⁷ *ibid*

²⁸ Hancock, K. J., & Zubrick. (2015). *Children and young people at risk of disengagement from school*. University of Western Australia. Available at <https://www.cyp.wa.gov.au/media/1422/report-education-children-at-risk-of-disengaging-from-school-literature-review.pdf>

²⁹ Watterston, J., & O’Connell, M. (2019). *Those who disappear: The Australian education problem nobody wants to talk about*. Available at https://education.unimelb.edu.au/_data/assets/pdf_file/0019/3234214/15493-UoM-MGSE-Deans-Paper_Web_FA-FINAL.pdf

³⁰ *ibid*

³¹ CYDA provided the *Roadmap* to the Commission with its submission on education. The *Roadmap* can also be found online at <https://acie.org.au/2020/09/30/driving-change-a-roadmap-for-achieving-inclusive-education-in-australia/>

³² <https://acie.org.au/2020/09/30/driving-change-a-roadmap-for-achieving-inclusive-education-in-australia/>

Provide targeted support for students' career-planning and transition

Recommendation

- Increase tailored supports for young people with disability to engage in work experience and/or paid employment during school years

In 2015, CYDA released a report³³ into the experiences of young people with disability during their post-school transitions. The report found that, while the transition from school is a critical period and young people have a variety of options, “many young people with disability however have extremely poor post school transition experiences...[which] is impacting negatively on life outcomes, where there is low participation in employment and tertiary study, and social exclusion remains high. While there are pockets of good post school transition practice, generally programs and preparation for this transition are fragmented with minimal coordination and guidance regarding what should occur during this time.”³⁴

Sadly, the situation today for students with disability remains very similar to that outlined in the above report.

As shown in Figure 1 (see Appendix A), the majority of respondents (80.2 per cent) in CYDA's 2019 post-school reported that their school did not provide support or appropriate information about career planning, and more than half reported that they did not receive adequate support to think about and plan for their future (57.8 per cent), or that they did not find the assistance and information available through their school to be useful (52 per cent).

Fewer than one in five students report receiving assistance in understanding their strengths and skills for post-school transition; practical assistance such as resume-writing; or assistance to plan any study or training. Additionally, parents report feeling a significant degree of responsibility for the career-planning process, and note that the support provided is generally not tailored to students with disability, and therefore options are limited.

Comments from young people and families in our 2019 post-school transition survey demonstrates the limited support available in many places:

“Very little assist[ance] was given due to lack of options and lack of funding to individually support my son” - family of a young person with disability 19-20 years old, metropolitan VIC

“Career counselling available was of extremely poor quality and not suited to the current issues for school-leavers. Huge disconnect between a regional public high school in a low-SES area about post-school life and particularly on scholarships to universities and open days, etc.” - young person with disability over 25 years old, metropolitan VIC

“Only Work-Related Skills subject for VCAL no other assistance” - family of a young person with disability 17-18 years old, regional VIC

“My daughter attended TAFE one 1/2 day a week and school 4 days on a life skills curriculum with a 2 hour a week extended work experience placement external to the

³³ CYDA. (2015). *Post school transition: The experiences of students with disability*. Available at <https://www.cyda.org.au/resources/details/85/post-school-transition-the-experiences-of-students-with-disability>

³⁴ CYDA. (2015). *Post school transition: The experiences of students with disability*. Available at <https://www.cyda.org.au/resources/details/85/post-school-transition-the-experiences-of-students-with-disability>, p.6.

school. I coordinated this program for my daughter. This is not normally available in NSW schools.” - family of a young person with disability 19-20 years old, regional NSW

“Support for assessment for NDIS SLES program” - family of a young person with disability 19-20 years old, metropolitan ACT

Around three quarters of our survey respondents agreed that much more needs to be done to support post-school planning and to help students to achieve their goals (73.2 per cent). Suggestions for further investment include assistance with life skills, more teacher support, tailored work experience with interest and abilities, more community integration for students and more information for families.

Participation in work experience, paid and unpaid, during the last years of secondary schools is consistently a strong indicator of post school success.³⁵ Young people with disability who exit school with a job are more likely to maintain a positive career trajectory than those who do not.³⁶ In our 2019 post-school survey, less than half of respondents reported having the opportunity to undertake work experience and had assistance to organise this.

With most employers requiring applicants to hold previous work experience³⁷, more needs to be done to support young people with disability partake in work experience and part-time employment during their school years to support their full transition to the labour market.

Address transition from school inconsistencies around the country

Recommendations

- The recommendations for students with disability in the *Review of senior secondary pathways into work, further education and training* be adopted and evaluated
- Improve national consistency in post-school transition activities, building on what works best around the country
- Include young people with disability and families in every stage of developing new post-school transition activities
- Ensure post-school transition programs are well-structured, outcome-oriented and student-focused
- Start post-school planning activities for all students with disability by at least the age of 15
- Improve data collection about post-school transition programs, including their uptake, implementation and outcomes
- Review funding arrangements in all states and territories for school and post-school programs for students with disability

The provision of current school programs for senior students with disability varies in every state and territory, which means the system is fragmented and inconsistent. The programs vary in terms of

³⁵ Hawkins, A., & Rasheed, E. (2016). *Ticket to Work pilot outcomes study: a quasi-experimental evaluation of pathways from school to economic and social inclusion*. Available at https://tickettowork.org.au/media/research_submissions_files/Ticket-to-work-outcome-report-ARTD-final.pdf

³⁶ *ibid*

³⁷ Department of Jobs and Small Business. (2019). *Australian Jobs 2019*. Retrieved from <https://docs.employment.gov.au/system/files/doc/other/australianjobs2019.pdf>

what is offered and the level of resourcing provided. The age for career-planning also varies significantly across states and territories, with some starting for students in Year 7 (e.g. Victoria) and others not until Years 10 or 11.

In our 2019 post-school survey, around 80 per cent of our survey respondents (n=68) reported that they have received a form of career planning at school, however for most students this did not start until the later years of high school. Almost 30 per cent of these students reported they started receiving career-planning support in Year 12, with around 45 per cent receiving support in either Year 10 or 11 (see Table 6, Appendix A). Fewer than five per cent reported receiving support in Year 9.

Additionally, many families report they are not aware of these programs. This may be for a number of reasons, including the student not finishing school or not being provided appropriate support and opportunities to develop skills due to lower expectations and exclusion.

Reflections from young people³⁸:

“Year 12, yes, but it was very limited - one session with a teacher to talk about what we were thinking of doing. Many people were pushed earlier into trades at TAFE, rather than focusing on them getting into university. Students with disabilities that impacted on their results, who stayed until year 11 and 12 were pressured into segregated 'life skills' classes, meaning they did not receive their HSC (this happened to my brother, even though he has ASD, but was completely capable of completing the HSC)” - young person with Disability aged over 25 years old, metropolitan VIC

“Begin the process a lot earlier than end of year 11. Presume competence. Inform, encourage and support families to be involved in the process. Give them all the options and assist in making these happen. Education department to work with NDIS to understand, support and fund real transitions” - family of a student with disability aged 17-18 years old, metropolitan NSW.

The report on the *Review of senior secondary pathways into work, further education and training*³⁹, to which CYDA provided a submission⁴⁰, highlighted the importance of starting the transition from school and career planning activities early, with specific recommendations that all students with disability should have an individual post-school transition plan.

Students with disability may require extra or different support for their transition from secondary school, and it is beneficial to start the career planning earlier. A number of studies have confirmed that post-school transition planning for young people with disability needs to include five key areas:⁴¹

1. Student-focused planning
2. Student development
3. Family involvement
4. Program structure
5. Interagency collaboration.

³⁸ CYDA. 2019 Post school transition survey

³⁹ Education Council (2020) Looking to the future – Report of the review of senior secondary pathways into work, further education and training

⁴⁰ CYDA (2015). CYDA Submission to the Review of senior secondary pathways into work, further education and training <https://www.cyda.org.au/resources/details/64/the-review-of-senior-secondary-pathways-into-work-further-education-and-training>

⁴¹ CYDA. (2015). *Post school transition: The experiences of students with disability*. Available at <https://www.cyda.org.au/resources/details/85/post-school-transition-the-experiences-of-students-with-disability>

CYDA recommends taking a unified approach across the country and introducing career-planning activities that include the five key areas for all students with disability by the age of 15 years. To build the skills of the students it will be important to include practical subjects as well as work experience or exposure to different work industries where students have expressed interest.

