# Statement of Catherine McAlpine

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| **Occupation:** | Chief Executive Officer, Inclusion Australia (**IA**) |
| **Date:** | 27 November 2020 |

1. This statement made by me accurately sets out the evidence that I am prepared to give to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. This statement is true and correct to the best of my knowledge and belief.
2. The views I express in this statement are my own based on my education, training and experience. I make this statement on behalf of IA and I am authorised to do so.
3. I take this opportunity to note that I have prepared this statement specifically in relation to the issues being addressed in this hearing, being the pathways and barriers to open employment for people with disability. I am also qualified to give evidence in relation to other important issues in the sphere of economic participation, including but not limited to the significant wage inequalities in Australian Disability Enterprises (**ADEs**).
4. IA members, including people with intellectual disability, are also able to speak to the violence, abuse, neglect and exploitation experienced by people with disability in employment settings.
5. This statement will be structured in six parts as follows:
   * + 1. Part 1: Professional background – In the first part, I will outline my professional background.
       2. Part 2: Current framework – In the second part, I will set out the current framework, including Disability Employment Services, Disability Support Pension and National Disability Insurance Scheme.
       3. Part 3: Key transitions – In the third part, I set out my perspective of the key transitions and employment pathways for people with intellectual disability.
       4. Part 4: Systemic barriers in transitions and pathways – In the fourth part, I identify some of the key systemic issues encountered by people with intellectual disability and their supporters when navigating these transitions and pathways.
       5. Part 5: Inclusion Australia’s work on pathways to open employment and transitions – In the fifth part, I discuss some of the work that IA is currently undertaking in this field.
       6. Part 6: Promising practice – In the final part, I will detail some promising practice and some recommendations for change.

Part 1: Professional background

1. I am currently the Chief Executive Officer of IA. I have been in this role since October 2019. I have an honours degree in applied chemistry and my career has had three distinct phases: sales and marketing in the surface coatings sector, a director and office manager of a domestic building business and the last 18 years in governance and leadership positions in the disability sector. I have extensive experience as an employee and employer in multinational business, small business and not-for-profits.
2. IA is the national peak body for persons with intellectual disability and their families. The progression of our organisational name reflects the evolving community attitudes towards people with intellectual disability over many decades. Founded in 1954 as the Australian Council of Organisations for Sub-Normal Children, Inclusion Australia was also formerly known as the Australian Council for the Mentally Retarded and as the National Council on Intellectual Disability (NCID). Our more recent name change to Inclusion Australia reflects our membership of, and strong connection to, Inclusion International.
3. IA is a federated body with state agencies in New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia.[[1]](#footnote-1)
4. IA is a member of Inclusion International, the international network that represents people with intellectual disabilities and their families. IA advocates for open employment opportunities for people with intellectual disability and by working with employers. Open employment means working in the community with colleagues who both do and do not have a disability.[[2]](#footnote-2) For clarity, my use of the words ‘open employment’ does not include Australian Disability Enterprises, which IA regards as segregated or ‘closed’ employment settings.
5. Prior to working at IA, I have worked in the area of disability advocacy for 15 years. My governance roles include Committee of Management membership at Biala Early Intervention Centre and Down Syndrome Victoria. My paid leadership roles include the inaugural CEO of Down Syndrome Australia from 2011-2014 and Executive Officer at Down Syndrome Victoria (DSV) from 2007 to 2011.
6. At DSV I oversaw the *Mentoring Connections* employment mentoring program, which paired young adults with Down syndrome with a business or community leader to pursue their employment goals. DSV also provided phone based employment support and advice for families, ran employment workshops for people with Down syndrome and their families, held conferences with dedicated employment streams as well as online employment information.
7. Between 2014 and 2019 I held the positions of Senior Manager at the Australian Federation of Disability Organisations (AFDO), where I ran the Disability Loop project during the trial phase of the National Disability Insurance Scheme (NDIS), and Systemic Advocate at VALID as well as undertaking consultancy work through my own business, Lightside Consulting Pty Ltd.
8. At DSA, AFDO and VALID I was involved in employment related systemic advocacy. Examples include AFDO’s support and endorsement of Inclusion Australia’s position in the Business Services Wage Assessment Tool (BSWAT) test case (2008-2013), being the AFDO representative in consultations related to the 2012 Australian Disability Enterprise Transition to Retirement Pilot and representing VALID in formal and informal employment consultations held by the NDIA around School Leaver Employment support.
9. My experience of the *Mentoring Connections* program, being responsible for employees with Down syndrome, and exposure to the evidence of the improved life outcomes provided by open employment started my deep interest in employment advocacy. In around 2007 I was lucky enough to meet the late Paul Cain, who was regarded as the sector expert on open employment for people with intellectual disability, and became a sector ally and student of the evidence underpinning his advocacy work. My ongoing involvement with the DSS on policy and NDIA on employment supports - especially consultation and feedback on the NDIS school transition to work supports - has also been informed by both my experience as an employer and colleague of people with intellectual disability.
10. I was a member of the Victorian Disability Advisory Council from 2010-2013 and was appointed to the Victorian Ministerial Advisory Committee – Students with Disabilities and Additional Learning Needs from 2011-2012. In 2009 I was a recipient of the Victorian Government Ethel Temby Award. From 2010-2014 I served on the national Better Start Expert Reference Group. At different times between 2016 and 2019 I represented AFDO and then VALID on the Victorian Government NDIS Implementation Taskforce and the Taskforce working groups. Currently I represent IA on the DSS COVID-19 Disability Support Services Committee, the DSS Disability Employment Services Reference Group, the DSS-Services Australia Disability Peak Bodies group, in the Dept of Health COVID-19 and the particular risks for people with disability roundtables, and am a member of the NDIS CEO Forum.
11. A copy of my current curriculum vitae is **attached** to this statement and marked **D20/41538**.
12. I also have personal experience assisting my son, who has an intellectual disability, to navigate the different aspects of the disability support system.
13. The late Paul Cain, former CEO of IA, worked hard to advocate for open employment for people with intellectual disability. From time to time throughout this statement I will refer to specific work undertaken by Paul, and I will identify when this is the case.

## Part 2: Current framework

1. In preparing my evidence I have relied on a report prepared by the Centre for Social Impact, Swinburne University of Technology, for IA as part of the ‘Employment First’ project, funded by the National Disability Insurance Agency. The report, entitled ‘Fostering employment for people with intellectual disability: the evidence to date’, presents a set of ‘evidence pieces’ commissioned by IA to inform the creation of a website developed by Inclusion Australia as part of the ‘Employment First’ (**E1**) project (the **Swinburne Report**). The Swinburne Report was prepared so that the evidence underpinning the Everyone Can Work website would be available to families in non-academic language to help inform the employment related decisions they make and influence in relation to their loved one with intellectual disability. It has not been peer reviewed.
2. People with intellectual disability ‘experience low rates of employment in Australia’.[[3]](#footnote-3) The latest data which differentiates between types of disability was collected in 2012 and found that 39% of people with intellectual disability were in the labour force. That compared to ‘55% of people with other disabilities and 83% of people without disability’.[[4]](#footnote-4)
3. Data published by the NDIA in December 2019 on type of paid employment for participants with intellectual disability shows that for participants aged 25 and over, 15% are in open employment with full award wages, 13% are in open employment with less than award wages and 72% are employed in Australian Disability Enterprises.[[5]](#footnote-5)
4. Employment of people with disability is critical to the sustainability of the NDIS, as this means people with disability are more likely to live independently, be less reliant on the Disability Support Pension, and are more likely to become taxpayers. It also makes it easier for primary carers to be in or increase their own employment.
5. In my opinion, a primary barrier to employment for people with intellectual disability or complex support needs is a lack of appropriate supports to navigate the frameworks, programs and policies available.
6. There are currently three main systems which work together and impact on a person with intellectual disability’s ability to find and maintain employment:
   * + 1. the Disability Employment Services (**DES**);
       2. the Disability Support Pension (**DSP**); and
       3. the National Disability Insurance Scheme (**NDIS**).
7. IA has developed a website ([www.everyonecanwork.org.au](http://www.everyonecanwork.org.au)). The descriptions of the systems below reflect the content of that website. The website also includes helpful resources which I will refer to throughout this section of my statement and in some places include as screenshots. The Everyone Can Work website contains information based on third party sources, but has been translated into plain English and made more accessible for people with intellectual disability and their supporters.
8. My evidence will focus on the frameworks and the rules as they apply to people with intellectual disability. I would like to acknowledge that, in some cases, there are further serious complexities to be navigated for people with disabilities other than intellectual disability and for people who do not meet the manifest criteria for the Disability Support Pension (a concept which will be discussed later in this statement).

