

Submission to the Inquiry into career advice activities in Victorian schools

National Disability Service (NDS) welcomes the opportunity to respond to the Inquiry into career advice activities in Victorian schools. As the peak body in Victoria and Australia for non-government disability service providers, NDS works both to support the employment of people with disability and for the support and maintenance of a robust and sustainable disability workforce. As such, this submission is divided into two sections:

Section 1: The importance of career support for students with disability in schools, to ensure increased workforce participation rates; and

Section 2: The need for career advisors to be cognisant of the disability workforce as a workforce currently experiencing huge growth, and the opportunities that are available for all students to work in this field.

Section 1: The importance of career support for students with disability in schools, to ensure increased workforce participation rates

Research shows that in Victoria young people with disability are not transitioning successfully from school into further training or employment; a factor that is an indicator of long term, and often life-long, disadvantage. Young people with disability are more likely to drop out of school early, be excluded from the labour force, have fewer educational qualifications, experience poverty and be socially isolated.

Indeed, research indicates that, over a ten-year period, the education and employment gap between young people with disability and those without disability has widened:

- A 10% decrease in the number of young people with disability in employment – 48% for young people with disability (15-29 year olds) compared to 71% for young people without disability.
- An 8% decrease in the number of young people with disability being fully engaged in education or work – 54% of young people with disability (15–24 year olds) compared to 70% for young people without disability.
- Though Year 12 or equivalent attainment for young people with disability is on the rise, it is still much less than their non-disabled peers – 68% of young people with disability compared to 80% for young people without disability.¹

It is imperative that these trends are reversed: if young people with significant disability do not engage in mainstream employment by age 21, it is unlikely that they ever will.²

The Victorian Equal Opportunity and Human Rights Commission found that poor education is one of the key reasons why the economic and social participation rate of people with disabilities is so low.³

Young people with disability are a substantial and increasing cohort. In Victoria:

- 17% of Victorian students received education adjustments due to disability.
- Of these students, 36% received the highest level of adjustments (quality differentiated teaching practice (QDTP))
- The largest disability cohort in Victorian schools is cognitive disability at 8.8%⁴
- Victorian Indigenous students are over-represented in the Program for Students with Disability (PSD) population, with 3.6% of PSD-eligible students being Indigenous, compared to 1.6% of the Victorian school population being Indigenous.⁵
- The labour force participation rate of Victorians with a disability who were of working age was 54%, compared to 83% for Victorians without a disability.⁶ People with intellectual disability only 6.9% are in open employment. ⁷

Examining the relationship between career advice activities and workforce participation of young Victorians

What happens in school is key to the economic and social participation of people with disability. Early intervention and career development makes a difference. Deloitte Access Economics identified that it is 'crucial that young people with disability receive the support required to participate in the workforce as early as possible to drive effective long-term employment and maximise the benefits of improved standards of living and social inclusion that come with employment'.⁸

In Victoria, policy and practice encourages young people with disability to transition to non-vocational pathways that do not lead to open employment. Indeed, a report for the Department of Health and Human Services (DHHS) found that 23% of students assessed at Support Needs Assessment levels 1 and 2 (indicating high level functioning) transition from school into day programs rather than into employment pathways.⁹

The Victorian Department of Education On-track data reveals that:

- 73% of students in special schools reported they had not received any assistance with job-seeking or job-placement.¹⁰
- Only 6% of students in special schools were in open employment six months after completing school.
- 58% of young people in special schools transitioned into day services and 9% transitioned into supported employment settings. It is important to note that, currently, less than 5% of people with disability transition to open employment from day services or supported employment settings.
- 26% of young people from special schools were enrolled in Certificate I-III training compared to 3% of young people without disability.¹¹ (There is little

employment value in Certificate I-III and VET students with disability are not progressing to higher qualifications that have proven employment benefits¹²).

In Victoria, the norm is that students transition from school to funded disability services such as day services or supported employment, with little focus on self-determination or career development. This pathway has led the majority of special school students to experience economic disadvantage. Indeed, 45% of Australians with disability are living in or near poverty.¹³

Low expectations and ineffective or non-existent career development for students with disability is a factor in this disadvantage.

The National Disability Strategy identifies the need for high quality programs designed to create smooth transition from education and employment¹⁴, as does the United Nations' *Convention on the Rights of Persons with Disabilities*. The Convention suggests: "that learners with disabilities receive the support to ensure the effective transition from learning at school to vocational and tertiary education, and finally to work."¹⁵

Without intervention, the social and economic gap will widen between young people with disability and those without disability.

[Investigating the extent to which career advice activities meet the needs of school leavers](#)

For many young people with disability, career advice is a variable and ad hoc process.¹⁶ Some young people with disability and their parents have described feeling like they 'have been dropped off a cliff' once the young person leaves school and reaches adulthood.¹⁷

Post-school pathways for students with disability are typically complex and constrained.¹⁸ ¹⁹ Students with a disability, and their parents, encounter a range of problems such that many give up hope of achieving meaningful and competitive employment in a post-school work environment.²⁰

Career development service provision for young people with disability is characterised as fragmented and underfunded and offering no guaranteed entitlement to services. An OECD review found that the structure of career development services in schools could vary considerably from place to place. It also expressed concern about the lack of accountability regarding the quality of career development programs in schools, and the fact that access to skilled career guidance expertise was very uneven.²¹ ²²

In Australia, 'making the initial transition from secondary schooling into further education and training or work can be particularly difficult and challenging for young people with disability who often have not had access to services and experiences designed to facilitate their career development'.²³

Adolescence is when a person develops their 'career identity'. Currently, many Victorian students with disability receive prolonged exposure to "horizon-limiting views and experiences which can see these beliefs become internalised and the person's capacity to recognise their potential diminished."²⁴

This, in effect, means that adolescents with disability are less likely to identify as ‘workers’ or ‘active citizens,’ which in turn creates pathways to non-vocational alternatives or sub-minimal wages with poor open employment prospects.²⁵

Students with disability are not a small proportion of the Victorian school population, numbering 161,870, a population larger than that of the City of Greater Geelong.²⁶ Yet many students with disability are missing out on career development opportunities that their peers without disability would partake in as a matter of course.