It is critical that young people with disability, and families, are involved in the development of any new transition planning activities or programs from the beginning and throughout the development and implementation process.

“Working with young people in defining the problems and issues that affect them can lead to new understandings about the source of such problems as well as potential responses. Young people’s involvement also helps to build credibility and rapport for the project and ensure that their values and attitudes are accounted for.

Pragmatically, a Participatory Design approach helps us to develop interventions that are engaging to young people and therefore are more likely to be used, increasing the overall reach and impact of the intervention.”

-Young and Well Cooperative Research Centre, 2012⁴²

Improve opportunities for young people with disability to develop social capital

Recommendations

- Address the social exclusion that children and young people with disability experience in community and education settings
- Create and strengthen leadership and networking opportunities for young people with disability

Social capital helps mitigate the risks of the increasingly competitive labour market⁴³. Those who have diverse networks, resources and contacts to draw on have increased ability to connect with employers and access job opportunities. Ultimately, who we know can help us get ahead in life.⁴⁴

Australians with disability tend to have less access to social capital than those without disability.⁴⁵ This starts early in life, with children with disability being excluded in early learning education, school and recreational settings, and flows on to future life stages. Young people with disability are likely to experience social exclusion at higher rates than their counterparts without disability, and are less likely to have social contact with friends and family or have a voice in the community.⁴⁶ The rate of exclusion experienced by children and young people with disability is further entrenched by overt and covert segregation in school settings (see page 8).

The social exclusion children and young people face must be addressed. Fundamentally, as it is human right to enjoy full inclusion and participation in the community, but also as a means to build

⁴² Young and Well Cooperative Research Centre. (2012). *Participatory Design of evidence-based online youth mental health promotion, intervention and treatment*. A Young and Well Cooperative Research Centre innovative methodologies guide.

https://www.westernsydney.edu.au/_data/assets/pdf_file/0005/476330/Young_and_Well_CRC_IM_PD_Guide.pdf

⁴³ Brown, D., James, S., Mallett, S., McTiernan, N., Orchard, N., & Cull, E. (2017). *Transition to Work Community of Practice: Practice guide*. Melbourne, Victoria: Brotherhood of St Laurence.

⁴⁴ Mithen, J., Aitken, Z., Ziersch, A., & Kavanagh, A. M. (2015). Inequalities in social capital and health between people with and without disabilities. *Social Science & Medicine*, 126, 26–35. <https://doi.org/10.1016/j.socscimed.2014.12.009>

⁴⁵ *ibid*

⁴⁶ Llewellyn, G., Emerson, E., & Honey, A. (2013). *Left Behind 2013: Monitoring the Social Inclusion of Young Australians with Self-reported Long Term Health Conditions, Impairments or Disabilities 2001–2011*. Centre for Disability Research and Policy, The University of Sydney, Sydney

social capital. This includes addressing the exclusion children and young people with disability face in community settings and creating and fostering networking and leadership opportunities.

Improve access to higher education

Recommendations

- Invest in strategies and initiatives that remove barriers to higher education for young people with disability
- Improve mechanisms for students in education settings to make complaints
- Improve national data collection of complaints of discrimination and harassment in education settings
- Monitor the impact of funding reforms on the participation rates of higher education students with disability

Students with disability continue to face significant barriers to accessing and participating in higher education. These structural and systemic barriers include inflexible pathways from school to tertiary education, lack of adequate awareness and capacity in educational institutes to understand and accommodate the needs of students with disability, the timing and extent of education and career planning for people with disability and low availability of appropriate and accessible information in relation to education and employment pathways.⁴⁷ The limited aspirations of people with disability, instilled by those around them, is also a barrier.⁴⁸

While it is encouraging to see that the enrolment rates of students with disability in higher education is steadily increasing, people with disability still remain underrepresented higher education attainment. Only 17 per cent of people with disability aged 20 and over have a bachelor degree or higher, compared to 35 per cent for individuals without disability.⁴⁹ In comparison, people with disability are more likely to have attained a certificate-level qualification (28 per cent) than those without disability (23 per cent).⁵⁰

The impact of exclusion and poor post-school planning opportunities on students' further education is highlighted by our 2019 post-school survey respondents. Almost half of respondents reported to have completed Year 12 but have not completed further education, and around 21 per cent reporting that they have completed Year 10 or 11 as their highest educational attainment to date (Table 4 in Appendix A). Thirteen per cent have completed some form of higher degree or certificate.

Over the last three decades, Australia has experienced a major shift in the types of industries that form the labour market, with higher skilled occupations that are categorised as usually requiring a bachelor's degree or higher accounting for 45.1 per cent of employment growth⁵¹. In contrast, lower skilled occupations that generally require only Certificate I or secondary education has accounted for 9.4 per cent of employment growth.⁵² Without addressing the barriers to accessing and

⁴⁷ Acil Allen Consulting. (2017). *National Disability Coordination Officer Program evaluation*. Available at https://docs.education.gov.au/system/files/doc/other/ndco_evaluation_final_report.pdf

⁴⁸ *ibid*

⁴⁹ AIHW. (2020). People with disability. Available at <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/education-and-skills/educational-attainment#Highest%20level%20of%20education>

⁵⁰ Australia Disability Clearinghouse on Education and Training. (2019). *Higher Education Statistics*. Retrieved from <https://www.adcet.edu.au/inclusiveteaching/understanding-disability/Higher-Education-Statistics/>

⁵¹ Department of Employment, Skills, Small and Family Business. (2019). *Changes in the Australian labour market: a 30-year perspective*. Available at <http://mip.gov.au/PortalFile.axd?FieldID=3190160&.pdf>

⁵² *ibid*

completing further education, young people with disability are being set up to fail before they even enter the ever-increasing professionalised workforce.

Investment in mechanisms to remove and better monitor the barriers to education experienced by young people with disability is required. This includes improved procedures for student complaints and data collection on harassment and victimisation in education settings, improvement of outreach activities and information provision in secondary school, and ensuring educational institutions understand and protect the rights of students with disability.⁵³ Further, the aspirations of young people with disability, by their own perception and those around them, must be raised and fostered (see page 21).

CYDA also recommends that the impact on students with disability of the recent university funding reform be closely examined. The reform⁵⁴ has introduced a shift to how university courses are funded with increased costs for individuals. Social commentators have expressed concern that the changes will increase barriers to education for prospective students from disadvantaged backgrounds. While it's unclear how these funding changes will affect young people with disability, considering the group already has increased costs of living in comparison to those without disability, the impacts must be closely monitored to ensure the reform does not produce financial or inclusion barriers to education.

Emma's story highlights the discrimination young people with disability experience in the education system and workforce.

Emma's story

After completing Year 12, Melbourne school-leaver Emma* signed up with a Disability Employment Service, which connected her with a company seeking an administrative assistant. Emma, who is deaf, successfully interviewed for the role, but on her second day in the job she was asked to take minutes at a team meeting.

"They were surprised and confused when I couldn't do it," she says.

"They made me try anyway."

Emma underwent a work assessment so she could receive the support she needed. She tried "really hard" at the job and "stumbled through".

"I had a special phone installed and tried to make it work. They wanted me to answer the phone, so I tried, but any time I got someone with an accent or who mumbled another team member had to take it."

After a month, Emma's boss called her in for a meeting.

"He outright said, 'If I had known how deaf you were, I wouldn't have taken you on'.

⁵³ National Centre for Student Equity in Higher Education. (2020). *Submission to the 2020 Review of the Disability Standards for Education 2005*. Available at https://www.ncsehe.edu.au/wp-content/uploads/2020/09/NCSEHE_Submission-to-DSE-Review_FINAL_23092020-FINAL.pdf; Acil Allen Consulting. (2017). *National Disability Coordination Officer Program evaluation*. Available at https://docs.education.gov.au/system/files/doc/other/ndco_evaluation_final_report.pdf

⁵⁴ *Higher Education Support Amendment (Job-Ready Graduates and Supporting Regional and Remote Students) Bill 2020*

“Three weeks later they fired me.”