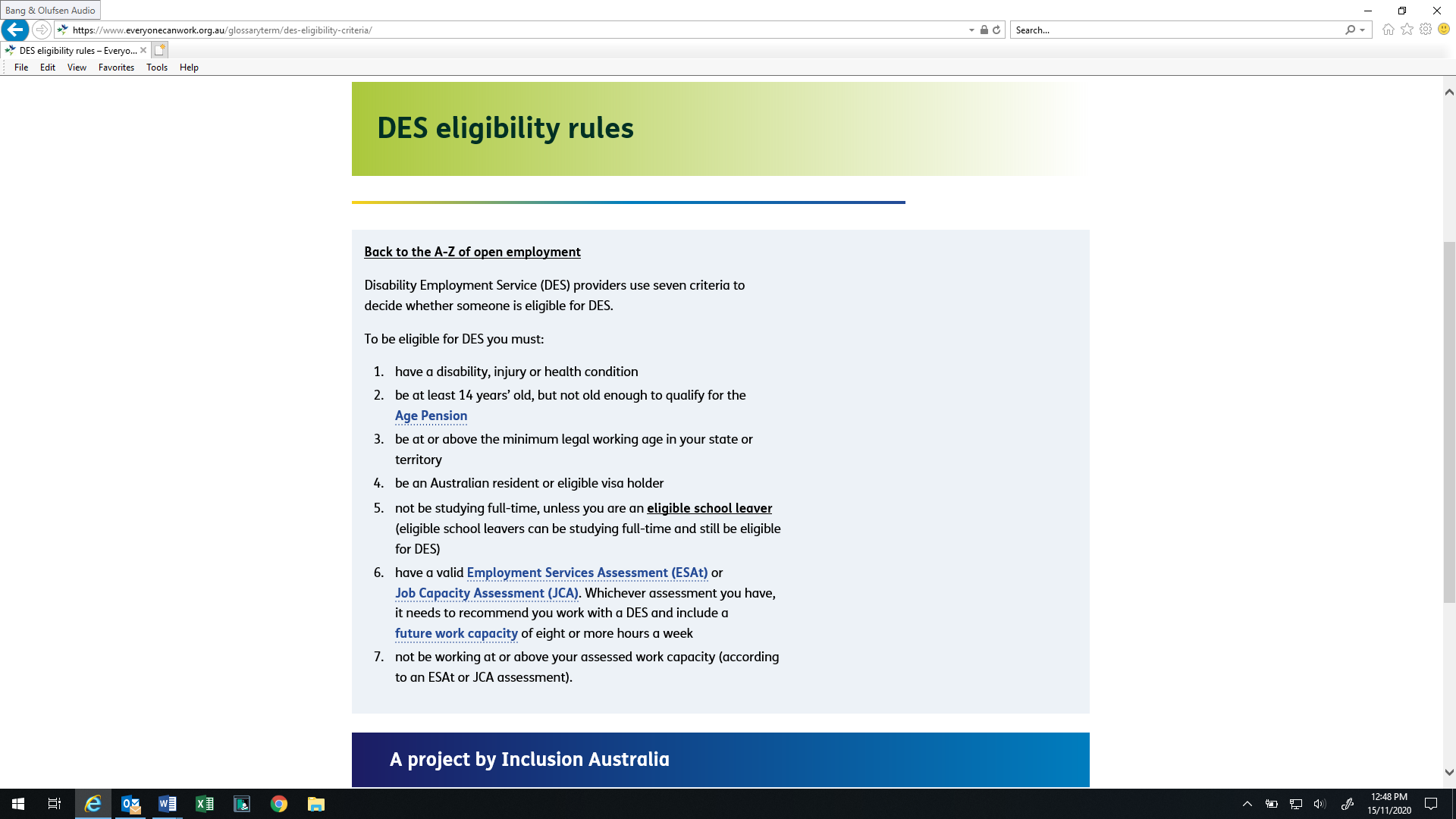
## *DES*

*What is DES?*

1. DES is the Australian Government’s employment service that helps people with disability find and keep a job in open employment. IA has developed an Easy Read document which provides information about DES. I **attach** a copy of this document to my statement at **D20/41534**.
2. DES helps people with disability, injury or a health condition to get ready for a job, find a job and keep a job. Many people with intellectual disability will meet the eligibility requirements for the DSP (which I will explain below) and do not need to complete a Program of Support[[6]](#footnote-6) before they get the DSP. However, if they are interested in working, they will usually be offered support from one of two types of Programs of Support: an ADE or a DES.

*Who can use DES?*

1. In order to access DES, the participant will have to show that their disability has a big impact on their ability to find and keep a job. The everyonecanwork.org.au website sets the DES eligibility rules, as follows:



*Future work capacity*

1. To use DES, a person must be able to work eight or more hours a week (i.e. a future work capacity of 8 hours or more per week). If a person is assessed at having a future work capacity of less than eight hours a week, that person will only be offered support at an ADE. An ADE is the only employment program the Australian Government offers to people with intellectual disability who are assessed as being able to work up to 7 hours a week without support. Where a person is not offered support on a DES program this is usually where a DES provider or Centrelink thinks it will take the person longer than 2 years to have enough skills and experience to reach a future work capacity of 8 hours or more per week. In that situation, a DES participant who is also an NDIS participant may be able to use their NDIS plan to support them to fund work or develop skills and experience.

*Ongoing support*

1. The Australian Government usually only funds DES providers to support people with disability in their job for 26 weeks. However, many people with intellectual disability need ongoing support to be able to keep a job. If a person works for 26 weeks, the DES provider can arrange for an Ongoing Support Assessment which will determine whether an individual can get support on an ongoing basis to keep their job. I have anecdotally found that for some people this level of ongoing support through DES is not enough, or inaccessible due to the average 8 hour per week eligibility rule, so they typically lose their job, or have to use their NDIS plan for extra ongoing support (often at the expense of other supports).

*Mutual Obligation Requirements*

1. Some people who receive support from a DES provider might be subject to Mutual Obligation Requirements. Mutual Obligation Requirements are mandatory activities - such as searching and applying for jobs and attending appointments and job interviews - that DES participants must undertake in return for receiving income support payments. The online platform MyGov is used for people to report on their mutual obligations and any income they receive every 14 days. If a person does not meet their mutual obligations, this can prevent them from becoming eligible for the DSP, or their DES support or DSP might stop.

*Job Plan*

1. DES providers will work with a person to write a Job Plan, which is also called an Employment Pathway Plan. This plan should include individualised supports. The Job Plan will explain a person’s work capacity and the steps they need to take with the DES provider to find and keep a job.

