

AUSTRALIAN NATIONAL TRAINING AUTHORITY

Bridging

NATIONAL STRATEGY

Pathways

from
2000
until
2005

The National Strategy for increasing opportunities
for **people with a disability** in vocational education
and training

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Working Group: Paula Arro (ANTA Disability Forum) & Katy O'Callaghan (ANTA)

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Bridging Pathways: The National Strategy

The goals of Bridging Pathways will be achieved when leaders of the vocational education and training and disability sectors and people with a disability, training providers, industry and government:

Understand...

the magnitude of the current inequity facing people with a disability in vocational education and training

Invest...

in a vocational education and training system that is accountable to people with a disability; and

Coordinate...

programs and services by promoting partnerships and collaborating to increase access, participation and economic and social outcomes for people with a disability

Executive Summary

Bridging Pathways: the national strategy for increasing opportunities for people with a disability in vocational education and training has been developed with the support of state/territory training authorities; the ANTA Board; the Disability Forum and participants in the consultation process.

Our vision is:

to create a vocational education and training system that leads world's best practice in achieving equitable outcomes for people with a disability.

Our vision will be achieved by building on partnerships involving people with a disability, training providers, industry, policy makers and planners.

Over 3 million people in Australia today have a disability. While 80% of the general population are participating in the workforce only 53% of people with a disability do.¹ This means that more than half a million people with a disability are not participating in the labour market*.

The positive relationship between access to vocational education, training and employment are well known. If people with a disability are not accessing vocational education and training then they are less likely to become employed.

The proportion of the Australian population with a disability aged between 15 and 64 who currently participate in vocational education and training is estimated at less than 2.5%, yet the proportion of all Australians aged between 15 and 64 who currently participate in VET was 11% in 1998 and is estimated to rise to 12% by 2005.²

The proportion of the Australian population aged between 15 and 64 who have a disability is currently 16.7%³ yet the proportion of the VET population (aged 15-64) who have a disability is currently 3.6%⁴. Again this demonstrates the shortfall in the participation rate of people with a disability in vocational education and training.

It is estimated that the shortfall in the participation rate of people with a disability in VET was nearly 178,500 people in year 1998 and without changes to the system will reach more than 215,000 people by year 2005.⁵

* Data available from the Australian Bureau of Statistics provides workforce participation rates for people with a disability living in households. There are approximately 22,000 people with a disability living in cared accommodation. Details of workforce participation for this group are unknown.

Leaders need to act now to address the systemic inequities faced by people with a disability in the vocational education and training system.

Best practice examples throughout Australia demonstrate that when leaders understand the issues, invest in the solution and coordinate collaborative approaches to improve opportunities for people with a disability, all Australians benefit.

The goals and areas for action have been identified through extensive quantitative and qualitative research.

Opening the door

1. improve pathways to vocational education and training
2. provide accessible information

Improving the learning experience

3. provide client focused training
4. equip the vocational education and training sector with skills in providing inclusive training

Achieving employment and life-long learning outcomes

5. develop links with employers and employment assistance services
6. support effort to undertake further education and life-long-learning

Creating an accountable system

7. ensure compliance with legislation and regulative frameworks
8. implement inclusive resource allocation practices
9. promote collaboration through partnerships

Our Vision

to create a vocational education and training system that leads world's best practice in achieving equitable outcomes for people with a disability.

This vision will be achieved when:

People with a disability can choose their preferred training options, know they can participate and succeed in their individual vocational goals and have clear avenues for informing the system about meeting their needs, individually and collectively;

Employers actively make an investment in employing people with a disability and know they can access resources to accommodate the workplace & training needs of their employees;

Training providers can access resources to support people with a disability in training, know how to include and support people with a disability in training and are willing to do so;

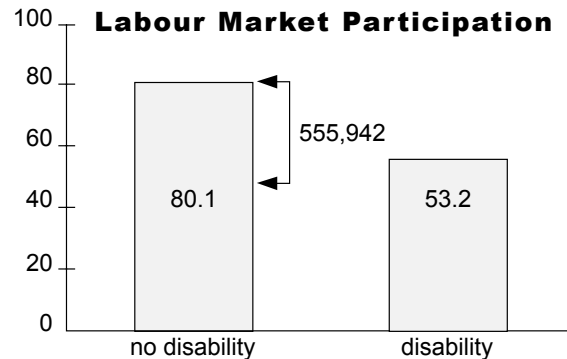
Planners and policy makers access expert advice on disability issues treat disability as a high priority and incorporate disability specific actions in all stages of policy, planning and reporting.