The company paid Emma until the end of her trial period, which she considers “guilt money”.

Sadly, Emma knows her experience isn’t rare.

“I don’t know a single deaf person who hasn’t been fired because of their disability,” she says.

“Communication disabilities are [on] another level. It’s different when *you* have to provide the accessibility on an ongoing basis.”

The staff at Emma’s employment service were “really sad and disappointed” by the outcome.

“Most of their staff had a disability, so I was being supported by people who really understood.”

Emma’s early career experience followed challenging years at a public high school. She was diagnosed with post-lingual hearing loss in Year Eight and given hearing aids but no sign language training or other non-medical assistance.

“I didn’t really get offered any support, and nor did I know what to ask for,” she says.

Emma developed severe fatigue, which is common among deaf people, and says she was very quickly labelled by teachers as a ‘bad kid’.

“Once you’ve got the label, you can’t shake it off.

“My marks were obviously pretty terrible, and I had some pretty typical deaf person issues – accidentally making noises without realising, accidental shouting – that I think they thought I was doing for fun.”

Although her homeroom teacher was told of her diagnosis, the school did little to support Emma, and she is unsure whether her other teachers were ever notified.

“I think they just wrote me off as a bad student,” Emma says.

“Post-lingual hearing loss quite often means that you don’t experience any ‘deaf accent’ or speech differences. If you met me, you probably wouldn’t pick that I have basically no hearing. I sound fairly ‘normal’.

“Invisible disability is a really different thing and a lot of people just don’t take it seriously. Even now I have different strategies I use to make people take it seriously.”

The school environment became particularly tough in Year 11 when Emma began doing complex subjects without any real education support. She decided to leave and complete her VCE at TAFE, where the more flexible class timetable helped her cope with fatigue, and “nobody had any preconceived notions of me”.

Nonetheless, learning at TAFE still presented challenges. In Year 12, Emma’s class was screened a documentary that would then be the subject of an essay – without any subtitles.

“The teacher asked me to ‘just hear what I can’, which was nothing. I wrote about three lines, basically saying that I’d been asked to write an essay on a movie I couldn’t hear. Got an A for it.”

Without any meaningful career guidance or support provided from either the school or TAFE – “certainly my disability wasn’t really mentioned” – Emma was unsure about the path ahead after graduating Year 12.

“I decided not to pursue university at 18 because it all felt too hard,” she says.

“I tried a TAFE course but dropped out because the classes were almost entirely talking and I was exhausted.”

After a period of “patchy” employment following the administrative job, Emma began volunteering for a not-for-profit in the community services sector. This turned into a paid role with the organisation doing social media and communications work.

Several years after graduating, Emma did attend university, receiving the support she needed through the university’s disability office. She graduated in the top 15 per cent of students undertaking her degree, and is now working in the disability advocacy and support space.

Reflecting on her school and school-leaver years, Emma says the biggest problem she faced was not having her disability – or her words – taken seriously.

“I pass for a hearing person but the sheer amount of energy it takes to do that has always caused me severe fatigue.

“A good deal of my work and school problems could have been avoided by listening to my words, not making an observation based on the way I present.”

***Name has been changed**

Address direct and indirect discrimination in the workplace

While it is important to ensure that young people with disability are equipped with the same resources as their peers as they transition into the labour market, interventions also need to target direct and indirect discrimination. For example, despite higher education attainment being well linked with employment, employment outcomes for graduates with disability remains lower than those without disability. In 2019, undergraduates with a disability had a full-time employment rate which was six percentage points lower than undergraduates without disability (66.6 per cent compared to 72.6 per cent).⁵⁵

Further, people with disability who hold either a diploma or a bachelor's degree or higher are less likely than those without disability to have wages or a salary as their main source of income.⁵⁶ With the increased barriers to finding employment, many people with disability must rely on income support payments⁵⁷, such as the Disability Support Pension or the lower JobSeeker or Youth Allowances. These payments are widely regarded as being inadequate in supporting the cost of living. As such, people with disability are grossly overrepresented in experiencing poverty.⁵⁸

"I am 35 and have an undergraduate degree in Visual Arts, a Master's degree in Art Administration and a Postgraduate Diploma in Politics and Public Policy.

I have applied for a graduate position with Commonwealth departments but was unsuccessful. I applied for a graduate position with the NDIA and thought, as a disabled person, I might have stood a chance there. I received no feedback at all. I have come to the realisation that I may never get a job."

- Fiona Bridger, participant on ABC's Q&A program, 2018

The extent which young people can grow their skills, continue to be learn and be challenged is contingent on the opportunities they are provided. As such, societal attitudes ultimately can determine what a young person with disability can achieve in the workforce.

Change community attitudes and employer misconceptions

Recommendations

- Increase targeted, evidence-based interventions addressing the negative and misinformed attitudes of employers. These development strategies must include the meaningful involvement of young people with disability
- Assure that the Australian Human Rights Commission, and other independent oversight agencies, receive sufficient resourcing to safeguard the rights of young people with disability in the workforce

Lack of awareness and misconceptions about people with disability remains a significant barrier to employment, including for young people. A decade on from the influential *Shut Out* report identifying

⁵⁵ Australia Disability Clearinghouse on Education and Training. (2019). *Higher Education Statistics*. Retrieved from <https://www.adcet.edu.au/inclusiveteaching/understanding-disability/Higher-Education-Statistics/>

⁵⁶ AIHW. (2019), *People with disability in Australia*. Available at <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/summary>

⁵⁷ Davidson, P., Saunders, P., Bradbury, B. and Wong, M. (2018). *Poverty in Australia, 2018*. ACOSS/UNSW Poverty and Inequality Partnership Report No. 2, Sydney: ACOSS.

⁵⁸ *ibid*

that few employers were willing to hire people with disability⁵⁹, almost two thirds of employers are largely uncommitted to employing jobseekers with disability⁶⁰. Despite research finding that people with disability take fewer days off and less sick leave, and have a higher retention rate⁶¹, a recent community survey⁶² demonstrated that there are persistent underlying community beliefs that people with disability are less productive employees than those without disability.

Concerningly, this same survey demonstrated that one in five people agreed or strongly agreed that employers should be allowed to refuse to hire people with disability, with a further one in four ambivalent on the topic. Compounded by the discriminatory lens with which society often views young people, it raises the question that even if young people with disability were fully equipped with every skill and resource necessary to thrive in the workforce – would the workforce ever even grant them a fair chance?

In an effort to increase employer demand, in 2017 the Department of Social Services commissioned a review⁶³ into employers' (in open employment) attitudes and beliefs around hiring people with disability. The report found that employers regarded hiring people with disability as 'extra work', and the perceived extra support and supervision requirements acted as a major barrier to recruitment. Contrary to this, ABS data shows the majority (82 per cent) of unemployed persons with disability do not require additional support from their employer to work.⁶⁴

Employers' lack of confidence about the process of employing people with disability and the potential need to make workplace adjustments has also been reported as a barrier.⁶⁵ In contrast, employers with previous experience working with people with disability tend to hold favorable attitudes toward workers with disability compared to those who have not.⁶⁶

Recruitment process, and lack of inclusive recruitment processes, also is a barrier to employment for people with disability.⁶⁷ CYDA often hears from young people in our membership that they believed recruitment processes dismissed their abilities before employers even had the chance to get to know them and the value that they could add. Further, some fear that disclosure of their disability will decrease their chances of getting a job.

Whether it stems from lack of experience, misunderstanding or overt discrimination – the result is the same for young people with disability. Their right to work on an equal basis to others is denied along with all the social, health and financial benefits that come with meaningful employment.