*School Leaver Employment Supports (SLES)*

1. Some DES providers offer the School Leavers Employment Supports (**SLES**) program as well, meaning that the two programs effectively join together to create an up to 4 year pathway to open employment. However, there can be a disconnect between these two due to the different sources of funding as SLES is only accessible as an NDIS support and DES is a federally funded program, and subject to eligibility requirements.

*Work Assist*

1. There is also a program which can be offered by DES providers called Work Assist. This program can support people who are in danger of losing their job because they are finding it difficult to do a particular part of their job due to their disability. In order to be eligible for Work Assist, a person must have been working at their job for at least an average of 8 hours a week for 13 weeks in a row. This is often a problem for people with intellectual disability who work fewer than eight hours a week some or all the time.

*DES participants with intellectual disability*

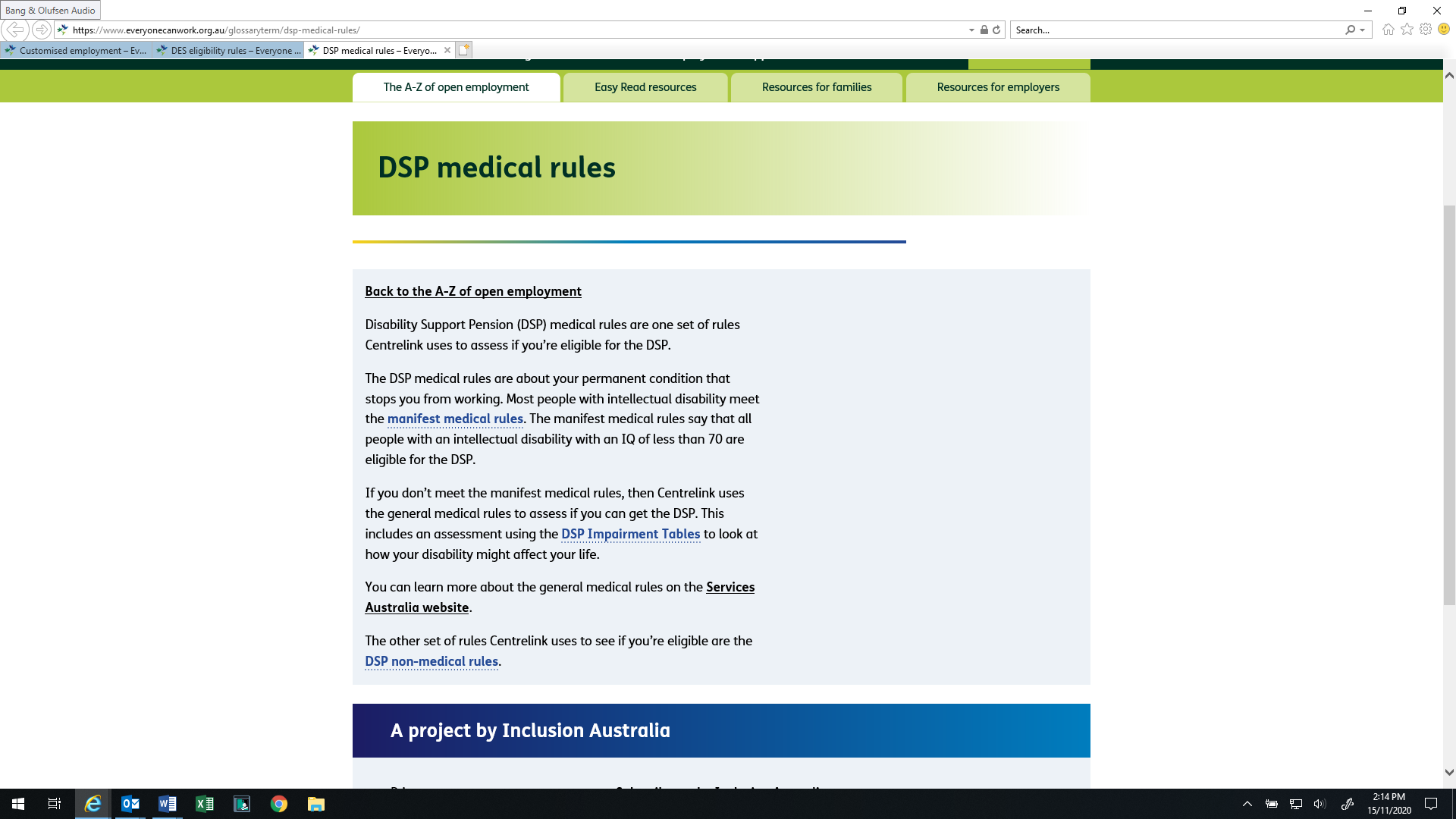
1. Over time people with intellectual disability have become a very small proportion of the DES program even though the number of people with an intellectual disability has increased.[[7]](#footnote-7) The overall DES October 2020 monthly data reports that 10,100 clients, or 3.4% of the program have an intellectual disability. The DES ESS October 2020 data reports only 16,544 clients in Ongoing Support. [[8]](#footnote-8) The program now caters for clients requiring placement only services and clients requiring significant ongoing support.
2. DES underwent a series of reforms which commenced on 1 July 2018. The stated purposes of the reforms were to increase choice; increase competition; and improve incentives.[[9]](#footnote-9) The key changes to the program were:
   * + 1. greater choice of DES provider;
       2. rebalancing the split between service fees and outcome fees from 60:40 to 50:50 to increase the proportion of payments related to outcomes;
       3. introduction of the ‘risk adjusted’ funding model;
       4. recognition of education outcomes as employment outcomes; and
       5. indexation of fees.[[10]](#footnote-10)
3. The new funding model introduced ‘risk-adjusted outcome fees’ theoretically based on a participant’s probability of achieving an employment outcome, with higher payments intended for achieving outcomes for those least likely to gain employment, and lower payments intended for achieving outcomes for people most likely to gain employment. However, due to the way the modelling was constructed, this led to an estimated 31% reduction in funding for DES participants with intellectual disability.[[11]](#footnote-11) Additional funding was then announced in the 2018 federal budget of $10million over two years for some providers to address this funding cut. A number of Disabled Peoples Organisations and Disability Representative Organisations including IA expressed their opposition to these changes at the time and since.[[12]](#footnote-12)
4. IA (firstly via Paul Cain and since by myself) and others have also long argued that the data provided by the DSS does not result in greater participant choice and control. DSS uses service providers’ data on participant outcomes to derive a Star Rating for each provider. Star Ratings do not measure the overall performance of the DES program, but rather how well each service provider performs relative to other providers.
5. In the Australian National Audit Office (**ANAO**) report on the Management of Agreements for Disability Employment Services this year, the ANAO specifically notes that DSS does not explicitly measure or report against the three DES key performance indicators outlined in the DES Grant Agreement.[[13]](#footnote-13)

## *DSP*

1. The DSP is an income support payment from the Australian Government to people with disability.
2. To receive the DSP, a person must have a permanent physical, intellectual or psychiatric condition. Receipt of the DSP also entitles an individual to other forms of assistance such as a concession card to get health concessions, including cheaper medicines. Most people who get the DSP do not need to look for work to get the payment (unlike other income support payments like JobSeeker).