For instance, Inclusion Australia found 72% of people with intellectual disability they surveyed did not receive work experience.²⁷ Yet only 14% of students without disability missed out.²⁸ This is disturbing as longitudinal studies have found work experience during ‘teenage years is a strong predictor of employment success as an adult’.²⁹

Indeed, research has shown that young people with disability benefit from frequent and continuous exposure to real work environments throughout the secondary school years and “the most consistent predictors of post-school employment success has been community-based work experience while young people are still in high school, particularly paid jobs - where students are integrated into authentic work places alongside co-workers without disabilities”. Also that “young people with disability who exit school with a job are more likely to maintain a positive career trajectory than those who do not”.³⁰

NDS, through our Ticket to Work initiative, has found that participation in School-based Apprenticeships and Traineeships (SbATs) have been effective for students with disability. An independent evaluation showed that students who participated in supported SbATs were four times more likely to be in employment post-school than students that did not participate. Also, students who participate in SbATs are much more likely to complete their secondary education.³¹ We believe the Victorian Government should be proactive in ensuring that students receive access and support to participate in SbATs.

Participation in education and training is important as it is an indicator of employment success, yet young Australians with disability are much more likely to leave school early compared to young people without disability.³² A young person with disability is 10% more likely to be employed if they have completed secondary education and 20% more likely to be employed if they have completed a post-secondary qualification.³³ We must ensure students with disability are supported to complete their secondary education.

The poor labour-market statistics for people with a disability suggest a critical need for more work-based learning opportunities and career development for students with disability.

[Examining the challenges advisers face helping young Victorians transition from education to the workforce](#)

The ‘Guidelines for Facilitating the Career Development of Young People with Disability’ report indicates that an “individual’s beliefs and expectations for the future are heavily influenced by the attitudes of their immediate support network”.³⁴

Students' understanding of available training and employment pathways is influenced by the attitudes of those providing advice (often parents, peers, teachers etc.). These formal and informal advisors often have preconceived ideas about the options available to, and suitable for, young people with a disability.

In many schools, there is still a prevailing culture that these advisors 'know best' and therefore are best placed to determine post-school options for young people with disability. In maintaining this approach, the schools are contributing to young people missing out on moderating and engaging in self-determination when it comes to career development and workplace exploration.³⁵ Young people are not being given a choice in their own futures.

This is evident in Victorian special schools, which often have a staff member referred to as a 'transition coordinator', whereas a mainstream school will more likely have a 'careers coordinator'. The distinction is telling and implies that students with disability will transition from school to a non-vocational disability service, rather than embark on a career.

This is also supported by the fact that in 2011, only 5% of special schools for students with disability were members of the Career Education Association of Victoria (CEAV), while over 90% of mainstream schools were members.

This pervasive culture of low expectation in Australian schools for students with disability, particularly by secondary school advisors, has led to a lack of opportunities, particularly in relation to genuine sustainable employment; which has resulted in low workforce participation.³⁶

An Australian survey found only 7% of people with intellectual disability identified their school as encouraging them to take an employment pathway.³⁷

Young people with disability often need additional time and support (the length and nature of which will vary) in order to fully develop their self-awareness and create more effective career plans and strategies.³⁸ Unfortunately, the skills and resources to support school leavers with disability are not available in Victoria.

The CICA report found that along with the low expectations of career advisors, in Australia:

- Career development practitioners have limited understanding of the needs and opportunities that exist for young people with disability; and
- Disability service providers, including teachers in special schools had limited understanding of the characteristics of effective career development programs for young people.³⁹

In mainstream schools, career advisors often feel ill-equipped to deal with the career needs of students with disability and therefore:

- Leave career counselling to integration/inclusion staff with no career development background or role.

'When all the other students had their careers interview with the careers teacher, I had mine with my integration aide. They must have thought I

wanted a career as an integration aide'. (Student participating in Ticket to Work in Victoria)

- Or do not provide it.

'They (schools) don't see a future for people with disability.... The teachers organised a 'career pathways' session with everyone except her. They told her to ride the city tram instead'.⁴⁰

It is not just people with disability who face these challenges; their parents and carers often express similar difficulties in locating adequate information on post-school options.⁴¹ Indeed many parents are discouraged by the advisors from having high workplace expectations for their children. As one parent stated, after learning about Ticket to Work, 'this is the first time someone has talked about employment in the context of my child'. This is troublesome as 'high parent expectation' is a strong indicator in post school employment.⁴²

A recent and worrying trend with the roll out of the National Disability Insurance Scheme (NDIS) and the development of School Leaver Employment Supports (SLES), is that personnel in schools have decided that career development should happen post school for students with disability through SLES.