⁵⁹ National People with Disabilities and Carer Council. (2012). *SHUT OUT: The Experience of People with Disabilities and their Families in Australia*. Available at <https://www.dss.gov.au/our-responsibilities/disability-and-carers/publications-articles/policy-research/shut-out-the-experience-of-people-with-disabilities-and-their-families-in-australia>

⁶⁰ Kellock, P. (2020). *The Employer Experience: Hiring young people with intellectual disability*. Ticket to Work. Available <https://tickettowork.org.au/research/article/the-employer-experience-hiring-young-people-with-i/>

⁶¹ Australian Safety and Compensation Council. (2007) *Are People with Disability at Risk at Work? A Review of the Evidence*. Commonwealth of Australia.

⁶² Bollier A.M., Krnjacki, L., Kavanagh, A., Kasidis, V., Katsikis, G., & Ozge, J. (2018). *Survey of Community Attitudes toward People with Disability: A report for the Victorian Department of Health and Human Services*. Melbourne, VIC: Disability & Health Unit, Centre for Health Equity, University of Melbourne.

⁶³ Kantar Public. (2017) *Building Employer Demand*. Available at https://www.dss.gov.au/sites/default/files/documents/07_2018/building_employer_demand_research_report.pdf

⁶⁴ AIHW, (2020).

⁶⁵ Kantar Public. (2017) *Building Employer Demand*. Available at https://www.dss.gov.au/sites/default/files/documents/07_2018/building_employer_demand_research_report.pdf

⁶⁶ Kellock, P. (2020). *The Employer Experience: Hiring young people with intellectual disability*. Ticket to Work. Available <https://tickettowork.org.au/research/article/the-employer-experience-hiring-young-people-with-i/>

⁶⁷ Moore, K., McDonald, P., & Bartlett, J. (2018). Emerging trends affecting future employment opportunities for people with intellectual disability: The case of a large retail organisation. *Journal of Intellectual & Developmental Disability*, 43(3), 328–338. <https://doi.org/10.3109/13668250.2017.1379250>

An important mechanism in ensuring employers comply with human rights charters and anti-discrimination legislation is independent oversight agencies, such as the Australia Human Rights Commission (AHRC). In 2018-29, more than a quarter (27 per cent) of disability complaints received by the AHRC were about employment.⁶⁸ The AHRC then acts on these complaints and works with people with disability and the employer to resolve to the complaint. Without sufficiently resourced bodies, individual complaints risk going unheard and discriminatory employers will not be held accountable.

Intervention is required to address the existing negative and misinformed attitudes society holds about young people with disability. In line with evidence, these interventions are required at multiple inter-related policy levels; the personal, organisational (i.e. workplaces and employers) and government and legislative levels.⁶⁹ Young people with disability must be meaningfully involved in every stage of these processes for the interventions to address what needs to be changed effectively.

At the organisational level of intervention, negative attitudes about employing young people must be addressed. This includes addressing misconceptions about young people with disability's capabilities and informing employers of people with disability's legislative rights. The skills, talents and distinct worldviews young people with disability can bring to the workforce must also be highlighted.

Address low expectations of post-school transitions of young people with disability

Recommendations

- Counter the narrative of 'low expectations' for young with disability through concrete actions and monitor post-school outcomes for students with disability

Expectations of post-school outcomes, by the young person with disability and those around them, is known to be linked with employment outcomes⁷⁰, with those who are perceived with low expectations facing increased barriers to employment. Discriminatory attitudes from schools, communities, and government and policy approaches gatekeep the young person's possibilities and undermine their right to social and economic participation on an equal basis.

In 2015, CYDA undertook research⁷¹ into the post-school transitions experiences of young people with disability. The research found that of the young people consulted, systemic low expectations regarding the capability, value and individuality heavily impacted on their post-school transition experiences.

Reflections from young people with disability⁷²:

"Year 12, yes, but it was very limited - one session with a teacher to talk about what we were thinking"

⁶⁸ AIHW. (2020).

⁶⁹ Fisher, K. R., & Purcal, C. (2017). Policies to change attitudes to people with disabilities. *Scandinavian Journal of Disability Research*, 19(2), 161–174. DOI: <http://doi.org/10.1080/15017419.2016.1222303>

⁷⁰ Sheppard, L., Harrington, R. & Howard, K. (2017). Effective school to employment transitions. Research to Action Guide, Rapid Review. NDS Centre for Applied Disability Research. Available at <https://tickettowork.org.au/media/uploads/2020/03/02/emprapidreview.pdf>

⁷¹ CYDA. (2015). *Post school transition: The experiences of students with disability*. Available at

<https://www.cyda.org.au/resources/details/85/post-school-transition-the-experiences-of-students-with-disability>

⁷² *ibid*

“People treat you like you’re dirt and talk down to you. Some act like they might catch it off you if they stand too close. They lie and dismiss you so they don’t have to deal with you.

“Discrimination at school and failure to provide supports I’m legally entitled to meant I lost access to supports and developed severe mental health issues. I’m still unemployed.”

“I tried the employment services but they could not help me as they said I was too disabled.”

“I wish my teachers had believed in me.”

“My teacher said I could not work with animals. I did a transition program working one day a week over two terms at the local pound”

Five years later, low expectations from those around young people with disability continue to be a significant barrier. Almost two thirds (63.7 per cent) of respondents in our 2019 National Education Survey⁷³ reported feeling that the school did not have high expectations of the student with disability regarding employment or further education after school. Further, our post-school survey also found that 70 per cent of the young respondents were not encouraged to complete or to choose subjects to lead a good ATAR score for higher education (see Table 5, Appendix A).

For many young people with disability, and particularly young people with intellectual disability, transition from school directly into Australian Disability Enterprises (ADEs) is still presented as the best or only option.⁷⁴ Often characterised as low-skilled work-experience, ADEs do not offer people with disability the ability to develop transferable skills that could lead to open employment or a full wage⁷⁵. In 2014, less than one per cent of people with disability in ADEs moved into open employment⁷⁶.

Further, the segregated nature of ADEs and below minimum wage young people in ADEs receive is a clear violation of a multitude of human rights under the CRPD.⁷⁷ They exclude young people with disability from the rest of the community and exploit their labour for a wage⁷⁸ that prevents them the ability to live independently.

Despite this, according to recent NDIA data⁷⁹, of the young participants in the NDIS who are ‘employed’, 35 per cent of this group are working in ADEs. In comparison, only 41 per cent of young NDIS participants who are employed are in open employment and receive an award wage.

⁷³ Children and Young People with Disability Australia. *Time for change: The state of play for inclusion of students with disability*. Results from the 2019 CYDA National Education Survey. https://www.cyda.org.au/education_issues

⁷⁴ VCOSS. (2018). *Empowered Lives: Securing Change for Victorians with Disability*. Available at http://empoweredlives.vcoss.org.au/wp-content/uploads/2018/09/Empowering_Lives_web.pdf

⁷⁵ Smith, P., Rhodes, P., Pavlidis, L., Alexander, J., & McVilly, K. R. (2019). Transitioning Australian Disability Enterprises to open employment community hubs using the Australian legislative framework. *Journal of Vocational Rehabilitation*, 50(3), 263–271. <https://doi.org/10.3233/JVR-191006>

⁷⁶ Australian Human Rights Commission. (2016). *Willing to Work: National Inquiry into Employment Discrimination Against Older Australians and Australians with Disability*. Available at <https://humanrights.gov.au/our-work/disability-rights/publications/willing-work-national-inquiry-employment-discrimination>

⁷⁷ Women with Disabilities Australia. (2020). *WWDA response to employment issues paper*. Available at <https://wwda.org.au/wp-content/uploads/2020/08/WWDA-Response-to-Employment-Issues-Paper-Final1.pdf>

⁷⁸ As reported in 2017, the average hourly rate in sheltered workshops was \$5.61 an hour; Women with Disabilities Australia. (2020). *WWDA response to employment issues paper*. Available at <https://wwda.org.au/wp-content/uploads/2020/08/WWDA-Response-to-Employment-Issues-Paper-Final1.pdf>

⁷⁹ National Disability Insurance Agency. (2020). *Employment Outcomes 30 June 2018: NDIS participants, their families and carers*. Available at <https://data.ndis.gov.au/media/1562/download>

Hannah's story highlights how the attitudes and low expectations held by people around young people with disability withholds their ability to learn and thrive.