The Current Context

We are more than 3 million Australians.

Half a million of us could be, but are not actively involved in the economic and social life of Australia.

We believe that training can open doors...



A lost opportunity to Australia

While 1.433 million Australian's have a disability who are of working age⁶, there should be 30% more of us participating in the labour market⁷.

It has been estimated that the Australian community is contributing to an annual recurrent cost of \$18.8 billion dollars per annum by not addressing the vocational training needs of people with a disability*. Failure to address this issue nationally is keeping productive people out of the workforce. Research shows that people with vocational education and training qualifications are more likely to be employed than those who have no post school qualifications. People with a disability however, are not reflected in participation rates compared to their presence in the community.

This strategy provides a way forward to increase opportunities for people with a disability in vocational education and training and to create new economic and social contributions to the Australian community.

* These figures are estimates based on data available at the time of writing on the cost to Australia of disability support pension payments and related payments and employee return on investment. More detailed economic modelling needs to be undertaken to better quantify the cost to Australia of people with a disability not participating in the labour market

A problem that can be solved

International and Australian research shows repeatedly that people with a disability are just as productive, safe and reliable as able workers⁸.

People with a disability are participating successfully in all levels of occupations and industries and generating value to the Australian economy. Australia's leaders need to encourage a commitment to action on the basis that improving opportunities for people with a disability is economically and socially advantageous for the country.

Commonwealth and State/Territory anti-discrimination legislation and national policy decisions underpin the development of *Bridging Pathways*. In particular:

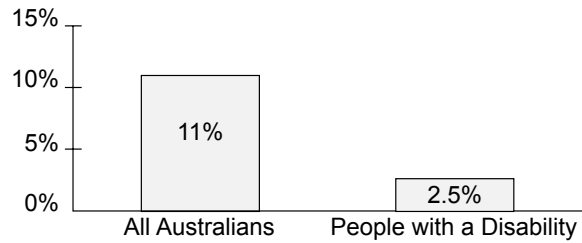
- *Commonwealth Disability Discrimination Act 1992* which makes discrimination against people with a disability by any organisation or individual unlawful and
- *Australia's National Strategy for Vocational Education and Training 1998-2003*, which makes achieving equitable outcomes in vocational education and training one of the five core areas of business of vocational education and training.

The problem in vocational education and training

1 in 10 Australians participate in vocational education and training, yet people with a disability account for only:

1 in 40 people participating in vocational education and training

Participation in VET

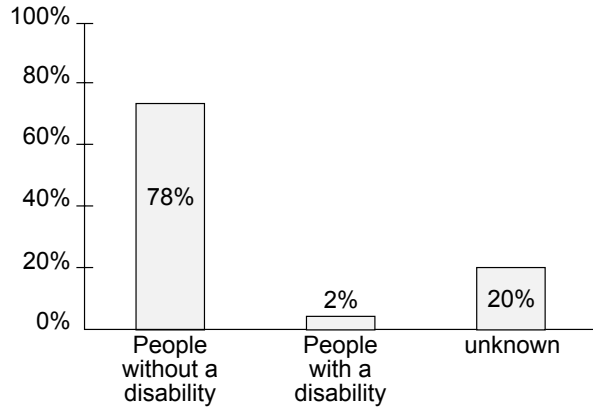


Source: NCVER (1999) Australian VET Statistics 1998

1 in 6 VET students are undertaking a New Apprenticeship, yet people with a disability account for only:

1 in 50 people undertaking a New Apprenticeship

Participation in New Apprenticeships



Source: NCVER (1999) Australian VET Statistics 1998

To achieve equitable outcomes for people with a disability there needs to be an extra 178,534 people with a disability participating in vocational education and training. *Bridging Pathways* provides a framework for addressing this priority.

Overview

Bridging Pathways: the national strategy for increasing opportunities for people with a disability in vocational education and training has four goals.