We need to change the culture of low expectations of school personnel, including career advisors, to increase aspirations and ensure students with disability get opportunities in career development. This must be addressed before career development and post school pathways can be planned or realised.⁴³

Considering strategies to improve the effectiveness of career advice activities for school leavers

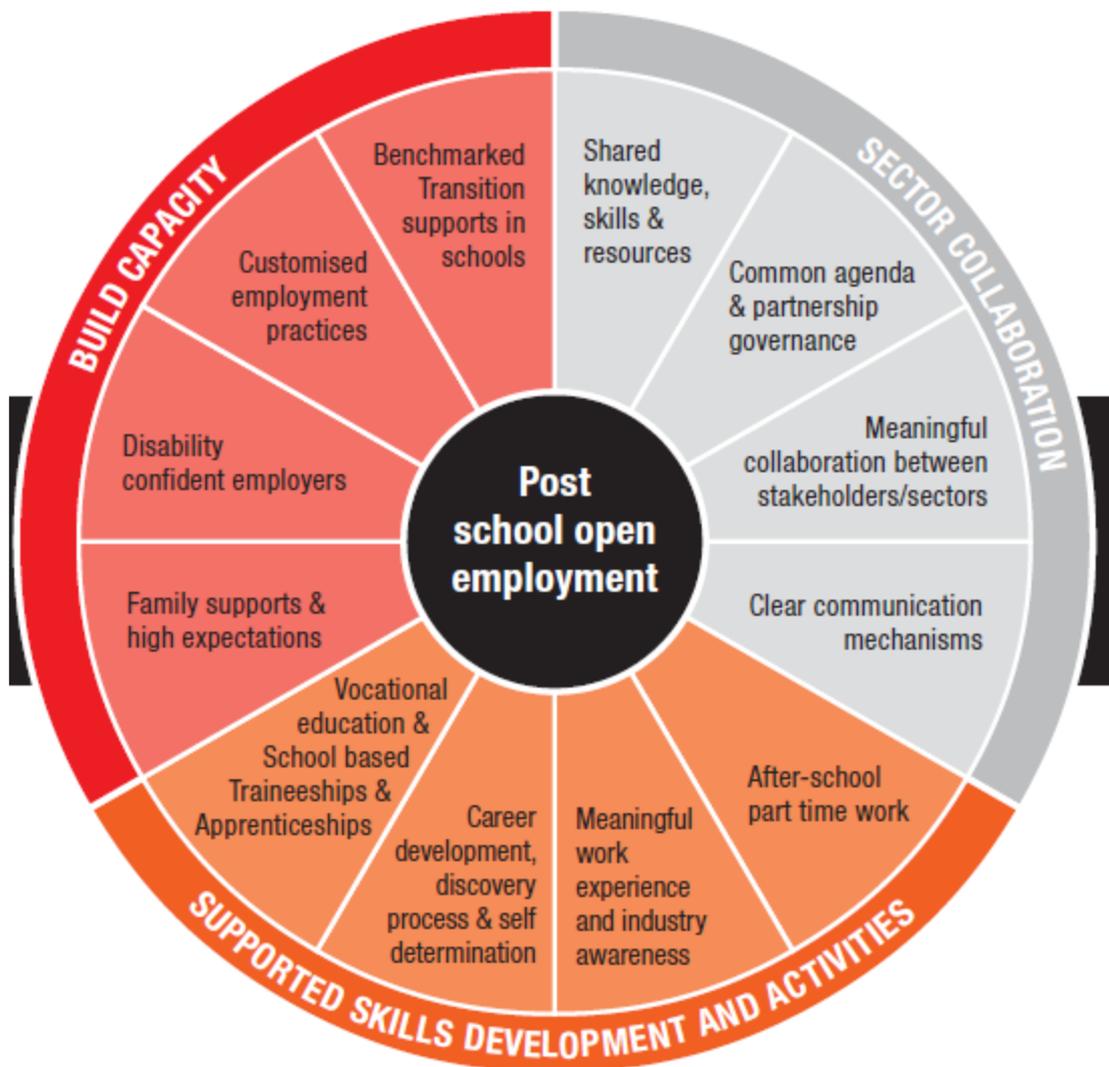
NDS suggests that effective, evidenced-based career development in schools should be introduced and that schools should take an 'employment first' approach; that is, employment is the first and preferred outcome of career development activities for students with disability regardless of their level of impairment.⁴⁴

NDS has synthesised the research on successful pathways to determine an approach to improving effective school-to-work transition. This approach has the following elements:

- Building the capacity of key stakeholders;
- Sector collaboration with mainstream supports; and
- Provide opportunities to improve employability, including career development.

This has informed our approach to Ticket to Work, a successful initiative to support students with disability to create open employment pathways. More information is available at tickettowork.org.au.