Hannah's story

When Hannah* reached Year 11, her Perth high school stopped her academic studies and pushed the specialist disability program student to work at an Australian Disability Enterprise (ADE).

For Hannah, who has Prader-Willi syndrome and a mild intellectual disability, this meant working for a not-for-profit agency for \$2 an hour, where her jobs included washing and folding clothes – tasks she'd been doing at home since age 10.

"There's such low expectations for these kids," says Hannah's mother Cath*.

"The only thing that was offered to them was the ADE pathway.

"I was just so shocked ... that the high schools just basically, I felt, gave up on them."

Hannah disliked her work with the ADE, which included two terms in a warehouse sorting rubbish from saleable items, but she stuck with it, thinking the agency would offer her a retail traineeship that could lead to open employment.

In her third term, she worked at one of the organisation's retail shops folding clothes and sweeping, but wasn't allowed to talk to customers or operate the till. At the same time, Hannah had secured her own voluntary position at a cat refuge, where she used a computer, checked microchips and administered medication.

"That was her level – she's [got] very good computer skills – and all she was allowed to do [at the ADE] was fold clothes and sweep floors," Cath says.

The ADE position came to an end when, after one of Hannah's shifts, an education assistant (EA) took \$50 from her "and basically accused her of stealing it". Although her support worker verified that the money was Hannah's, Cath says the EA wouldn't accept this and Hannah had a "major meltdown" in the back kitchen.

She says the agency immediately dismissed Hannah but didn't tell her.

"She didn't even know about it. It got dumped on me to tell her."

Following this, the school teacher who had arranged the ADE placements told Cath that Hannah was "too hard" and nothing else could be found for her.

Her classroom teacher disagreed, and allowed Hannah to look for work herself. Hannah arranged voluntary work at a boarding kennel, which she took up independently.

Hannah believed she would be staying on to complete a Year 13 at the school, which had been offered the previous year. But in the September of Year 12, Cath was told by email that the school year would be finishing that month and Year 13 would not be offered.

Parents complained and the school let the specialist program students stay until the end of the year, but without their regular teachers, instead splitting the group between its Year Eight and Nine classrooms. It was a difficult time for Hannah, who experienced health struggles.

The school sent a reference home at the end of Year 12, and Cath was shocked to see some of Hannah's skills, such as ironing and washing clothes, graded as merely 'developing'. She contacted Hannah's teacher who said the school used a standard template, so all the specialist program students had received the same reference. The teacher offered to change it to reflect Hannah's true capabilities.

Hannah has three older siblings who attended mainstream school and Cath says Hannah received nothing like the "quite massive" effort put into establishing career pathways for mainstream students.

"They're pushing them out with nothing.

"And the ADEs, they don't even employ them full-time. They only give them a few hours."

None of the six students in Hannah's program got jobs after graduating in 2017, Cath says, and three years later they remain unemployed.

When Hannah first left school she was very keen to work, handing out resumes to local businesses. She also started a TAFE course but struggled without a personal support worker there with her, so withdrew.

"For about a year there she lost all hope," Cath says.

Now 20, Hannah receives four full days of support through her NDIS package, but Cath says this support is not achieving goals but rather "just filling in the day", with much time spent at home playing games.

"She wants her life to be worthwhile. She wants to be connected to society. She wants to contribute to society.

"She does not want to just be babysat."

Hannah had a great experience at a mainstream primary school and Cath now wishes she had continued in mainstream education through her secondary years.

"Her disability did not compromise her education – the education system did. They gave her no opportunities, no alternatives but working for an ADE for \$1.90 an hour."

***Names have been changed**

Develop evidence-based programs to support young people with disability secure work

Transition into the labour market, and early experiences once there, are complex issues for all young people, and young people with disability face added barriers. They experience the intersectionality of systemic disadvantage and oppression of both being a person with disability and a young person – with this disadvantage being even further amplified by other demographic factors, such as socio-economic status, ethnicity, gender or sexual diversity, or living in a regional or rural area. Yet, despite these significant challenges, there is no national coordinated solution to the social problem.

Develop fit-for-purpose employment programs and supports

Recommendations

- Improve monitoring and public release of caseload and outcome data of young people with disability in employment programs
- Ensure young people with disability across Australia can access age-appropriate employment programs that are designed to address barriers to employment

There is currently no national employment program for young people with disability. Some find themselves in *jobactive*, a program which was found by a Senate Inquiry to not address the barriers to employment for jobseekers with disability or young people.⁸⁰ A portion⁸¹ find themselves in Transition to Work – a youth-specific employment program that addresses both supply and demand sides of employment – though access to the program is heavily restricted by a range of eligibility criteria. Others can find themselves in innovative, youth and disability specific programs, such as under Jobs Victoria Employment Network or Skilling Queenslanders for Work, but access to state-based programs generally require the young person to not be receiving unemployment income support.

While Australia does have the Disability Employment Service (DES), a service for people whose disability is assessed as the main barrier to them gaining employment, the program is not fit-for-purpose for supporting young people with disability. Research has found that DES's approach is too narrow and restrictive, and does not appropriately accommodate for the complex, lengthier, and diverse nature of the school-to-work transition for young people with disability.⁸² Despite this, as at August 2020⁸³, 14 per cent of the DES caseload was aged 24 years or younger.

For the portion of young people who are eligible for NDIS funding, the youth-specific School Leaver Employment Supports (SLES) is an option. SLES is a support designed to help young people with disability prepare, look for and gain employment as they transition from school to employment.

⁸⁰ Senate Education and Employment References Committee. (2019). *Jobactive: failing those it is intended to serve*. Available at https://parlinfo.aph.gov.au/parlInfo/download/committees/reportsen/024217/toc_pdf/Jobactivefailingthoseitisintendedtoserve.pdf;fileType=applicationpercent2Fpdf

⁸¹ As at August 2020, 11 per cent of the Transition to Work caseload were young people with disability; Labour Market Information Portal. (2020). *jobactive and Transition to Work (TtW) Data - August 2020*. Available at <https://lmi.gov.au/PortalFile.axd?FieldID=3193105&.xlsx>

⁸² Stafford, L., Marston, G., Chamorro-Koc, M., Beatson, A., & Drennan, J. (2017). Why one size fits all approach to transition in Disability Employment Services hinders employability of young people with physical and neurological disabilities in Australia. *Journal of Industrial Relations*, 59(5), 631–651.

⁸³ Labour Market Information Portal. (2020). *DES monthly report – August 2020*. Available at <https://lmi.gov.au/PortalFile.axd?FieldID=3193853&.xlsx>

However, due to the funding and outsourcing nature of the program, there is no clear evaluation data to determine if the support is effective or if there is consistency across providers. Despite this lack of data, NDIA figures⁸⁴ show that the rate of young participants in paid work only increased by three percentage points (from 15 percent to 18 per cent) approximately a year after entry into the Scheme. This seems to suggest there is limited effectiveness of the SLES program to date and indicates that specific evaluation work is greatly needed to explore this further.

While young people with disability are clearly scattered across a variety of employment programs, it is difficult to determine from public data where exactly young people with disability are and if the programs they are in are supporting them to achieve employment outcomes. For example, jobactive caseload data, which represents a variety of Australia-wide programs, lacks any detail around young people with disability. Considering how influential early experiences in the labour market are for longer-term employment outcomes, significant improvement is required for data collection processes – to support researchers and policy-makers, and to ensure current gaps can be clearly identified in order to be addressed by governments.

The varied programs also largely differ in how they understand the ‘problem’ of unemployment, and as such, provide different problem solutions.⁸⁵ This means that some young people with disability are exposed to programs that incorporate punitive measures to ‘push’ young people into employment, irrespective of suitability or fit. Alternatively, others are included in programs that recognises the increased structural barriers young people with disability face in the labour market and are designed to ‘pull’ them into employment opportunities.

A coordinated approach to employment programs and supports for young people with disability across Australia is clearly needed, including investment in supports for young people with disability’s specific needs. These programs should be evidence-based, target both supply and demand factors of unemployment, and be developed on the principle that young people with disability are both capable and willing to work. To ensure the program elements align with the needs of young people with disability in the labour force, the program must meaningfully include young people with disability in the design process.