Goal 1: Opening the door

To increase *access* to vocational education and training for people with a disability

Goal 2: Improving the learning experience

To improve successful participation and attainment in all fields of study and levels of vocational education and training

Goal 3: Achieving employment and lifelong learning outcomes

To achieve outcomes in *employment* and *lifelong learning* to allow people with a disability to make a greater contribution to the economic and social life of the community

Goal 4: Creating an accountable system

To create an *accountable* system that provides equitable outcomes for people with a disability

Goal 1: Opening the door

We will be successful when

- Enrolment rates for people with a disability are the same as for all Australians
- People with a disability experience equitable access to vocational education and training, through multiple pathways

Where we are now

People with a disability are one of the most under-represented groups in vocational education and training today.

Of the total population of vocational education and training participants, only 3.6% reported as having a disability although 16.7% of working age Australians have a disability⁹. To achieve equitable representation it is estimated that the vocational education and training system needs to accommodate 178,534 extra people with a disability¹⁰.

People with a disability more often enrol in preparatory, basic education and basic employment skills programs than do other students¹¹. They also tend to be over represented in programs that have lower labour-market demand and exist in declining industry areas¹². These patterns of participation have negative consequences for later employment outcomes. In short, people with a disability are much less likely to participate in programs leading to higher level qualifications.

There are several reasons for the clustering in lower levels.

In 1998 almost 20% of VET students with a disability left school before they turned 1513. Vocational education and training in schools is one important development that can encourage individuals who might otherwise leave school early, to take up further training options. Those who do leave school early need alternative transitional pathways to access vocational education and training.

Access covers much more than ability to use public transport and physical access to buildings. Access also means having transition programs to training and having appropriate information about programs. Given these circumstances, issues of access to vocational education and training are especially crucial for people with a disability.

Recent changes to vocational education and training allow a range of new and more responsive options that have the potential to benefit people with a disability. Yet the complexity of the vocational education and training sector and the diverse range of sources of assistance available means that many people are unaware of the opportunities. All people need accessible information about vocational education and training programs and the supports that can facilitate access to programs. For people with a disability, particular care needs to be taken to ensure that information is available in appropriate formats, styles and is distributed to reach the targeted clients.

Despite recent improvements to the supply of vocational education and training, training uptake will not increase unless individuals can easily access and understand the system.

To succeed we need to

1. Improve pathways to vocational education and training

- Develop links between schools, pre-vocational initiatives and disability employment assistance services to improve access, support and placement to appropriate training and workplace opportunities.
- Promote and skill training providers on recognition of prior learning (and recognition of current competencies), and reasonable adjustment options.
- Provide improved career guidance arrangements that allow people with a disability to make informed choices.

2. Provide accessible information

- Equip RTOs and QETOs with the advice and strategies to ensure they provide information that is accessible for people with a disability.
- Develop and disseminate information about vocational education and training options in accessible formats.
- Identify and promote existing subsidies, incentives and services.

Goal 2: Improving the learning experience

We will be successful when

- Pass and completion rates in vocational education and training for people with a disability are the same as for all students.
- Support for people with a disability is provided in a way that respects the dignity of each student.
- Satisfaction with the training experience is the same for people with a disability as is for all students.

Where we are now

People with a disability are not recording the same progress or satisfaction with their vocational education and training as other students.

In general, people with a disability appear to take longer to complete vocational education and training modules and have a somewhat higher attrition rate than do other students. For example, 13% of enrolments by people with a disability result in withdrawal. This group also records lower pass rates, 74.1% of people with a disability pass their modules compared to 80% of students without a disability¹⁴. These statistics indicate that the learning experience needs improvement.

We are moving in the direction of a more client-focussed system where the onus will be more on the provider to build strong relationships with clients and potential clients. The requirements of the individual need to be better recognised and accommodated to enable successful participation and completion. The services provided will need to vary according to individual need.

People with a disability are represented in all sectors of the Australian community. It is necessary to consider the training needs of individuals from a wide range of groups, when designing appropriate training for people with a disability. This is particularly critical for those people who may fit into more than one equity group eg a person with a disability from a non-English speaking background. Training services should be highly flexible and responsive in terms of location, timing and mode of delivery.

For the vocational education and training system to be truly client centred, it needs to ensure those policy reforms such as user choice and flexible delivery are inclusive of people with a disability. The design of flexible and inclusive competency standards and the availability of appropriate assessment processes are two key factors in overcoming some of the barriers faced by people with a disability.