*Eligibility for DSP*

1. To be eligible for the DSP, a person needs to meet medical rules and non-medical rules. The everyonecanwork.org.au website sets out the DSP medical rules and non-medical rules, as follows:



1. People who are deemed to have an intellectual disability (defined by Services Australia as having an IQ of less than 70) meet the manifest medical rule for eligibility for the DSP.[[14]](#footnote-14) Non-medical rules look at things such as an individual’s age, residency and income.
2. When someone applies for the DSP, Centrelink usually requires them to do a Job Capacity Assessment. This Job Capacity Assessment (**JCA**) has no impact on a person’s NDIS Plan, and they can still get employment support through NDIS irrespective of whether they receive employment support through Centrelink. If Centrelink decides that a person can work less than 15 hours a week, they will be able to get the DSP. If Centrelink decides someone can work more than 15 hours a week in a regular job without support, they won’t be able to get the DSP.
3. IA notes that questions have been raised over time regarding the credibility and validity of JCA’s in determining employment capacity. In 2015 Paul Cain wrote ‘[o]ne of the first research findings from the 1950s [which] found that people with significant intellectual disability have the capacity to perform many routine job tasks following explicit job training. Job capacity testing, before job placement and training, will often result in a measure of low job capacity and exclude this group from labour market programs’[[15]](#footnote-15).
4. If someone is manifestly eligible for the DSP, they can still ask for support to work. As manifest eligibility includes an assumption that a person would only be able to work 7 hours or less per week, this means that people with intellectual disability do not meet the DES eligibility threshold and so are automatically only offered support from an ADE. While, more recent changes to the rules allow for a person to ‘self-refer’ to DES, most people with intellectual disability do not know this, or if they do, many are not accepted by DES providers (see above). The result is that DSP recipients with intellectual disability are never offered support to participate in open employment.

*Impact of income on DSP*

1. A person can work for up to 29 hours each week before they stop getting the DSP. Currently, a person who is single and aged 21 or older can earn $1,033.30 each week and still be entitled to the DSP. A person can earn up to $178 each fortnight from having a job and their DSP will stay the same. In most cases, for every extra dollar they earn after $178, the DSP will decrease by 50 cents. IA has prepared an Easy Read document which provides information for people who want to work while on the DSP. I **attach** the document to my statement marked **D20/41535**.
2. If a person earns over the income threshold or works 30 hours or more each week, their DSP can be stopped. This does not mean that they have lost their entitlement to the DSP. If that individual loses their job or reduces their income the DSP will start again once they inform Centrelink of the change and it is within two years of the DSP stopping. However, they do lose their DSP eligibility and the additional associated supports after two years.
3. An individual can have the concession card for one year after their DSP stops.

## *NDIS*

1. The NDIS can support people to work in open employment, as the individual can decide on an employment goal and how to use their supports. IA has prepared an Easy Read document about using the NDIS to support employment goals. I **attach** that document to my statement marked **D20/41536**.
2. Funding through the NDIS can help a person find and keep a job. Supports available through the NDIS include to:
   * + 1. transition from school to work;
       2. find a job and get support at work; and
       3. change jobs or start a business.

*NDIS funding to transition from school to work*

1. NDIS participants who are 15 years and over can apply for employment support to be added to their plan, meaning they can get this support from when they are in Year 10. NDIS supports can work alongside activities provided by schools to provide things like extra work experience opportunities, support during work experience, help to create a resume and help to develop work-related skills. They can also be used to find and keep an age-appropriate casual job similar to their age peers.
2. Students in Year 12 can access SLES. SLES is an individualised support for up to 2 years after a participant leaves school and is provided as a lump sum of funding. SLES is designed to support a young person in their transition from school to employment, and (until July 2020) specifically aimed to build their capacity to work with a DES. The SLES program is funded through the individual participant’s package with the NDIS.

*NDIS funding to find and keep a job*

1. NDIS funding can also be used for support to find and keep a job. Supports can be used to help someone find out what kind of work they would be good at or what suits their skills and interests (through processes such as ‘discovery’[[16]](#footnote-16) and ‘customised employment’[[17]](#footnote-17)). Other supports can be used to help a person start up and run their own small business.
2. NDIS funding can work alongside other Government programs. For example, a person could use their funding to get a support worker to develop their skills for a job that was arranged through a DES provider. Another example is where a person is working in an ADE but would like to change jobs to open employment, and NDIS supports can be used to help this transition.

*Employment support gaps for people with mild intellectual disability*

1. Differences in the eligibility criteria for the DSP and NDIS mean it is possible for people with mild intellectual disability to ‘fall between the gap’ in terms of employment support. It is possible for a person with mild intellectual disability to be a DSP recipient, to be ineligible for DES and also to have not been accepted as an NDIS participant.

**Part 3: Transition pathways**

1. It is the opinion of IA that the highest priority of all Government funded supports should be supporting people with disability to achieve open employment. Research indicates that open employment has a number of benefits, including:
   * + 1. Economic benefits of increased income and a better standard of living;
       2. Increased quality of life or wellbeing;
       3. Improved mental and physical health;
       4. Reduced risk of poverty;
       5. Increased social participation and support;
       6. Increased skill development;
       7. Increased sense of self-worth, feeling valued and increased social status; and
       8. The provision of purpose, structure and meaning to daily life.[[18]](#footnote-18)
2. IA undertook qualitative analysis in July-August 2020 which indicated that people with intellectual disability wanted more opportunities to break into open employment, and more support to move between jobs once they gained open employment.[[19]](#footnote-19) More detail about the qualitative analysis is provided below and in Annexure **CM-1**.
3. I identify below some of the ways in which the framework and systems can overlap or fit together to create a ‘pathway’ to employment.

***School to Day Service or ADE***

1. Research commissioned by IA (which is discussed further below) indicates that parents see that the most ‘straightforward option’ for young adults when they leave school is ‘to use [NDIS] funding in a way that does not interfere with receipt of the [DSP] and to commence at a Day Service or [ADE].’[[20]](#footnote-20)
2. My personal and professional experiences indicate that there is a clear process that can be followed which allows an NDIS participant to get an ADE or day service incorporated in their NDIS plan. This pathway is also ‘simplified’ when it does not affect a person’s DSP. However, it is much more difficult if a person wants to have a pathway to open employment in their NDIS plan. Even though supports are now available via NDIS plans, participants and their families must navigate the substantial individualised planning required in the latter half of secondary school, the gap between the end of Year 12 attendance (which usually ceases in October) and January when SLES providers do their intake, the lack of individualised supports available through most SLES providers (who offer SLES as a two year group ‘program’), the lack of a smooth flow into DES (most SLES programs are run by Day Program providers), the lack of substantial evidenced based on-the-job learning (which requires someone to chase the job placement), the lack of provider specific data about the employment outcomes they achieve, and the DSP reporting requirements for those lucky enough to have access to a specialist DES provider.
3. It is important to note the polished nature of the pathway from segregated education to segregated employment or away from open employment. Critically, when students with disabilities are absent from mainstream schools, young people without disability do not learn about the capability of their peers with disability as classmates, instead developing mindsets that later become negative employer attitudes that need to be overcome. At the same time, students who attend segregated education typically do not develop a view of themselves as future workers; some also developing a hard-to-overcome ‘learned helplessness’. A crucial opportunity is often lost when Year 10 students in segregated education are only offered experience within an ADE in a group rather than provided with a variety of individual work experience opportunities as an evidence-based approach to employment readiness.
4. One important change which was made to the NDIS Price Guide 2020-21 is that which allows ADEs to support a person off-site and support them towards an open employment goal.[[21]](#footnote-21) This is likely to be of particular benefit for people with intellectual disability who are not deemed to have a work capacity of over 7 hours, as they may be given more choice about whether they work in an ADE long term or whether they choose to pursue the goal of open employment.
5. I hope to see positive outcomes from this amendment, however it must be acknowledged that for business models to change and for innovation to work, organisations will need a bit of time to implement these changes. These changes are detailed in the NDIS Price Guide 2020-21 and came into place as at 1 July 2020. The impact of COVID means that businesses have often not been operating under their usual model or with their full workforce (particularly in Victoria), and that people with intellectual disability may still be self-isolating or be the last to return to a workplace managing distancing rules.