Invest in jobs for young people with disability

Recommendation

- Invest in the research and development of creative employment opportunities for young people with disability

As a society, we all gain when young people can equitably and meaningfully contribute to the workforce. We benefit economically⁸⁶ and culturally with the inclusion of their ideas, talents and worldviews. As we advance as a society, we must disrupt cultural norms about employment and invest in creative employment solutions. This includes leveraging learnings from COVID-19 and the ability to work flexibly and remotely.

⁸⁴ National Disability Insurance Agency. (2020). *Employment Outcomes 30 June 2018: NDIS participants, their families and carers*. Available at <https://data.ndis.gov.au/media/1562/download>

⁸⁵ Cross, M. (2020). *Who gets what where: review of government funded youth employment programs across Australia*. Brotherhood of St Laurence, Fitzroy, Vic.

⁸⁶ Deloitte Access Economics. (2019). *The economic benefits of improving social inclusion: A report commissioned by SBS*. Available at <https://www2.deloitte.com/content/dam/Deloitte/au/Documents/Economics/deloitte-au-economics-benefits-improving-social-inclusion-181119.pdf>

While it is encouraging to see Commonwealth and state and territory investment in training young people to gain employment in industries where there are skill gaps, we must ensure that these employment opportunities are offering young people stable and ongoing employment. For example, there is a large policy focus in training young people for social and aged-care industries; sectors that are characterised as having casualised and non-standard employment contracts. In forming employment solutions, policy-makers must be aware to not funnel young people into sectors that largely presents precarious and unstable working conditions.

Provide an adequate safety net when young people cannot find work

Recommendation

- Provide an adequate safety net for young people with disability that reflects the contemporary cost-of-living
- Ensure timely and appropriate information and support is available for young people to assist them to secure income support payments

Nearly half of young people with disability aged 15 to 24 years (49 per cent) rely on income support payments, compared to 14 per cent of people aged 15 to 24 years without a disability.⁸⁷ Changes to the eligibility criteria for the Disability Support Pension (DSP) since 2012 mean that many young people must instead apply for Newstart or Youth Allowance, which provide a significantly lower rate of pay than the DSP.^{88,89,90}

Recent research⁹¹ has also identified that the additional administrative burden that has been brought about by the changes to the eligibility criteria for the DSP has had disproportionate impacts in accessing the DSP. People who receive support to complete their DSP application claim form are more likely to have their claim granted than those who complete the form without assistance. The research highlighted the importance of information provision and support in ensuring people with disability get equitable access to the supports they are entitled to.

A total of 55.8 per cent of CYDA post-school survey respondents receive income support payments, with DSP the most common of these. A significant portion of survey respondents do not receive any income support payments (Table 7, Appendix A).

As at June 2019, data shows that approximately 10.5 per cent of all recipients of Newstart and Youth Allowance – 31,798 people – are people with a partial capacity to work from illness or disability, however, this public data is not broken down by age. Data obtained by CYDA from the Department of Social Services shows that:

⁸⁷ Brotherhood of St Laurence, Youth Unemployment Monitor, March 2019
http://library.bsl.org.au/jspui/bitstream/1/11134/2/BSL_Smashing_the_avocado_debate_youth_unemployment_hotspots_Mar2019.pdf

⁸⁸ Department of Human Services. (2019). Newstart Allowance Payments.
<https://www.humanservices.gov.au/individuals/services/centrelink/newstart-allowance/how-much-you-can-get>

⁸⁹ Department of Human Services. (2019). Youth Allowance Payments.
<https://www.humanservices.gov.au/individuals/services/centrelink/youth-allowance-students-and-australian-apprentices/how-much-you-can-get>

⁹⁰ Department of Human Services. (2019). Disability Support Pension Payments.
<https://www.humanservices.gov.au/individuals/services/centrelink/disability-support-pension/how-much-you-can-get/payment-rates>

⁹¹ Collie, A., Sheehan, L. R., & Lane, T. J. (yet to be published). Changes in access to Australian disability support benefits during a period of social welfare reform. <https://doi.org/10.1101/2020.04.30.20041210>

- The number of Newstart recipients aged between 20 and 25 years with partial capacity to work has increased by 258 per cent in the decade from 2009, growing from 5,308 in 2009 to 19,017 in 2019
- The number of Youth Allowance recipients under 19 years old with partial capacity to work has increased by 121.8 per cent, from 2,299 in 2009 to 5,100 in 2019
- The number of Youth Allowance recipients aged between 20 and 25 years with partial capacity to work has increased by 720.6 per cent, from 936 in 2009 to 7,681 in 2019
- The number of DSP recipients under 19 years old has decreased by 24.8 per cent, from 18,414 in 2009 to 13,843 in 2019
- The number of DSP recipients aged between 20 and 25 years has increased slightly, by 10.9 per cent, from 36,128 in 2009 compared to 40,092 in 2019.

These data are highlighted in Figures 2 and 3 in Appendix A.

Because of the barriers young people with disability face in employment, the disadvantage they face with income support and being forced to live in abject poverty needs to be addressed. The income support for young people with disability needs to be reviewed and amended, to ensure they are assisted to find work appropriately.

Ben's story highlights the impact of inadequate employment programs on young people with disability.

Ben's story

After finishing a school-based hospitality traineeship in year 12, Ben*, who has Down Syndrome, began the School Leaver Employment Supports (SLES) program through the only registered provider in his NSW coastal town.

After a poor experience with the program, which included a lack of tailored support from staff and being harassed for money by other participants, Ben withdrew.

His mother Heather* likens the program to a "babysitting service", with little flexibility, no work experience offered and a "general apathy" from staff, whom she says had very low expectations for her son.

"It was more than disappointing," Heather says. "I could just sum up their service by saying it was lazy."

Attending the program allowed Ben to be seen in his local community and he initially enjoyed the social aspects of it. However, his experience became marred by inadequate one-on-one support, excessive break times and little focus on his development priorities, such as money management.

His family suggested that skills training be organised, such as a first aid or Responsible Service of Alcohol course, but these requests were denied.

"We weren't really getting much value for money and I think [the problem] with the SLES program is that there isn't an incentive for providers to do a good job because they get paid regardless," Heather says.

"I was saying, 'Well, we're [a] self-managed [NDIS recipient], where's our choice and control here?'"

Ben's family requested that the SLES program provide an on-site work coach to help him develop in his part-time job at a local bakery. After two different people were assigned to the coaching task, "the employer actually said, 'Please don't send them back'".

Heather says some of the program staff were friendly and kind, but they were stuck in an old program model that belonged to an earlier NSW scheme, Transition to Work.

"SLES is just TTW – Transition to Work – with a different name."

Ben's family met with program staff both one-on-one and as part of a wider parent group to discuss their concerns. However, none of these concerns were formally recorded as feedback or complaints, so the service's managers weren't told.

Ben finally withdrew from the program after it emerged that two other participants had been badgering him for money and to pay for food during the session's unsupervised breaks and at supervised evening social events, sometimes up to \$300 a week.

"They would be quite threatening and say that he wasn't allowed to tell anyone that he was giving them money," Heather says. "It was a really awful situation and even now when Ben gets stressed he will go back to that experience."

Now 21, Ben has had much more success since leaving the SLES program and seeking his own work coaching support through the Hireup platform, funded by his NDIS package. His family arranged an ex-baker to further engage Ben at work, and a teaching student to assist with his second traineeship, a Certificate II in Retail. He has also had an individual support person, his "Friday buddy", to help him learn money handling and shopping skills.

Ben has since become much more involved in the workplace and wants to attend.

"We did not realise how detrimental being at [the SLES provider's service] was until [he left]," Heather says.

"The flexibility of being able to choose our Hireup person has been amazing."

Heather says there seems to be "a grey area" as to whether NDIS participants can self-manage their SLES funds to pay for work coaching. Initially, Ben's family was told they had to use a registered SLES provider.

"That's where I do have a problem," Heather says. "Because then they [providers] know that they're going to get that \$22,000 a year, and they don't have any incentive to make it a good program."