People who develop and deliver Training Packages need access to detailed advice concerning disability issues and workable solutions so that units of competency are inclusive and can be customised when required.

The ability of training providers and workplace assessors to apply reasonable adjustment when carrying out assessment is critical to the overall quality and outcomes of the training for people with a disability.

Sound advice needs to be available on how assessors and trainers can make reasonable adjustment in assessing competency in the endorsed and non-endorsed components of Training Packages.

The ability of teachers and staff to relate to clients is central to the learning experience. Until teachers and staff understand the potential of people with a disability to succeed and offer flexible and responsive services, people with a disability will continue to underachieve in vocational education and training.

To succeed we need to

1. Provide client focused training

- Continually improve the flexibility and responsiveness of vocational education and training products and services available to people with a disability.
- Incorporate disability considerations into the delivery of training to clients in rural/remote areas, those with cultural needs, women and students of all ages.

2. Equip the vocational education and training sector with skills in providing inclusive training

- Equip training delivery staff and assessors with skills that assist the inclusion of people with a disability.
- Build competencies on inclusive workforce practices into relevant training programs, including the Assessors and Workplace Trainers National Training Package.
- Ensure appropriately skilled specialist learning support staff (e.g., disability liaison officers, note takers, interpreters, tutors etc.) are available and resourced to provide support, particularly in rural/remote areas.
- Include explicit equal employment opportunity and equity outcomes in all Training Packages.

Goal 3: Achieving employment and lifelong learning outcomes

We will be successful when

- The individual goals of people with a disability are met through vocational education and training.
- People with a disability experience the same employment opportunities and outcomes as a result from participation in VET as other people.
- People with a disability go on to enrol in higher level courses at the same rate as all students.

Where we are now

People with marketable skills and qualifications earn higher wages and face less risk of long term unemployment than people who have no post school qualifications. Yet people with a disability who successfully gain qualifications are not reaping the same benefits as other graduates.

Less than 50% of graduates with a disability find employment upon completing their course, compared to 74% of all graduates¹⁵.

New Apprenticeships (formerly traditional apprenticeships and traineeships) enhance employment outcomes through flexible work-based training. However, people with a disability are not participating in these programs as readily as other Australians. In fact, people with a disability comprise only 2% of people undertaking New Apprenticeships¹⁶. In partnership with small business, Group Training Companies are ideally placed to facilitate the expansion of New Apprenticeships to offer entry-level career opportunities for people with a disability.

Poor employment outcomes have also been attributed to industry reluctance to offer employment placements to individuals whose support needs are not understood or adequately resourced. Strategic linkages between training providers, employers and employment assistance services are crucial to maximising employment outcomes.

On-the-job training support is important not only for the student but also for the employer. However, many services and incentives are specialised or targeted and employers may be unaware of available supports.

While employment is the most important outcome for the majority of people participating in training, not all learners seek employment outcomes. Many have other motivations such as lifelong learning or providing a contribution as a community member to society. 17% of graduates with a disability undertake further study for interest or personal development compared to approximately 10% of all graduates¹⁷.

Whatever their aspirations, people with a disability are least positive about the difference vocational education and training makes toward the achievement of their purpose for undertaking a program. Employers have a role to play in maximising the benefits of employing qualified people with a disability. New strategies need to be developed to reinforce benefits to employers.

To succeed we need to

1. Develop links with employers and employment assistance services

- Promote the economic and social benefits of employing and training people with a disability to employers.
- Establish more effective partnerships across and between government departments, agencies and industry to improve employment outcomes.
- Strengthen networks between Group Training Companies and Commonwealth employment assistance services to offer pathways to people with a disability in New Apprenticeships.
- Resolve funding limitations of employer support programs.

2. Support effort to undertake further education and life-long-learning

- Promote pathways for further training at all AQF levels to people with a disability
- Expand VET data collection to include information on further vocational education and training and community participation outcomes.

Goal 4: Creating an accountable system

We will be successful when

- The vocational education and training system fully complies with Commonwealth and State disability legislation and access and equity standards within the Australian Recognition Framework.
- Purchasing and planning arrangements in the vocational education and training sector support the inclusion of people with a disability.
- Vocational education and training planning and decision-making is informed by the views of people with a disability.