***School to open employment***

1. More could be done to improve the transition pathway from schools to open employment. This was one topic of recent research undertaken on behalf of IA, which found that ‘Australia does not have a nationally consistent transition model for young people with intellectual disability leaving school’.[[22]](#footnote-22) Research shows that an effective transition approach is one which contains an underpinning of ‘education programs and extra-curricular activities across multiple years’.[[23]](#footnote-23)
2. The NDIS Price Guide 2020-21 included more funding line items with greater flexibility and which can be accessed by participants at younger ages.[[24]](#footnote-24) As a result of the changes that have been made to the NDIS funding from July 2020, there is arguably now a greater opportunity for a young NDIS participant to use these NDIS funded supports to get a casual job which may then be a real facilitator for future success in employment.
3. Unfortunately, due to COVID-19, any positive impacts of these changes are not yet evident. Many people with intellectual disability have co-morbid health concerns which makes exposure to COVID-19 more risky. These people may still be isolating and not considering a return to the workplace or the options for seeking employment.

***SLES to DES***

1. The transition from a SLES support to a DES program is one intended pathway to open employment. Anecdotally, I have found that there is no published evidence to show that people are moving from a SLES support to DES or from a SLES support to employment. There has, to my knowledge, been no data produced by NDIS to show that SLES is working as intended – meaning, as a support to assist people to transition into open employment. In fact, the current situation is that many, if not most, SLES providers are also operators of Day Programs and many NDIS participants move directly from SLES to Day Programs as a result.
2. From a practical perspective, the move from a SLES support to a DES program requires that the NDIS and federally funded support systems intersect to facilitate this transition. This is so that a young person with disability who has accessed SLES support will be assisted in the transition from the SLES supports under the NDIS to the DES system. However, there is no legal or policy-based requirement which I am aware of that dictates they must intersect and in practice it is often left up to the individual and their family to navigate the rules.
3. One example which can make this intersection difficult is interpreting the NDIS’s ‘reasonable and necessary’ rule.[[25]](#footnote-25) The NDIS will not fund a support that is reasonably provided by another government system. A practical example of this may be that NDIS funding could not be used to support a participant in a Year 10 work experience program because it is the responsibility of the State’s Education system to provide a week of work experience and yet at the same time the NDIS participant may not be able to adequately partake in the work experience without additional supports. I know of a number of NDIS participants who used NDIS funding for support to get to and from work experience, which I understand to be within the rules. However, I also know of instances where the young person required one to one support, which was not available through the school and so the work experience placement failed. This can be a difficult position for an individual and their support network to navigate.

***Transition between jobs***

1. Once people with intellectual disability transition to open employment, they should be supported to move between different jobs as they choose. Amy[[26]](#footnote-26) is an advocate who was interviewed as part of the qualitative analysis undertaken by IA (a summary of which is provided at **CM-1**). She said:

‘It’s a genuine surprise to most people that someone with intellectual disability could have not just a job, but a career and have different jobs… It’s not even discrimination, necessarily. It’s just total lack of awareness that that’s a possibility’.[[27]](#footnote-27)

1. With the exception of existing DES participants, the new NDIS line items are the only supports available for people to move between jobs. The very few people I know who have moved between jobs either had strong family support and resources, or were an existing client of a pro-active DES. The impact of this lack of support is that it rarely happens – with my only evidence my lack of anecdotes from my own experience or from IA member organisations. I am not aware of any Australian research into this issue.

## Part 4: Systemic issues

1. There are a number of systemic issues that exist in the current pathways to employment as outlined above. I would describe them as systemic because these issues are fundamentally related to the systems and structures in place.

***Assessed work capacity and the DSP***

1. As outlined above, only people who are deemed to have a working capacity of 8 hours or more are able to access the DES program. This means that the system that was established to support people with ongoing employment support needs, now displaces a large cohort of people to outside of the DES program leaving them unable to access open employment. This is a risk to the sustainability of the NDIS as it effectively prevents people from transitioning off the DSP into open employment because they will not have the opportunity to engage with a DES provider. This may mean the NDIS will continue to pay for full-time day program supports for the lifetime of participants with intellectual disability who can and want to work.
2. Intellectual disability does not define who a person is, and each individual person has their own personality, interests, skills and needs. Intellectual disability usually originates before the age of 18 and generally affects people their whole life.
3. Intellectual disability is characterised by significant limitations in;
   * + 1. Intellectual functioning including reasoning, planning, problem solving, and understanding complex ideas.
       2. Adaptive behaviour including;
   * Academic skills - for example, language, reading, writing and arithmetic.
   * Social skills - for example, interpersonal skills, communication, self-esteem, gullibility, and social problem solving.
   * Practical skills - for example, personal care, use of money, safety, health care, domestic tasks, and travel.
4. There is measurement error in IQ tests, so scores can vary by a number of points on different occasions of testing. Factors such as the level of rapport between the examiner and examinee, illness, reduced motivation, fatigue and cultural differences can all affect IQ scores.
5. Therefore, use of IQ as a ‘hard’ threshold for access to support can be very problematic. For example, a person with an assessed IQ of 71 will not meet the manifest eligibility requirements and so may be subject to the demands of mutual obligations. However, their support needs are mostly equivalent to other people in receipt of the DSP and so navigation towards employment becomes almost impossible – an issue especially relevant for First Peoples with intellectual disability.

***Lack of specialisation in the DES system***

1. In my experience, DES providers are becoming less specialised and more generalist in their approach to finding employment as the percentage of participants with intellectual disability falls. The Roy Morgan Research Centre evaluation (1992) of open employment services in Australia found that of the 1,242 clients placed in open employment in late 1991, 80% of the clients registered had low to moderate intellectual disabilities[[28]](#footnote-28). The most recent Labour Market Information Portal figures (October 2020) show that people with intellectual disability make up 3.4% of the program (10,100 of 304,636)[[29]](#footnote-29) The 2020 ANAO report states that 95% of DES providers are non-specialist.[[30]](#footnote-30)
2. This move away from specialised to more generalist providers is part of a broader concept of dedifferentiation.[[31]](#footnote-31) While the academics indicate there are both advantages and disadvantages to dedifferentiation,[[32]](#footnote-32) I believe there is a risk that disability services are not taking into account the specific needs of people with intellectual disability and are not adjusting or targeting their services. In particular, in my experience, employment services offerings for people with intellectual disability are rarely evidence based.
3. A specific skill-set is required to most appropriately assist a person with intellectual disability to find ongoing and meaningful employment. It is the experience of IA that this skill set includes the following:
   * + 1. A focus on the vocational aspirations and strengths of the person with disability, and an understanding of what they want from work;[[33]](#footnote-33)
       2. An understanding of intellectual disability as differentiated from other types of disability; and
       3. An appreciation for a ‘place then train’ approach rather than a reliance on pre-placement learning.[[34]](#footnote-34)
4. Work preparation/training in activity centres or classrooms before job placement have poor evidence of open employment outcomes. The research indicates that placement in a job, then on-the-job training, results in higher rates of open employment outcomes. This finding is directly due to the difficulty people with intellectual disability have with the generalisation and transfer of skills to new settings and tasks. The “place, then train” model requires a reconceptualisation of “readiness” for work that acknowledges that persons with significant disabilities need to learn tasks and skills in the places where they will perform them. There is a distinctive set of support practices that correlate with high rates of open employment outcomes. The most efficient and effective form of employment support is to help an individual find a job, which provides benefits to the employer and the jobseeker, together with explicit on-the-job training so that the individual can meet the job standards required by the employer. As noted by Paul Cain in 2015, ‘[w]ork placement with explicit training of actual job tasks is the basis of the highest performing transition-to-work and open employment outcomes’.[[35]](#footnote-35)
5. The lack of published data on the outcome of DES providers differentiated by disability type means that it is more difficult for people with intellectual disability to identify those more specialised providers. DES Outcome Rates by Disability Type were published by the Government every six months until December 2017, but these results have not been made publicly available since the 2018 DES reforms.[[36]](#footnote-36)