"With the SLES funding, there needs to be much more choice and control."

She says Ben's former SLES provider subsequently apologised for letting his group down, "and [they] are hopefully amending their practice".

***Names have been changed.**

Rebecca's story highlights the neglect and exploitation young people with disability experience in the workforce and the inadequacies of existing employment programs.

Rebecca's story

To help reach her goal of finding open employment, Sydney student Rebecca* enrolled in a two-year School Leaver Employment Supports (SLES) program after completing Year 12.

Rebecca, who has Prader-Willi Syndrome and an intellectual disability, enjoyed building skills in floristry through work experience in the program's second year. The provider, also a Disability Employment Service (DES), found her a job with a florist before the program ended.

"Everything was so rushed; we were so excited," says Rebecca's mother Penny*, noting that Rebecca was not interviewed for the role and she did not have a job description.

Unfortunately, the job was not the opportunity Rebecca had hoped for. She experienced unpaid overtime, underpaid wages and insufficient breaks, as well as the onset of health challenges that the family believes were triggered by the work environment.

Penny says the DES provider discriminated against Rebecca throughout her employment by failing to put in place the support and standards of care given to her peers, denying her an equal opportunity to fully participate and succeed in the workplace.

"They were making false claims that they were supporting Rebecca and they weren't.

"They were supporting others. I know that. Rebecca knows that.

"It's discriminating against somebody from a non-English background who doesn't know what her rights are and what to ask for. That's your job as a provider – to put that in place.

"The duty of care failed."

There was no pre-employment medical assessment to gauge Rebecca's capacity to do the job safely, nor was an individual health and safety plan put in place.

Penny says safety should have been the first priority.

"Why wasn't this done?"

Rebecca tells how her tasks involved going into a cool room, sometimes in a shirt wet from changing water buckets, with the door closed.

"They [the employer] said that saved money," she says.

"Because they have to pay for the [power] usage."

Penny was shocked to learn Rebecca had been doing this, because people with Prader-Willi Syndrome have poor body temperature regulation. She believes this led to the development of a respiratory condition that makes everyday activities a challenge, as Rebecca now struggles with difficulty breathing.

"Even the employer said, 'Why are you coughing?'" Penny says.

"I couldn't stop coughing," Rebecca adds.

Rebecca's 6.5-hour shift at the florist was to end at 4pm but Penny says the employer was "adamant" she had to finish tasks before going home. This meant Rebecca "quite often" had to stay back without pay.

Penny raised this with the DES provider, as well as the lack of proper breaks, the fact Rebecca was being paid in cash, and that her wages were underpaid.

"It was about two or three dollars, but they all add up," Penny says.

"They said, 'Oh, it's not our job to check the pays, we don't have a payroll staff'."

The employers came from the same cultural background as the family and this had given Penny comfort that Rebecca would be in a safe environment. However, they spoke very little English, which made communication challenging, and tension built when the DES provider contacted the business to follow up on Penny's feedback.

"[The service provider] had rung them at nine o'clock in the morning when they started a busy day and they didn't like it," Penny says.

At one point, she says, the employers told Rebecca "if your mum complains again and again, don't come back to work".

Rebecca left the floristry job when the supported wage funding her employer received ran out. She was told they would keep her on at a wage of only five dollars an hour because she couldn't do the same work as another employee.

"I can," Rebecca says.

"They [wouldn't] let me."

"Because she didn't see my resume, she just assumed I couldn't do it."

Rebecca feels very poorly treated by both the employer and the DES provider.

"There is no dignity or respect [shown] in Rebecca's case; it is appalling," Penny says.

"She's been bullied, she's been humiliated and discriminated against, and it's not right."

However, the family feels the employer is less to blame because they didn't have the same understanding of Rebecca's disability as the DES provider.

Penny says the provider failed to put in place any "reasonable and necessary" adjustments to support Rebecca in the workplace.

She herself suggested a simple measure to help Rebecca change water buckets, after hearing the employer tell Rebecca it was a "waste of time" having her do it.

"I shouldn't need to improvise that," Penny says.

The DES provider sent a job coach but Rebecca says the employer wasn't happy with the training provided as "they weren't showing me the right way of doing the [tasks]".

Another job coach came at the end of a shift, Penny says, to ask Rebecca “to tick the boxes” on a worker consent form, which included questions like “do you need work health and safety, and are you getting along with your peers”.

“It was to make sure they were meeting targets, but they weren’t,” Penny says.

“Rebecca doesn’t even know what she was signing for.

“It’s useless. What’s the point? What is the point having the supports and funding?

“You can’t just poke your head in and make assumptions that a person with disability is okay. You can’t just tick a box because my daughter is not just ‘ticking the box’. She’s a human and she has feelings.”

***Names have been changed**

Appendix A: Supplementary data from CYDA's *Pathways for young people with disability after school* post-school survey

The below data is from CYDA's 2019 national post-school survey, '*Pathways for young people with disability after school*'. The survey was conducted between November and December 2019 with the aim to collect information about the experience of senior students with disability and their families with career planning and post-school options.

In total, 86 people responded to the survey. This included representation from all states and territories, and from metropolitan, regional, rural and remote areas. The majority of the respondents were from families of young students with disability (81.3 per cent), followed by students with disability (18.6 per cent) and teachers and other school staff (3.4 per cent).

Respondents' demographic data

Table 1. Demographic characteristics of senior students with disability (n=69)

Demographic characteristic	Number	Percentage
Gender		
Male	55	63.9%
Female	27	31.3%
Prefer not to say or not specified	4	4.6%
Language and cultural background		
English speaking background	75	87.2%
Non-English-speaking background	11	12.7%
Aboriginal	0	0
State / territory		
VIC	29	33.7%
NSW	25	29%
QLD	10	11.6%
WA	4	4.6%
SA	5	5.8%
ACT	9	10.4%
TAS	3	3.4%
NT	1	1.1%
Location		
Metropolitan area	50	58.1%
Regional area	24	27.9%
Rural	10	11.6%

Demographic characteristic	Number	Percentage
Remote	1	1.1%
Age of senior student with disability		
15-16 years	14	16.2%
17-18 years	18	20.9%
19-20 years	20	23.2%
21-22 years	9	10.4%
23-25 years	13	15.1%
Over 25	12	13.9%
Type of school		
Government	54	62.7%
Non-government (e.g. faith-based, private school)	25	29%
Distance education or e-learning	3	3.4%
Other	7	8.1%

Address school disengagement and phase out ongoing segregation of students with disability in Australian schools

Table 2. School setting of survey respondents (n=83)

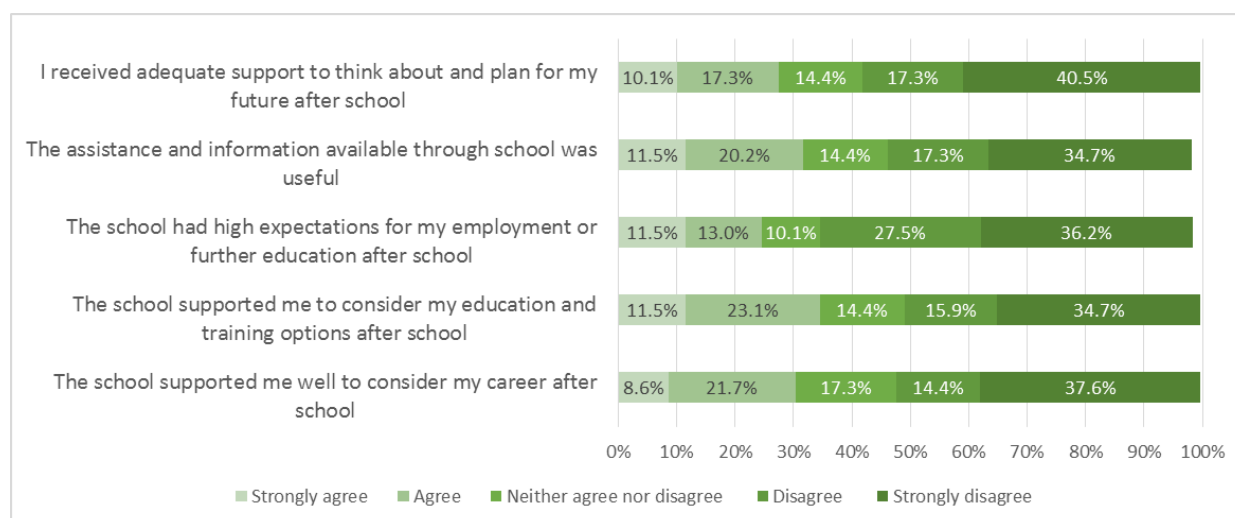
School setting	Number	Percentage
Mainstream school	47	56.6%
Special school	21	25.3%
Dual enrolment	5	6%
Other	13	15.6%