Under each of the three areas, we have four elements which improve school-to-work outcomes:



High-quality school transition services for students with disabilities typically demonstrate the following elements:

- High expectations and the assumption of employability for all young people with disability. ⁴⁵
- Locally-based cross-sectoral partnership networks and practices that reflect collaboration with schools, external partners, community agencies and organisations that might be involved in supporting students post-school. ⁴⁶
- Participation in paid and unpaid work experience during the last years of secondary school. Young people with disability who exit school with a job are more likely to maintain a positive career trajectory than those who do not. A strong relationship between the experience of work during secondary school and higher post-school employment for youth with disabilities is well documented. ⁴⁷
- Vocational and career development while at school for young people with disability provides students with authentic opportunities to acquire important work skills and values, inform their vocational decision-making and shape their career aspirations for the future. ⁴⁸

A joint initiative of the Victorian Department of Education and Early Childhood Development and Department of Human Services undertook a review of local, national and international research, and worked closely with Victorian schools to identify the features of successful career planning for young people with disabilities.⁴⁹

This review identified that for young people with disabilities, effective career planning is:

- proactive
- focused on the individual
- driven by young people and parents
- based on an objective student assessment
- related to life skills development
- inclusive of families and carers
- actively involving businesses, communities and government agencies.⁵⁰

The National Peak body for the Career Industry, CICA, developed guidelines for facilitating the career development of young people with disability. These include:

1. Be responsive to the unique aspirations and developmental needs of each young person
2. Encourage and equip young people to be self-managing and self-determining individuals
3. Assist clients to locate and arrange suitable work experience activities
4. Actively create, expand and engage the support networks of young people
5. Make career information available in a format that is easily accessible to young people with disability
6. Develop strong working relationships with other relevant agencies and services providers
7. Provide organisational support for the delivery of effective career development programs and services.⁵¹

Frequent exposure to real work environments throughout the secondary school years shapes a young person's image of themselves as a 'worker' and provides the skills, experience and confidence to successfully take an employment pathway.⁵² In fact, early exposure to employment and/or integrated work experiences during high school is the top predictor of employment as an adult.^{53 54 55 56 57}

NDS has long argued that to improve the social and economic participation of people with disability we need effective school-to-work policy and practice including career development. There is a significant evidence base, particularly overseas and through the Ticket to Work initiative in Australia, regarding which strategies improve the effectiveness of career advice to students with disability.

Exploring what other jurisdictions both in Australia and overseas have in place that could be implemented in Victoria

Overseas

Other countries have long focused on transition research, policy and practice for young adults with disability. In the United States, improving school transition to meaningful employment has been a long-standing emphasis of policy and legislative initiatives focused on transition-age youth and young adults with disability for over 25 years.⁵⁸

This focus has also included extensive longitudinal studies which aimed to identify predictors of post-school open employment success, most notably the National Longitudinal Transition Study.⁵⁹

Indeed in the USA, schools are required by legislation to provide appropriate career and transition support to students with disability (the *Individuals with Disabilities Education Act*) and Disability Vocational and Employment Services are required to partner with schools and supporting students with disability to build their employability skills (the *Workforce Innovation and Opportunity Act*).

They take an 'employment first' approach; that is, open employment is the first and preferred outcome of career development activities for students with disability regardless of their level of disability.⁶⁰

Internationally, many jurisdiction ensure schools are benchmarked using the international statistically-verified tool, *Kohler's Taxonomy of Transition Programming*. The taxonomy is a model for planning, organising, and evaluating transition education, services, and programs for students with disability.

Many countries are implementing policies and practices to ensure earlier, timely and more seamless access to career experiences and advice that guide students with disabilities to open employment, and that build their employability so they can be successful in the labour market. Under the 'the Individuals with Disabilities Education Act' in the United States by age 14, a student has a transition plan incorporated into their Individual Learning Plan (ILP) that specifies what services the student needs to make a successful transition from high school to work and community living, what career activities the student should undertake, and who will be providing the required services.

The importance of collaboration is key; an Evaluation of Disability Employment Policy in the United States found that bringing services across institutional and funding sources together significantly improved school transition and employment outcomes for young people with disability.⁶¹

In contrast, in Victoria, programs have been 'siloed' either in schools or adult disability services. In general terms, this has created a dichotomous model. In part, this division of services reflects traditional funding arrangements by governments.⁶² As disability exists on a continuum, however, there needs to be a continuum of services. Post-

school services need to connect with individuals while at school and training of pre-employment skills needs to be initiated before a student leaves school.⁶³

The transition from school to adulthood is identified as a time of particular vulnerability. Intervention should be directed at preventive, collaborative approaches which address the multiple causes of exclusion.⁶⁴ Work needs to be done on the connections between the NDIS, employment and the Education and Training sectors (both state and federal) to improve school to work transition

In Australia

NDS has been trialling effective school to work transition initiatives through [Ticket to Work](#) and the [WA Transition to Employment pilot](#). In addition, NDS and its research arm the Centre for Applied Disability Research (CADR) have published a number of papers examining school-to-work transition for students with disability (see listed below):

The Ticket to Work Initiative

Ticket to Work supports young people with disability to transition from school to open employment. It incorporates Kohler's key principles of best practice transition, including student-focused planning, student development, family involvement, program structure and interagency collaboration.

It is an evidence-based initiative that leverages the power of cross-sectoral partnerships to improve employment outcomes for young people with disability. It builds the capacity of mainstream services and systems to address the needs of young people with disability through a collective impact framework.

The Ticket to Work model is based on extensive research into what works. Specifically, Ticket to Work:

- brings together disability-specific and mainstream representatives from a variety of sectors to work strategically and collaboratively
- supports young people to gain access to early experiences that positively influence their views of themselves as workers
- prepares young people with disability for the workplace and gives them an employment pathway that is typical of other young adults
- increases opportunities for meaningful work experience and learning prior to exiting school.

Ticket to Work networks have created over 1,000 jobs for students with significant disability; the majority being School-based Traineeships and Apprenticeships (SbAT).