Where we are now

The *Disability Discrimination Act 1992* requires training providers to identify barriers which people with a disability encounter when accessing programs and services and to develop strategies to minimise the impact of these barriers. An additional regulatory mechanism in the VET system is the Australian Recognition Framework which requires all training organisations seeking registration to demonstrate commitment to access and equity principles and processes.

Despite these safeguards, people with a disability still face discrimination at many stages of their training. Too few training providers review their processes and plan for equitable training provision.

Also, greater attention to taking responsibility and initiative at the policy and planning level is needed. Policy, planning, funding and delivery mechanisms for vocational education and training need to be inclusive of the requirements of all.

Mechanisms for resource allocation impact strongly on behaviour and outcomes. The vocational education and training sector is becoming increasingly competitive. The impact of market pressures on increasing training opportunities for people with a disability needs to be more fully understood and this market force embraced to achieve equitable outcomes for people with a disability.

Effective implementation of this Strategy will only be possible if considerable effort is expended on gaining commitment from the broader community. Some solutions go beyond vocational education and training. A cooperative whole-of-government approach will often be required. Vocational education and training systems need access to expert advice on disability issues.

Better collaboration can ensure more efficient use of resources and can address the needs of people with a disability in a more holistic way. Sectoral boundaries tend to prevent collaboration across sectors unless specific strategies are developed to encourage cooperation. There are a number of levels at which collaboration can occur systemically - at a policy level, across levels of government, and at the level of service provision.

Tracking systemic change should result not only in compliance with the Act but also bring about a shift in planning and delivery to a diverse client base. This will be an investment to meeting the objectives Australian National Strategy for vocational education and training.

To succeed we need to

1. Ensure compliance with legislation and regulative frameworks

- Improve compliance of the vocational education and training system with the DDA and equivalent State/Territory Disability Discrimination legislation.
- Provide guidance to training providers on complying with the Australian Recognition Framework standard on access and equity

2. Implement inclusive resource allocation practices

- Revise vocational education and training resourcing arrangements to include identification and implementation of appropriately weighted funding models.
- Include members who can offer expert advice on disability issues on decision-making bodies.
- Ensure annual accountability reporting includes qualitative and quantitative outcome measures for people with a disability.
- Improve availability, reliability and comparability of vocational education and training data in relation to people with a disability.

3. Promote collaboration through partnerships

- Establish disability advisory structures in each State and Territory that inform and link with vocational education and training structures.
- Establish a coordination mechanism to bring together supports across government agencies ie disability employment assistance services, transport, personal support and vocational education and training.

Putting Bridging Pathways into action

We believe that Australia can achieve equitable outcomes for people with a disability in vocational education and training within 20 years.

To achieve this, specific goals, actions and performance measures should be established and agreed on in the next phase of Bridging Pathways. The creation of an implementation plan through consultations with each State and Territory initially to advise on benchmarks and interpretations of the strategic actions is critical to this phase.

Bridging Pathways: the national strategy for increasing opportunities for people with a disability in vocational education and training will initially result in Australia leading world's best practice and ultimately aims to achieve total parity on all measures of success for people with a disability.

Appendices

Appendix 1: Glossary of Terms

Appendix 2: Glossary of Acronyms

Appendix 3: Calculations of current situation

Appendix 4: Estimates of opportunity costs

Appendix 1: Glossary of Terms

Term	Description
Access and equity	Strategies to open vocational education and training to all individuals in the community, particularly focusing on those groups that have been traditionally under-represented.
Australian Qualifications Framework	A comprehensive, nationally consistent Framework incorporating all qualifications recognised in post compulsory education throughout Australia. The Framework identifies six levels with corresponding titles and guidelines in the VET sector.
Australian Recognition Framework	The quality assurance and recognition arrangements underpinning the National Training Framework. The key elements of the National Training Framework include nationally recognised competency standards, nationally recognised qualifications and nationally recognised training organisations.
Business Services	Disability employment assistance services that employ people with a disability within a specific purpose enterprise.
Commonwealth Employment Assistance Services	Includes all Commonwealth funded employment services available to people with a disability, including: Disability Employment Assistance Services (FaCS) and Job Network Intensive Assistance Services (DEWRSB).
Competitive Employment Training and Placement	Disability employment assistance services that provide employment placement and training support to people with a disability, working or seeking work in the open labour market.
Disability Employment Assistance Services	The Commonwealth Department of Family and Community Services provides funding for a range of Employment Assistance Services including Competitive Employment Placement and Training Services (CETP), Supported Employment Services and Business Services.