***Outcome payments for education outcomes***

1. The DES system is currently structured to allow DES providers to receive outcome payments for obtaining education outcomes for a DES participant/client in the same way as an employment outcome. This is often not a suitable approach for a person with intellectual disability, as research shows that people with intellectual disability generally learn more effectively on the job in the context of work rather than in a classroom.[[37]](#footnote-37)

***Focus on compliance over good practice***

1. The behaviour of DES providers is significantly influenced by their contractual key performance indicators. For example, after the 2018 reforms, exits from the DES programs slowed due to the introduction of an outcomes payment at 52 weeks
2. The move towards determining funding in advance for Ongoing Support (as described above) means that DES providers have less flexibility to increase or decrease the level of support needed by an individual as their circumstances change. My experience shows that the support needs of people with intellectual disability will vary at times in a way that is dependent upon factors both in the workplace and in their personal lives. The current funding model limits the options for providers to reallocate resources to those individuals who may need them most at a particular time.

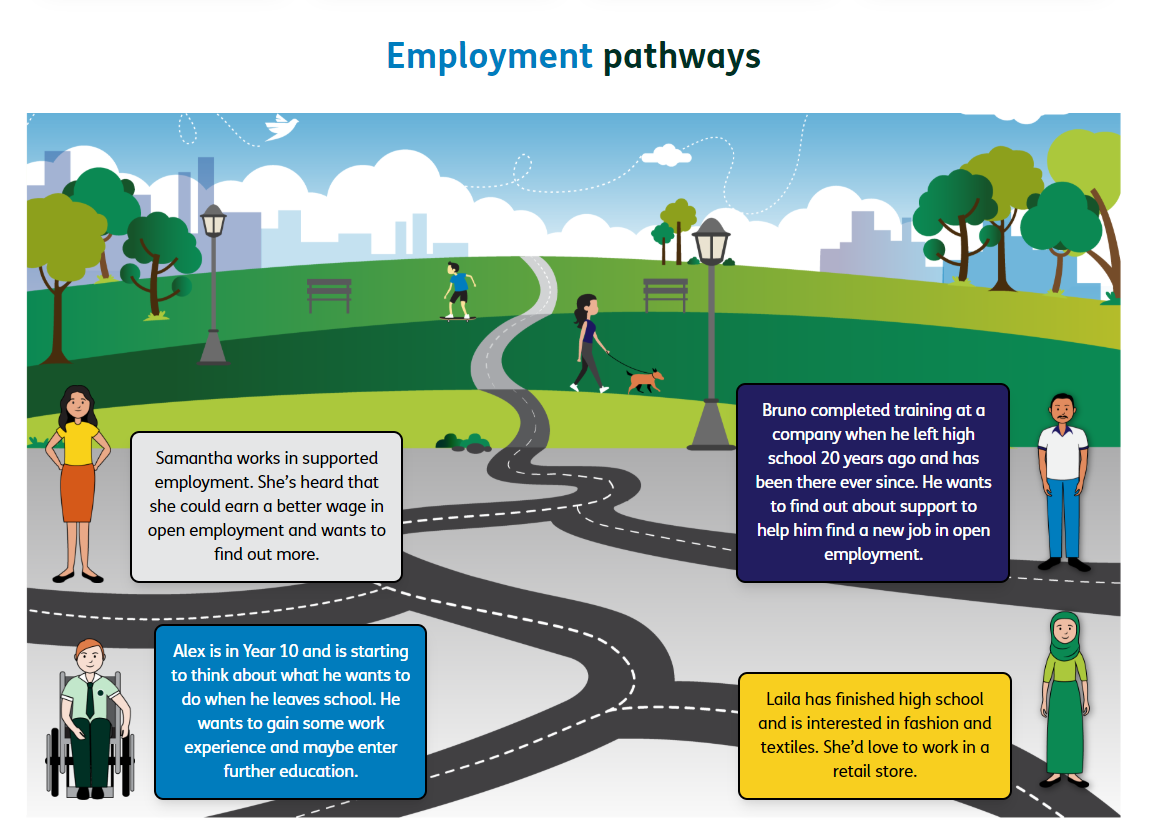
***Gap in support***

1. While there is manifest eligibility for the DSP for people with an IQ of less than 70, List A of the NDIS Operational Guidelines indicates that people with intellectual disability (being an IQ of 55 point or less and severe deficits in adaptive functioning) will likely meet the disability requirements under the NDIS Act without extensive additional documentation.[[38]](#footnote-38)
2. The narrower approach by the NDIS means there is a cohort of people with intellectual disability who are eligible for the DSP, but do not receive NDIS supports. This group of people with a “borderline” disability end up without adequate supports under either system. Anecdotally, a common situation is for an adult from a disadvantaged background (cultural and/or socioeconomic) to come into contact with the social welfare or criminal justice systems and undergo IQ and/or functional assessments for the first time in their life. While the ensuing diagnosis of an intellectual disability or related impairment sometimes leads to rejection of supports through stigma, a frequent response is to try and engage with systems such as the NDIS and Centrelink without support. It is often not until they have had eligibility claims rejected that people in this cohort first learn about disability advocacy programs. The concept of a “mild” intellectual disability is, in my professional opinion and experience, a misnomer because it is still significant in terms of how that individual learns, interacts with their environment and their needs for support – particularly in terms of seeking employment.

***Interface between Centrelink, Services Australia and the DSP***

1. As outlined above, there is a system of ‘mutual obligations’ for some recipients of the DSP and some participants in DES. An inadvertent consequence of this is that as soon as person volunteers to go into the open employment pathway, their interactions with Centrelink will increase as they will need to report income or report their fulfilment of mutual obligations. Anecdotally through my work and in my personal experience, I have found that this increased interaction places a burden on both the individual and their support network.
2. The practicalities of reporting through MyGov are often inaccessible for a person with intellectual disability. The risk of failing to report means that a vulnerable person may have their DSP cut off. To have it reinstated, they will need to call Centrelink. Every part of this potential process is inaccessible to a person with intellectual disability.