The majority of Ticket to Work participants have an intellectual disability and attend a special disability school. In 2016, an independent Ticket to Work pilot study of long-term outcomes (post-school) found that Ticket to Work participants:

- have higher levels of social participation, quality of life and well-being than the comparison group
- 1 to 3 years after finishing school, 86% were in open employment
- are four times more likely to be in work than other young people with disability

- are almost twice as likely to have completed Year 12 than students that did not participate.

Although the sample was small, the results were encouraging and demonstrated that Ticket to Work would benefit from further investment.

Jobs Victoria has funded Ticket to Work to support students with disability to participate in an after-school job. We want to investigate whether holding a paid job while still in high school is strongly correlated with post-school employment success.

Ticket to Work has shown that a collaborative early intervention approach can create sustainable employment opportunities for young people with significant disability. These learnings need to be incorporated within Victorian Education systems.

[Western Australia Transition to Employment pilot](#)

The Western Australia Department of Education is working with the NDIA to ensure that every young person with disability gets career development and an employment-first approach. The outcomes from the Transition to Employment pilot, also supported by NDS, are being examined, but initial anecdotal feedback has been positive. This model places a strong emphasis on customising employment for participants through a heavily individualised focus, including developing a “Discovery Record” that showcases competencies and interests and utilises circles of support.

[Section 2: The need for career advisors to be cognisant of the disability workforce as a workforce currently experiencing huge growth, and the opportunities that are available for all students to work in this field.](#)

One in five new jobs created in Australia over the three years in transition to full scheme NDIS will need to be in the disability sector⁶⁵. Many career advisors are not yet aware of this substantial opportunity for their students.

In order to support the demand created by the NDIS, it is estimated that the Victorian disability workforce will need to grow from 19,550-23,900 to 34,400-42,000 full-time equivalent workers in 2019⁶⁶. It is worth noting that, as this is full-time equivalent, and given the high percentage of part-time and casual workers in the sector, the actual number of workers will be significantly higher. A recently released Productivity Commission report on NDIS prices found that ‘the disability care workforce will not be sufficient to deliver the supports expected to be allocated by the National Disability Insurance Agency by 2020.’⁶⁷

As the disability sector is undergoing huge and rapid growth, career advisors need to be cognisant of this and aware that the disability workforce includes a wide range of roles and career paths, as well as multiple entry points, including for low-skilled and part-time and casual workers (a diagram which illustrates this point has been attached). Alongside disability support work, there will be many opportunities available in areas such as marketing, accounting, management, administration and community development, as well as a broad range of therapeutic professions.

From NDS's experience, a large number of career advisors are not aware of the disability sector as a career. NDS has developed several initiatives which aim to provide material and forums in which to consider work in disability and gather information and support. Resources available on the [carecareers website](#) include information on the range of roles available in the sector, a disability induction e-module, a jobs board and advice on career development. These are freely accessible and available for career advisors to use, including a section specific to students and school leavers. An overview of *carecareers* and another related NDS initiative, [projectABLE](#), is included in the section below.

NDS's best-practice model

NDS has developed and delivered a range of initiatives designed to provide information about the disability sector to those outside the sector with the view to encouraging them to consider work in disability.

carecareers is a unique initiative developed by NDS and launched in 2010. It is designed to help foster a sustainable workforce and combines attraction campaigns, a free career advice service, online job board and tailored programs for different target groups, one of which is students via *projectABLE*. Over 25,000 Australians have entered the sector having found a first job on the *carecareers* job board.

projectABLE offers interactive workshops, led by people with disability, designed specifically for Year 10, 11 and 12 students, to inspire them to consider a career in the disability sector. NDS Victoria has recently received short-term funding from the Department of Education to roll out *projectABLE* in Victorian schools, however, given the growth required in the workforce over the coming years, a longer-term approach is needed.

projectABLE's high-energy and interactive workshops are led by people with disability and delivered within schools free of charge. In the half-day workshops, the presenters talk openly and honestly about their disability, enabling students to learn about life with a disability and the importance of social inclusion. In addition, the workshops canvas a range of career and educational opportunities in the disability and community care sector. To date, over 7,500 students have been through the program, 80% of whom have since been moved to think about a career in disability. *projectABLE* would be willing and able to attend sessions for career advisors to inform them about the disability sector and the variety of options available to students. A summary information sheet on *carecareers* and *projectABLE* is attached.

Some *projectABLE* testimonies include:

'I enjoyed being able to ask the team about different careers in this sector and learning from their experience, as well as seeing videos about successful people with disabilities and the different programs and jobs they can do. *projectABLE* made me realise and confirm what I want to do in the future.'

– *projectABLE* participant

'I loved getting to learn new things and reshape my understanding of disabilities and jobs relating to them in a supportive environment.'

– *projectABLE* participant

'What a pleasure it was to welcome the *projectABLE* team to our school!

It would be true to say that prior to the session our students were quite anxious about participating. However, the facilitators and the structure of the program ensured the students' fears, doubts and questions were acknowledged and answered in a non-judgemental and honest manner right from the start. The small group discussions were a highlight. They allowed the students to learn about a range of disabilities from team members who were open and frank about their lives.'