Term	Description
Flexible delivery	An approach to training that enables a variety of ways in which clients can learn and demonstrate competence. Clients can choose what, where and how they learn, and are provided with training that suits their individual learning needs and styles.
Learning Supports	Learning supports provided to students in VET may include a range of in-class or out-of-class supports such as tutoring, sign language interpreters, note taking, equipment, workplace modification for work based training.
National Training Package	A set of national training resources consisting of national competency standards, assessment guidelines and national qualifications. These components are endorsed by the National Training Framework Committee. The package can also include non-endorsed components, namely: assessment materials, learning strategies, professional development materials and unit cost information.
New Apprenticeships	New Apprenticeships consist of a flexible combination of practical work with structured training and lead to nationally recognised qualifications; they incorporate Apprenticeship and Traineeship programs.
Private provider	Organisation other than a TAFE institute or other government-owned institution that provides training to individuals and industry.
Qualification	Formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes (defined as competencies in the VET sector) relevant to identified individual, professional, industry or community needs.

Term	Description
Recognition of Prior Learning	The recognition of skills and knowledge against course outcomes, ie learning outcomes. RPL also involves the recognition of competencies held against relevant competency standards. RPL is sometimes referred to as Recognition of Current Competencies (RCC).
Registered Training Organisation	Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private providers, community providers, some schools and higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.
Training Providers	This term is used to incorporate organisations that deliver vocational education and training; this would include Registered Training Organisations that are publicly operated, privately operated, or employer-based.

Appendix 2: Glossary of Acronyms

Term or Acronym	Description
ACE	Adult Community Education
ABS	Australian Bureau of Statistics
ANTA	Australian National Training Authority
AQF	Australian Qualifications Framework
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
DAWS	Disabled Apprentice Wage Support
ITABs	Industry Training Advisory Boards
QETO	Quality Endorsed Training Organisation
NCVER	National Centre for Vocational Education Research
NTP	National Training Package
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation

The Shortfall in the Participation Rate of People with a Disability in VET

- The proportion of the Australian population with a disability aged between 15 and 64 who currently participate in vocational education and training is estimated at less than 2.5%, yet the proportion of all Australians aged between 15 and 64 who currently participate in VET was 11% in 1998 and is estimated to rise to 12% by 2005. Although the VET statistics may under-represent the participation of people with a disability in VET because of the requirements to self-disclose a disability, there is clearly a shortfall in the participation rate of people with a disability in vocational education and training.
- The proportion of the Australian population aged between 15 and 64 who have a disability is currently 16.7% yet the proportion of the VET population (aged 15-64) who have a disability is currently 3.6%. Again this demonstrates the shortfall in the participation rate of people with a disability in vocational education and training.
- It is estimated that the shortfall in the participation rate of people with a disability in VET was nearly 178,500 people in year 1998 and without changes to the system will reach more than 215,000 people by year 2005

Enrolment and Achievement in VET

- VET students with a disability have much lower levels of prior educational attainment than do other VET students (Analysis of NCVET (1999a) *Australian VET Statistics, 1998*)
- VET students with a disability are less likely to be enrolled in higher-level courses (AQF Certificate III and above) than all students (Analysis by ANTA of NCVET (1999a) *Australian VET Statistics, 1998*).
- VET students with a disability are 100% more likely to be enrolled in VET multi-field programs (pre-employment, pre-vocational, language and literacy) than all students (Analysis by ANTA of NCVET (1999a) *Australian VET Statistics, 1998*)
- The participation rate of VET students with a disability in apprenticeships and traineeships is 10% compared with 15% for all students.
- There are significant differences by state, with enrolment pattern of students with a disability in WA almost the same as the enrolment pattern for all students (Analysis by ANTA of NCVET (1999a) *Australian VET Statistics, 1998*)