Table 3. Type of class of survey respondents were/are enrolled (n=70)

Type of class	Number	Percentage
Regular class	42	60%
Special unit	19	27.1%
Other (combination of both)	17	24.2%

Attend to the lack of appropriate support for students' career-planning

Figure 1. Respondents' level of agreement with statements around the transition support they received



Improve access to higher education

Table 4. Highest level of education of survey respondents (n=81)

Highest level of education	Number	Percentage
Postgraduate Degree	0	0
Graduate Diploma	1	1.1%
Graduate Certificate	1	1.1%
Bachelor Degree	4	4.9%
Advanced Diploma and Diploma	0	0
Certificate III / IV	4	4.9%
Year 12	38	46.9%
Year 11	11	13.5%
Year 10	6	7.4%
Year 9 or below	20	24.6%

Address low expectations for students and young people with disability

Table 5. Students with disability who completed ATAR score of survey respondents (n=83)

Students with disability who completed ATAR score	Number	Percentage
No	58	69.8%
Yes	17	20.4%

Don't know	7	8.4%
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Address transition program inconsistencies around the country

Table 6. Year when student with disability start receiving career planning support (n=68)

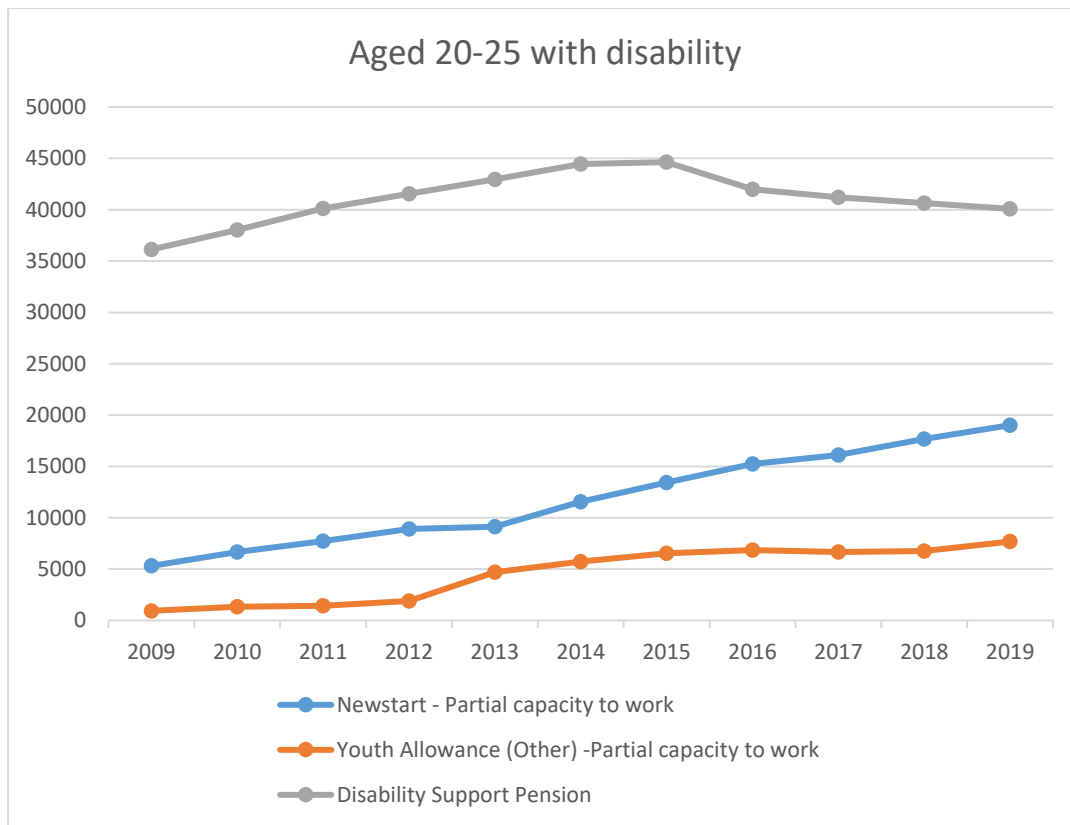
Year level when student with disability start receiving career planning	Number	Percentage
Year 9	3	4.4%
Year 10	15	22%
Year 11	15	22%
Year 12	19	27.9%

Provide an adequate safety net when young people cannot find work

Table 7. Survey respondents receiving income support payments (n=66)

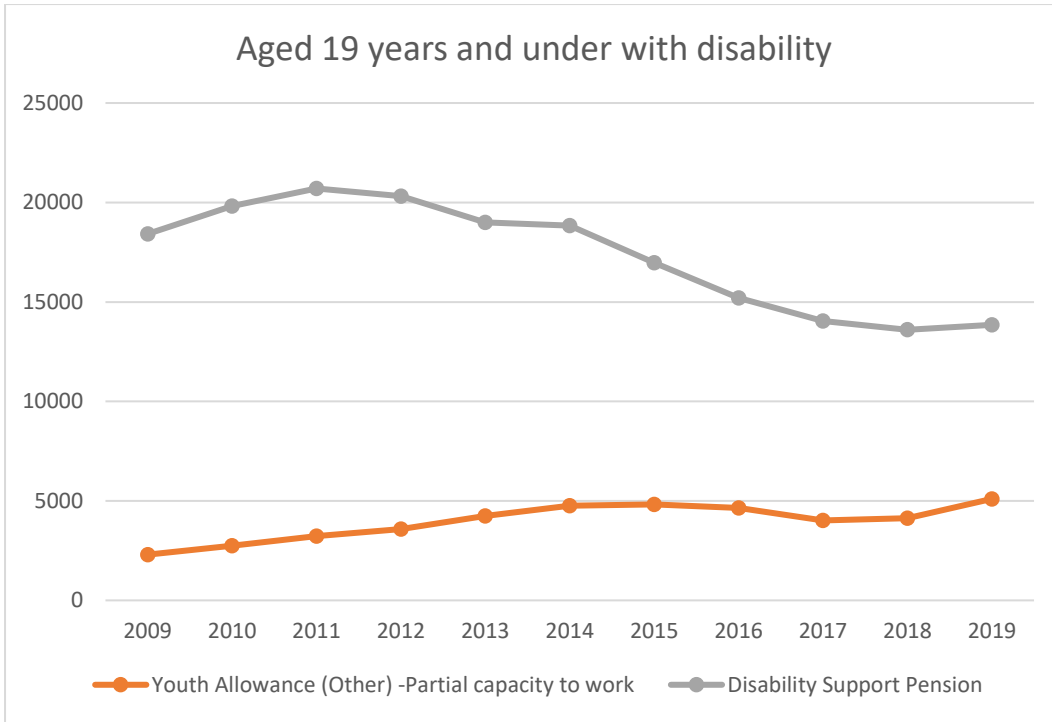
Type of income support payments	No	Percentage
Not receiving income support	18	27.2%
Disability Support Pension (DSP)	42	63.6%
Newstart Allowance	2	3%
Youth Allowance	4	6%

Figure 2. Trends from 2009 to 2019 of Newstart Allowance, Youth Allowance with partial capacity to work and Disability Support Pension recipients aged 20 to 25 years



Source: Department of Social Services data provided to CYDA

Figure 3. Trends from 2009 to 2019 of Youth Allowance with partial capacity to work and Disability Support Pension recipients aged 19 years and under



Source: Department of Social Services data provided to CYDA