– *projectABLE* Host Teacher

Recommendations

That the Inquiry:

- 1. Fund Ticket to Work networks across Victoria to ensure improve outcomes in career development and post school pathways for students with disability.**
- 2. Work with the National Disability Insurance Agency (NDIA) to ensure that every young person with disability gets career development and an employment-first approach similar to the 'Transition to Employment pilot' between the Western Australia Department of Education and the NDIA.**
- 3. Encourage Victorian careers advisors to familiarise themselves with the broad range of opportunities offered by the growing disability sector, with use of the NDS *carecareers* resources, and then encourage their students to consider these opportunities.**

Conclusion

NDS encourages the Inquiry to recognise the significant improvements which can be made in supporting students with disability to find and maintain employment, and highlights the need for career advisors to be cognisant of the disability workforce as an area of substantial opportunity for students, especially given the significant growth it is currently undergoing.

NDS is keen to work with the Victorian Government and others to ensure that we are effective in supporting young people with disability career development and to help to build a robust disability workforce.

National Disability Services is the peak industry body for non-government disability services. It represents service providers across Australia in their work to deliver high-quality supports and life opportunities for people with disability. Its Australia-wide membership includes over 1100 non-government organisations which support people with all forms of disability. Its members collectively provide the full range of disability services—from accommodation support, respite and therapy to community access and employment. NDS provides information and networking opportunities to its members and policy advice to state, territory and Federal governments.

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Attachments

- Disability Sector Career Pathway Map (*carecareers*)
- *carecareers* & *projectABLE: Growing the disability care workforce* fact sheet

Section 1: Related research

NDS and its research arm the Centre for Applied Disability Research (CADR) have been involved in the following papers examining school-to-work transition for students with disability:

- Centre for Applied Disability Research (2017) Research to Action: The journey to employment for young people with disability National Disability Services NSW. (not published due end 2017)
- National Disability Services (NDS ACT) (2017) Policy Paper: Enhancing employment opportunities for young people with significant disability.

[http://www.tickettowork.org.au/wp-content/uploads/2017/08/Ticket to work policy summary.pdf](http://www.tickettowork.org.au/wp-content/uploads/2017/08/Ticket_to_work_policy_summary.pdf)

- National Disability Services (NDS ACT) (2017) Inquiry into school to work transition: Submission to the Standing Committee on Employment Education and Training Submission 22
[www.aph.gov.au/Parliamentary Business/Committees/House/Employment Education and Training/School to WorkTransition/Submissions](http://www.aph.gov.au/Parliamentary_Business/Committees/House/Employment_Education_and_Training/School_to_WorkTransition/Submissions)
- ARTD Consultants (2016). Ticket to work pilot outcomes study. National Disability Services, NSW <http://www.tickettowork.org.au/research/study-shows-long-term-benefits-supporting-young-australians-disability-prepare-work/>
- ARTD Consultants (2017). Ticket to Work Network Analysis. National Disability Services, NSW
- Ticket to Work and NDS (2016) School to work transition and the National Disability Insurance Scheme (NDIS): The NDIS and the interface with other service systems in school to work transition. Parkville <http://www.tickettowork.org.au/school-work-transition-national-disability-insurance-scheme-ndis/>
- Miles Morgan (2015) Rapid review of literature on pathway to employment for young people with disability. Centre for Applied Disability Research, National disability Services (NDS)

Wakeford, M, Waugh, F (2014), Transitions to employment of Australian young people with disability and the Ticket to Work initiative, Ticket to Work [Melbourne], www.tickettowork.org.au/research/transitions-employmentaustralian-young-people-disability-ticket-work-initiative/.

¹ Emerson E. & Llewellyn G. (2014) *Left Behind: 2014. Monitoring the Social Inclusion of Young Australians with Disabilities*. Technical Report 1, 2014. Centre for Disability Research and Policy, University of Sydney, Sydney.

² Siperstein, G, Parker, R & Drascher, M (2013), 'National snapshot of adults with intellectual disabilities in the labor force', *Journal of Vocational Rehabilitation*, vol.39, no.3, pp.1-27

³ Victorian Equal Opportunity and Human Rights Commission (2012) Held back: the experience of students with disabilities in Victorian schools Melbourne

⁴ 2015 [Collection of Data for School Students with Disability \(NCCD\)](#)

⁵ Victorian Equal Opportunity and Human Rights Commission (2012) Held back: the experience of students with disabilities in Victorian schools Melbourne

⁶ Australian Bureau of Statistics (2011). 4446.0 Disability, Australia, 2009.

⁷ www.probonoaustralia.com.au/news/2014/08/disability-payment-bill-report-divided#sthash.uifrQD4O.dpuf

⁸ Deloitte Access Economics (2011) The economic benefits of increasing employment for people with disability, Australian Network on Disability

⁹ The Asquith Group (2009), '*Pathway planning for young people with a disability*', Disability Services Division Victorian Department of Human Services