- The module completion rate for all VET students is 80.4% compared with the rate for VET students with a disability at 76.3% (NCVER (1999a) *Australian VET Statistics, 1998*)
- The module pass rate of all VET students is 79.7%, compared with the rate for VET students with a disability at 74.1% (NCVER (1999a) *Australian VET Statistics, 1998*)
- Total VET Students with a disability needed to match participation rate of all persons in VET 229,691. The 'shortfall in participation' of VET Students with a disability aged 15 to 64 years is 178,534

Outcomes from VET

- Over 47% of TAFE graduates and 40% of TAFE module completers who were unemployed before their training found work after their training. This compares with 33% of TAFE graduates with a disability who were unemployed before their training but found work after their training (NCVER (1999b) *Student Outcomes Survey 1999: National Report*)
- 74% of all TAFE graduates were employed after their training. This compares with 46% of TAFE graduates with a disability who were employed after their training (NCVER (1999b) *Student Outcomes Survey 1999: National Report*)
- The average weekly wage of all TAFE graduates is \$488 compared with the average weekly wage of TAFE graduates with a disability at \$466 (NCVER (1999) Student Outcome Survey).

Appendix 4: Estimates of opportunity costs

Mark Bagshaw - Chair, ANTA Disability Forum - International Marketing Manager - IBM

The following estimates are based on an economic analysis of information and data presented publicly. It includes an estimation of overall cost of “not increasing opportunities for training and employment”. Key areas considered have included (a) disability support pension payments, (b) other related payments and (c) employer’s ‘employee return on investment’ calculations from 1993 & 1996 ABS and DSS data available.*

The ANTA Disability Forum believe that conservatively speaking, there is an annual recurrent lost opportunity cost made up of:

\$2.6 billion dollars

(on the number of people on a Disability Support Payment (DSP) x payment)

\$9.9 billion dollars

(on other related subsidies, incentives and funds to stay out of the labour market) and

\$6.3 billion dollars

(on the number of people with a disability not in the labour market x average weekly wage x business expected employee return on investment 2:1)

* These figures are estimates based on data available at the time of writing on the cost to Australia of disability support pension payments and related payments and employee return on investment. More detailed economic modelling needs to be undertaken to better quantify the cost to Australia of people with a disability not participating in the labour market.

Endnotes

- ¹ Australian Bureau of Statistics (1998) *Disability, Ageing and Carers: Summary of Findings for 1998*
- ² NCVET (1999) Australian VET Statistics, 1998
- ³ Australian Bureau of Statistics (1998) *Disability, Ageing and Carers: Summary of Findings for 1998*
- ⁴ NCVET (1999) Australian VET Statistics, 1998
- ⁵ Refer to Appendix 3: Calculations of current situation prepared by ANTA 1999.
- ⁶ 1998 Survey of Disability, Ageing and Carers defined disability as the presence of one or more of 17 limitations, restrictions or impairments which had lasted, or were likely to last, for a period of six months or more and restricts everyday activities. The survey also defined a subset of people who had specific restrictions with core activities (self-care, mobility or communication) or a restriction in participation in schooling or employment. This population was referred to in previous disability surveys as “people with a handicap”
- ⁷ See Appendix 4 - Estimates of Opportunity Costs - These estimates are based on 1993 ABS and 1996 Department of Social Security data. 1998 ABS and pension data became available just prior to the completion of Bridging Pathways - The ANTA Disability Forum will work with ANTA to incorporate new data and estimates of costs. The magnitude of the underrepresentation and the lost opportunity cost will not change significantly.
- ⁸ Dept of Family & Community Care (1997) “1997 Calendar”, Office of Disability - Department of Family and Community Care.
- ⁹ Derived from NCVET 1997 *Australian Training Statistics: In Detail and ABS, 1998*
- ¹⁰ See Appendix 3: Calculations of Current Situation
- ¹¹ NCVET (1999) Australian VET Statistics, 1998
- ¹² NTCC Flexibility: a Strategic Framework for People with disabilities in TAFE 1993
- ¹³ ABS (1999) Disability, Ageing and Carers: Summary of Findings 1998
- ¹⁴ NCVET (1999) Australian VET Statistics, 1998
- ¹⁵ NCVET (1999) Australian VET Statistics, 1998
- ¹⁶ NCVET (1999) Australian VET Statistics, 1998
- ¹⁷ NCVET (1999) 1998 Student Outcomes Survey