## Part 5: IA’s focus on employment

1. IA prepared an omnibus submission dated October 2020 in response to the nine Issues Papers released by the Disability Royal Commission between October 2019 and June 2020. The omnibus submissions include IA’s responses on employment issues, a compilation of which are **attached** to this statement and marked **D20/41537**. The submission includes the results of a qualitative study of 32 individuals and contains specific findings regarding the experience with employment of those 32 people surveyed. A summary of this survey, as relevant to the subject of this hearing, is annexed to this statement as **Annexure CM-1**.
2. As noted above, IA has developed a website and some workshops around navigating the employment system for people with intellectual disability. This is part of the E1 project which is funded by the NDIS Information Linkages and Capacity Building program. This program is now commonly referred to as the Everyone Can Work project (**ECW project**).
3. A major component of the E1/ECW project was to develop a dedicated plain-language, accessible online portal to bring together key employment pathway information, data and research.[[39]](#footnote-39) The Everyone Can Work website is for people with intellectual disability, their families and supporters.
4. The website can be accessed at [www.everyonecanwork.org.au](http://www.everyonecanwork.org.au) and it went live on 30 October 2020. Key information available on the website includes:
   * + 1. real life stories from people who have found and maintained work;
       2. the importance of a part-time job or work experience in younger years;
       3. how to navigate key employment supports; and
       4. the important role of families.
5. IA recognises that the pathway to employment will be different for each individual. This is demonstrated on the website through accessible documents and picture messaging such as this:[[40]](#footnote-40)

## Part 6: Promising practice

1. While IA has identified a number of areas of ‘promising practice’ in the following paragraphs, the reality is that the evidence for these has been emerging and available since the 1970’s. In my opinion, the biggest barrier to increasing the number of people with intellectual disability in open employment is the failure of government to insist that funded programs use evidence based practice that is specific to people with intellectual disability.
2. As part of the E1/ECW project, IA commissioned the Swinburne Report to summarise evidence on a range of topics identified by IA following a workshop with stakeholders in November 2019. The November 2019 workshop brought together an advisory group of people from all around Australia, including people with lived experience of disability and employment; an academic; representatives from organisations; and a representative from a DES provider. The purpose of the advisory group was to provide feedback on the development of the website and the workshops.
3. The Swinburne Report found there is ‘clear evidence’ of programs which are successful in increasing employment for people with intellectual disability, but that examples of these programs in Australia are ‘limited and often temporary, despite good results’.[[41]](#footnote-41)
4. Features of effective programs include:
   * + 1. A high level of job customisation;
       2. A process of proactively seeking job opportunities;
       3. On-the-job training mixed with work experience;
       4. Time un-limited support in the workplace; and
       5. Employment brokers or vocational specialists who work across services.[[42]](#footnote-42)
5. In my opinion, the current DES system focuses on and rewards compliance rather than individualised support. However, there are a small number of specialist DES providers who achieve excellent results by using a person-centred approach. A person-centred approach means that support is based around the individual (rather than in a group) and is based on the skills, experience and attributes of the individual. An example of this includes individual travel training which is designed to increase the confidence and ability of DES participants to travel to and from work.
6. Individualised funding through the NDIS offers the opportunity to implement person-centred approaches to finding a job. One evidence-based approach which is available is called customised employment. Customised employment focuses on the skills that each person has to offer rather than trying to get an existing job. Participants will need to have both long-term and short-term employment goals in their NDIS plan to implement customised employment supports. Some DES providers also use customised employment strategies.
7. The customised employment process includes four main steps: discovery, job creation, customised support and on-the-job training. Customised employment can be a very successful approach for people with high support needs, including those who have experienced low expectations because of their disability.
8. Another area of promising practice is in peer mentoring. Peer mentoring brings together individuals with things in common and draws on the mentor’s own experience to offer support to the mentee.[[43]](#footnote-43) I would be supportive of a program that was staffed largely by volunteers so it could be self-sustaining, but which is appropriately resourced to provide quality training and support for those volunteers. Evidence shows that people with intellectual disability respond positively to ongoing support and mentoring could play a big role in this.[[44]](#footnote-44)
9. Another example of promising practice is in the introduction of the new NDIS line items as discussed above. These line items represent an investment in capacity building that is flexible enough to be used at school (e.g. to support a casual job), for people leaving school and for older people wanting to try open employment for the first time..

## *Recommendations for change*

1. There are a number of changes that could improve the experience of people with intellectual disability seeking employment including:
   * + 1. All government employment programs (including NDIS funded supports) ensure that providers use evidence based practice that is specific to people with intellectual disability.
       2. DES Providers to undertake best practice training on achieving open employment outcomes for people with intellectual disability.
       3. The DES program to publish actual employment outcomes (differentiated by type of disability) for each provider as a means of holding them accountable.
       4. Specialised DES providers for people with intellectual disability in every state and territory.
       5. The NDIS publish actual employment outcomes (a job or transfer to DES) (differentiated by type of disability) by provider as a means of holding them accountable.
       6. While acknowledging that this is outside the scope of the current hearing, I believe it is important that all schools, including special schools, offer work experience in open employment settings to all students.
       7. The NDIS to clarify if NDIS supports can be used for school supported work experience when a student with disability requires continuous support, especially in short-term placements.
       8. Remove the 8 hour per week eligibility threshold for DES.
       9. Funding to SLES & DES providers who support people with intellectual disability to be dependent on programs being based on research and evidence of best practice approaches to the transition to employment.
       10. The recommendations made by the Australian Human Rights Commission in the Willing to Work Inquiry should be actioned.

Signed:

Date:

Witness:

Date:

**Annexure CM-1**

1. IA prepared an omnibus submission to the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability (the **Royal Commission**) dated October 2020 in response to the nine Issues Papers released by the Royal Commission between October 2019 and June 2020. The submission includes the results of a qualitative study of 32 individuals and contains specific findings regarding the experience with employment of those 32 people surveyed (the **Survey**).
2. Between 27 July and 13 August 2020, IA interviewed 32 people. The interviews were conducted over Microsoft Teams. The interview questions were framed to respond to questions raised in each of the nine Issues Paper released by the Royal Commission between October 2019 and June 2020.
3. Of the 32 people interviewed (noting that some individuals fall within more than one category):
   * + 1. 13 had an intellectual disability and were self-advocates;
       2. 14 were paid disability advocates;
       3. 10 had a family member with an intellectual or cognitive disability;
       4. The participants were from around Australia and ranged in age from 20 to 70 years old; and
       5. Three participants identified as Aboriginal.
4. High level findings, as summarised by IA, of the Survey included:
   * + 1. People with intellectual disability saw a connection between the low quality of education they had received and their poor outcomes in employment;
       2. People with intellectual disability reported discrimination in their treatment at work and with respect to the wages that they were paid;
       3. People with intellectual disability wanted more support to train for and gain access to open employment, as well as support to find additional hours of work while in open employment;
       4. People with intellectual disability wanted ADEs to be reformed so that they helped clients gain the skills needed for open employment.[[45]](#footnote-45)