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- ¹⁰ Victorian Government (2015) On Track Survey 2015, The destinations of school leavers in Victoria Statewide Report. Melbourne Australia
- ¹¹ Victorian Government (2015) On Track Survey 2015, The destinations of school leavers in Victoria Statewide Report. Melbourne Australia
- ¹² Wakeford, M (2016) *Does training enhance the employment prospects of people with disability?* National Disability Services Employment Matters September 2016
- ¹³ PwC, 2011. Disability expectations: Investing in a better life, a stronger Australia. PwC, Australia. Available world wide web
- ¹⁴ Department of Social Services (DSS) (2016) National Disability Strategy Secondary implementation plan Driving Action 2015 – 2018 Australia
- ¹⁵ UN Committee on the Rights of Persons with Disabilities, General Comment No. 4 (2016) Article 24: Right to inclusive education, 2 September 2016, CRPD/C/GC/4,
- ¹⁶ Children with Disability Australia, (2015)
- ¹⁷ (Stewart et al.2001, Stewart D et al 2010, SELLEN 2014, Children with Disability Australia, 2015).
- ¹⁸ Kohler, P. and Field, S. (2003).
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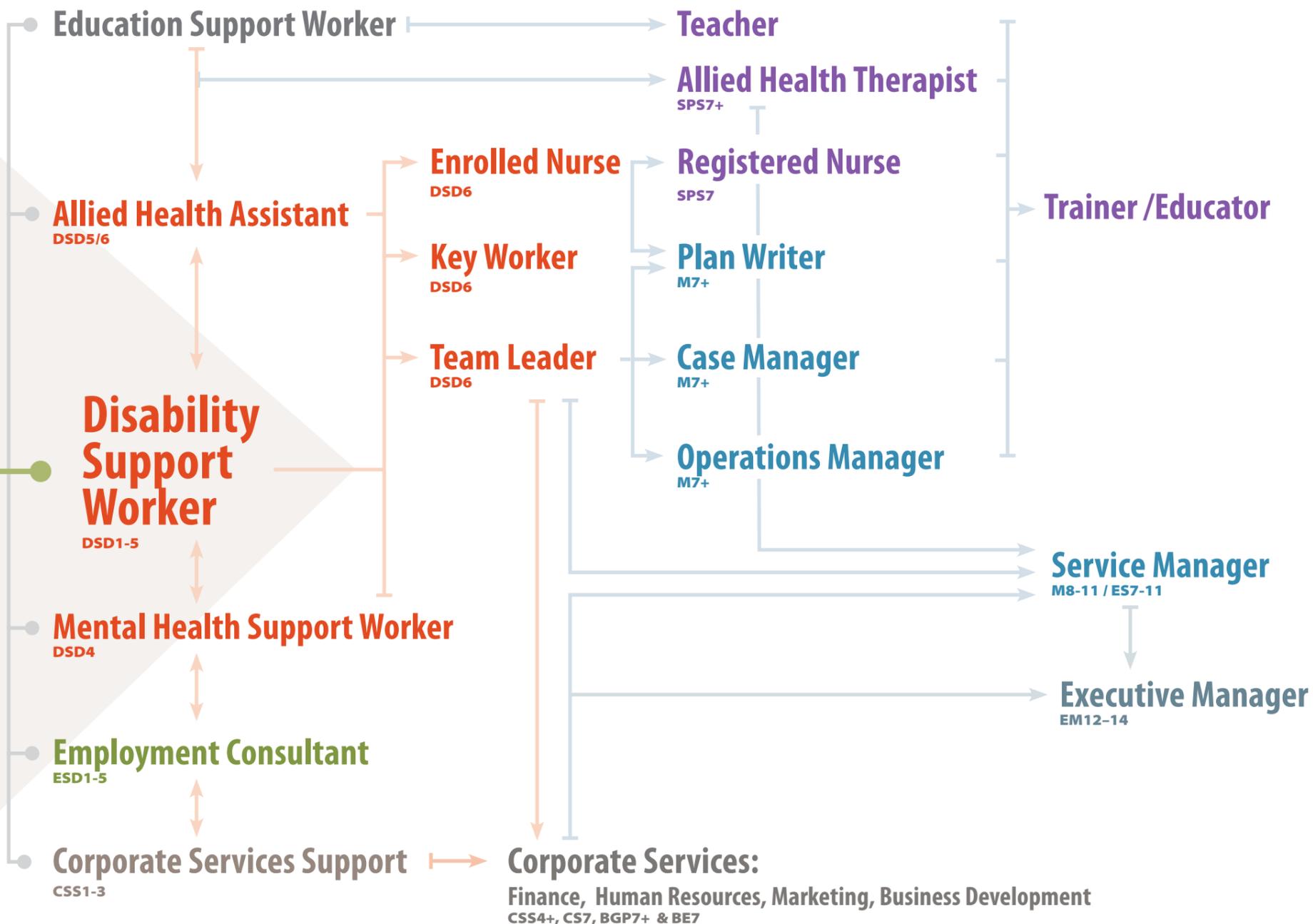
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Disability Sector Career Pathway Map

your background

- Cert IV Allied Health Assistant
- Cert IV Employment Service
- Certificate III in Outdoor Recreation
- Cert III Individual Support
- Cert IV Mental Health
- Cert IV Peer Support
- Cert III Business
- Traineeship
- Aged Care
- Volunteering
- Work Placement
- Education Support
- Community Services
- Alcohol & Other Drugs
- Home & Community Care
- ... plus many other backgrounds



Entry Level
Vocational & Educational

Diploma or Degree Qualification
optionally enhanced by disability awareness

Degree Qualification
optionally in Speech Therapy, Occupational Therapy,
Developmental Educator, Behaviour Specialist

Excellent opportunities for advancement though study

info@carecareers.com.au 1300 637 637



carecareers & projectABLE

Growing the disability
care workforce



Growing the disability care workforce

“A significant challenge is growing the disability care workforce required to deliver the scheme – it is estimated that 1 in 5 new jobs created in Australia over the next few years will need to be in the disability care sector. Present policy settings are unlikely to see enough providers and workers as the scheme rolls out...” National Disability Insurance Scheme (NDIS) Costs – Productivity Commission Position paper June 2017

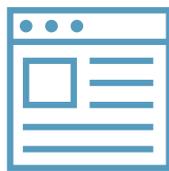
carecareers

- Unique initiative designed to help foster a sustainable workforce for the disability sector.
- Combines award-winning attraction campaigns, a free career advice service, online job board and tailored programs for different target groups, including projectABLE student workshops - see below.
- Developed by National Disability Services (NDS)
- Launched in January 2010 with funding from NSW Government
- Currently funded under Australian Government Sector Development Fund until 30 November 2017

Results to date:



11 million
visits to
carecareers.com.au



Over **78,000**
job ads posted by
1090 employers



265,000
job applications
received



Over **25,000**
people have entered
the sector having
found a first job
on the carecareers
job board. Many
thousands more
inspired to make
the career change.

carecareers is a major contributor to the growth of the disability workforce over the past 7 years.

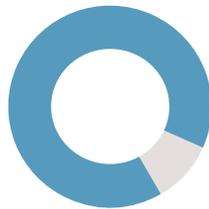
project **ABLE**

- High energy, interactive workshop program designed to inspire Year 10, 11 & 12 students to consider a career in the disability sector.
- Led by people with disability.
- Outstanding feedback and acknowledged social impact.
- Developed by National Disability Services (NDS)
- Currently funded under Australian Government Sector Development Fund until 30 November 2017.

Results to date:



Over **6,000**
Year 10, 11 & 12
students through
the program.



90%
would recommend
a projectABLE
workshop to their
peers.



80%
feel inspired to
think about a
career in disability
after completing a
workshop.

meeting liz & peter and learning about their experiences. Also looking at the career paths as this is what i would like to do in the future.

My pledge is to at one stage of my life get into a career and make a difference to someone's life.

Learning more about disabilities and seeing the range of careers available

The highlights for me were learning in small groups and being able to talk to the presenters one on one. I also liked learning about careers.

**WHAT THE
STUDENTS
HAVE TO
SAY**

A few of the students who have entered the sector as a result of projectABLE:



Siobhan – attended a projectABLE workshop last year. After work experience was organised through the disability organisation at the workshop, she has commenced Cert III in Disability as part of her Year 12 studies. She is excited about coming to work in the sector next year.



Rosa – has a passion for cooking. After attending a projectABLE workshop as part of her community sector taster program, she has been working as a volunteer in the catering arm of a local disability organisation and loves it! She says she cannot believe how lucky she is to have job ready for her when she completes her Certificate III in Patisserie at the end of the year.



Sarah – is currently studying Cert IV in Disability at TAFE after finishing Year 12 last year. As part of the TAFE selection interview she was asked why she wanted to work in the Disability Sector and she told the panel about this ‘amazing’ workshop called projectABLE that came to her school. She said that after speaking with the presenters and learning about the job opportunities she knew it was what she wanted to do.



George – says he was not sure what he wanted to do after finishing VCE last year. He says that something ‘stuck in his mind’ about working in the disability sector after attending a projectABLE workshop at school, so he contacted a local disability recreation service about some work and loves it! George is off to University next year but will continue to work on weekends and plans to return to the sector full time when he has completed his Sports Science degree.



Belinda – is currently working as a disability support worker and has exciting plans to become a NDIS provider. She says a projectABLE workshop in Year 11 helped her decide what she wanted to do when she left school. Millie now attends projectABLE workshops as a support worker for one of our presenters, and she hopes to have her NDIS provider plan around theatre skills in action by 2018.

Emails from Organisations



We just wanted to let you know that we are very happy to have employed one student and have the possibility of employing another, so many thanks!!

Megan Robinson Office Manager, My Supports - Midland WA 6056



Hi Dianne,

Good to see you yesterday and a great session. As a direct outcome one of our students has applied for a job with Uniting Care this afternoon. So interesting and successful!

Giovanna Sanders Teacher/LVT Learning Solutions Nth QLD TAFE



I have had eleven volunteer applications through meeting students during Project Able presentations. I have had an additional two student contact me to find out how they can apply for employment with Cara. Mt Carmel student Princess Watson attended our July Camp at Warradale and was a star! Princess a little nervous when she arrived but she quickly settled into the routine of camp and was able to really enjoy the experience.

Tammy McGowan Cara Volunteer Coordinator



What people say about projectABLE



What a pleasure it was to welcome the ProjectABLE team to our school!

It would be true to say that prior to the session our students were quite anxious about participating. However, the facilitators and the structure of the program ensured the students' fears, doubts and questions were acknowledged and answered in a non-judgemental and honest manner right from the start. The small group discussions were a highlight. They allowed the students to learn about a range of disabilities from team members who were open and frank about their lives.

The activities that were incorporated throughout the session were engaging and ensured the active participation of all. The students were also made aware of the diversity of employment options that could be found in the disability sector and encouraged to look towards this field in the future. The follow-up resources, including a certificate of participation and link to the Disability Induction Course were greatly appreciated. Project ABLE was informative, challenging and empowering. I highly recommend this program.'

Cheryl Linford Bellarine Secondary College



I just wanted to say a HUGE thankyou to you and your team for yet another excellent presentation last week. I can't tell you enough how valuable these workshops are, and how important it is that students see people with lived experience running these.

Please pass on our thanks to your amazing team. Each of the presenters brings something unique and insightful to the experience, and it always leads to great discussion afterwards.

Sincerely

Scott Eversham Advanced Skills Teacher/First Aid Officer, Health, Aged Care & Disability Services (South) | TasTAFE