1. Inclusion Australia, ‘Our history’, https://www.inclusionaustralia.org.au/about-us/our-history/ [↑](#footnote-ref-1)
2. Inclusion Australia, ‘Employment’, <https://www.inclusionaustralia.org.au/what-we-do/employment/> [↑](#footnote-ref-2)
3. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p10 (**attached** to this statement and marked **D20/41539**). At the date of signing, this document is not yet publicly available. However it will be made available on the everyonecanwork.org.au website. [↑](#footnote-ref-3)
4. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p10 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-4)
5. NDIS, ‘People with an intellectual disability in the NDIS’, current as of 28 September 2020,<<https://data.ndis.gov.au/reports-and-analyses/participant-groups/people-intellectual-disability-ndis>> [↑](#footnote-ref-5)
6. Programs of Support include different types of Australian Government-funded employment support services. [↑](#footnote-ref-6)
7. Australian Government, Labour Market Information Portal, ‘DES Monthly Data’ spreadsheets for October 2014 and October 2020, <<https://lmip.gov.au/default.aspx?LMIP/Downloads/DisabilityEmploymentServicesData/MonthlyData>>. In Oct 2014 there were 8,173 DES participants with intellectual disability as their primary disability, in October 2020 there were 10,100. [↑](#footnote-ref-7)
8. Australian Government: Labour Market Information Portal, ‘DES Monthly Data’, spreadsheet for October 2020. <<https://lmip.gov.au/default.aspx?LMIP/Downloads/DisabilityEmploymentServicesData/MonthlyData>> [↑](#footnote-ref-8)
9. Australian National Audit Office, ‘Management of Agreements for Disability Employment Services’, 24 June 2020, <<https://www.anao.gov.au/work/performance-audit/management-contracts-disability-employment-services#15-1-arethereformprinciplesandoutcomesreflectedinthenewdisabilityemploymentservicesarrangementswithanappropriateperformancemonitoringregime>> [↑](#footnote-ref-9)
10. Australian Government Department of Social Services, ‘Disability Employment Services (DES) Reform 2018: Industry Information Paper Information Session’, Version 7 as at 29 June 2017, <<https://engage.dss.gov.au/wp-content/uploads/2017/07/iip_presentation_-_version_7_-_29.06.2017.pdf>> [↑](#footnote-ref-10)
11. This figure was based on modelling prepared by Paul Cain and is referred to in an Inclusion Australia media release. Australian Network on Disability, Disabled People’s Organisations Australia, Inclusion Australia, *Disability employment reforms won’t solve employment gap for people with disability*, media release, 17 June 2018, <<https://www.inclusionaustralia.org.au/wp-content/uploads/2018/07/Media-Release.pdf>> [↑](#footnote-ref-11)
12. Australian Network on Disability, Disabled People’s Organisations Australia, Inclusion Australia, *Disability employment reforms won’t solve employment gap for people with disability*, media release, 17 June 2018, <<https://www.inclusionaustralia.org.au/wp-content/uploads/2018/07/Media-Release.pdf>> [↑](#footnote-ref-12)
13. Australian National Audit Office, ‘Management of Agreements for Disability Employment Services’, 24 June 2020, <<https://www.anao.gov.au/work/performance-audit/management-contracts-disability-employment-services#15-1-arethereformprinciplesandoutcomesreflectedinthenewdisabilityemploymentservicesarrangementswithanappropriateperformancemonitoringregime>> [↑](#footnote-ref-13)
14. Australian Government Services Australia, ‘Manifest medical rules’, page last updated 15 July 2020, <<https://www.servicesaustralia.gov.au/individuals/services/centrelink/disability-support-pension/who-can-get-it/medical-rules/manifest-medical-rules>> [↑](#footnote-ref-14)
15. Inclusion Australia, ‘Designing Evidence Based Transition-to-Work and Open Employment Support for People with Intellectual Disability’, 24 June 2015, <<https://engage.dss.gov.au/wp-content/uploads/2015/07/A-New-Framework.pdf>> [↑](#footnote-ref-15)
16. Inclusion Australia, ‘Everyone can work’, *The A-Z of open employment: Discovery*, <<https://www.everyonecanwork.org.au/glossaryterm/discovery/>> [↑](#footnote-ref-16)
17. Inclusion Australia, ‘Everyone can work’, *Customised Employment* <<https://www.everyonecanwork.org.au/employment-support/ndis/customised-employment/>> [↑](#footnote-ref-17)
18. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p61 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-18)
19. Inclusion Australia, Omnibus Submission (Compilation of sections relevant to Employment Issues Paper), October 2020, p23 (PDF page 10) (**attached** to this statement and marked **D20/41537**). [↑](#footnote-ref-19)
20. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p5 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-20)
21. NDIS, ‘Price guides and pricing’, *NDIS Price Guide 2020-21,* pp66-67, <<https://www.ndis.gov.au/providers/price-guides-and-pricing#ndis-price-guide-2020-21>>; NDIS, ‘Already working or returning to work’ page current as of 9 September 2020, <<https://www.ndis.gov.au/participants/finding-keeping-and-changing-jobs/already-working-or-returning-work>> [↑](#footnote-ref-21)
22. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p22 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-22)
23. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p23 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-23)
24. NDIS, ‘Price guides and pricing’, *NDIS Price Guide 2020-21,* p91, <<https://www.ndis.gov.au/providers/price-guides-and-pricing#ndis-price-guide-2020-21>. [↑](#footnote-ref-24)
25. NDIS, ‘What is the NDIS responsible for?’, page current as of 11 December 2018, <<https://www.ndis.gov.au/understanding/what-ndis-responsible>> [↑](#footnote-ref-25)
26. This is not her real name. [↑](#footnote-ref-26)
27. Inclusion Australia, Omnibus Submission (Compilation of sections relevant to Employment Issues Paper), October 2020, p25 (PDF page 12) (**attached** to this statement and marked **D20/41537**). [↑](#footnote-ref-27)
28. Australian Institute of Health and Welfare, ‘Open employment services for people with disabilities 1995 (full report): the first year of NIMS data’, *Appendix* 1, release date 1 June 1996, <<https://www.aihw.gov.au/getmedia/65bdb45f-deb7-4e11-8087-0d28fa48671a/oespd95-x01.pdf.aspx>> [↑](#footnote-ref-28)
29. Australian Government: Labour Market Information Portal, ‘DES Monthly Data’, spreadsheet for October 2020. <<https://lmip.gov.au/default.aspx?LMIP/Downloads/DisabilityEmploymentServicesData/MonthlyData>> [↑](#footnote-ref-29)
30. Australian National Audit Office, ‘Management of Agreements for Disability Employment Services’, 24 June 2020, <<https://www.anao.gov.au/work/performance-audit/management-contracts-disability-employment-services#15-1-arethereformprinciplesandoutcomesreflectedinthenewdisabilityemploymentservicesarrangementswithanappropriateperformancemonitoringregime>> [↑](#footnote-ref-30)
31. Jennifer Clegg & Christine Bigby (2017), ‘Debates about dedifferentiation: twenty-first century thinking about people with intellectual disabilities as distinct members of the disability group’ Research and Practice in Intellectual and Developmental Disabilities, 4:1, p80-97. [↑](#footnote-ref-31)
32. Jennifer Clegg & Christine Bigby (2017), ‘Debates about dedifferentiation: twenty-first century thinking about people with intellectual disabilities as distinct members of the disability group’ Research and Practice in Intellectual and Developmental Disabilities, 4:1, p81. [↑](#footnote-ref-32)
33. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p64 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-33)
34. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p36 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-34)
35. Inclusion Australia, ‘Designing Evidence Based Transition-to-Work and Open Employment Support for People with Intellectual Disability’, 24 June 2015, <<https://engage.dss.gov.au/wp-content/uploads/2015/07/A-New-Framework.pdf>> [↑](#footnote-ref-35)
36. Australian Government: Labour Market Information Portal, ‘DES Outcome Rates by Disability Type’, spreadsheet for December 2017, <<https://lmip.gov.au/default.aspx?LMIP/Downloads/DisabilityEmploymentServicesData/DESOutcomeRatesbyDisabilityType>> [↑](#footnote-ref-36)
37. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, pp36-37 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-37)
38. NDIS, ‘List A – Conditions which are likely to meet the disability requirements in section 24 of the NDIS Act’, page current as of 29 March 2019, <<https://www.ndis.gov.au/about-us/operational-guidelines/access-ndis-operational-guideline/list-conditions-which-are-likely-meet-disability-requirements-section-24-ndis-act>> [↑](#footnote-ref-38)
39. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p5 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-39)
40. Inclusion Australia, ‘Everyone can work’, <<https://www.everyonecanwork.org.au/>> [↑](#footnote-ref-40)
41. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p8 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-41)
42. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p8 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-42)
43. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, p51 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-43)
44. Wilson, E & Campain, R (2020) ‘Fostering employment for people with intellectual disability: the evidence to date’, Hawthorn, Centre for Social Impact, Swinburne University of Technology, pp52-53 (**attached** to this statement and marked **D20/41539**). [↑](#footnote-ref-44)
45. Inclusion Australia, Omnibus Submission (Compilation of sections relevant to Employment Issues Paper), October 2020, p25 (PDF page 12) (**attached** to this statement and marked **D20/41537**). [↑](#footnote-ref-45)