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RI World Congress
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Parallel D Harris
Multiple disadvantage

>> Right, good afternoon, my name is Debra, from Shaw Trust, so today this session is on multiple disadvantages, we have Sue Salthouse from the Director of RI from Australia, he's going to speak today on mainstream and targeted matters to reduce violence against woman with disabilities, so if I can welcome Sue to come up.

>> Okay, now how am I going to see what's on the PowerPoint? Good question, I'm not, okay. So if you could get my PowerPoint up or laptop down or something would be really good.

>>Sue: It's not going to be easy, okay.

>> Here is a clicker for you.

>>Sue: Thank you. Okay. Thank you very much everybody and perhaps going to talk mainly about what's happening in Australia. I think that the universal concerns and I think that at this conference there has been something of an elephant in the room, because woman make up 51% of people with disabilities worldwide, but because we're disproportionately disadvantaged then we actually don't get the same access to things as mainstream, as disability men with disabilities. And I think that one of the important things is that I've looked at mainstream and targeted measures is that every concluding observations that goes back to every country, talks about somewhere in there the situation for woman with disabilities and emphasises the need for us both to be included in mainstream projects, but as well have special targeted measures. Now part of that elephant in the room is that woman with disabilities is subject to a high level of, high incidence of violence and that experience of violence is at a much greater level than non-disabled woman or men with disabilities. And I think that there has been a lot of emphasis in, in our discussions about the importance of the convention on the rights of people with disabilities, persons with disabilities and that disproportionate disadvantage has been recognise, as you know we have own article of Article 6, I haven't heard in discussions this week any emphasis about situation for woman, it's been very broad-brush. And the general comment, number 3 that I put on the screen there, the article on woman with disabilities, really provide a blueprint for how policies and programs across every nation that has ratified the convention need to be organised, so if people don't use it I recommend you go to the UN Enable

website and download the general comment number 3, because it looks at every article within the convention and puts a twist on it as to how it needs to be interpreted for woman with disabilities and certainly the groups that I meet in Australia use these points exclusively and it looks at the multiple discrimination, those intersectional concepts and the use of that language about intersectionality really emphasises how we need leadership and capacity building. I put a picture on the slide of Kelly Vincent, who is the only person with, with physical disabilities in our Parliament across Australia, one person out of 814 parliamentarians, so leadership and capacity building is so needed. I don't go through the other things on the slide, one of the things we need to notice in post-school education woman do as well as men, if not better, but when it comes to getting into the workforce they do twice as badly. So that we need to really address that as well. One of the things that I didn't mention before is that with of course gender is across cutting issue in every article of the CRPD, one of the other important human rights conventions that we need to work with, as woman with disabilities, is the convention on the elimination of discrimination against woman. And in that convention disability should be considered as a cross-cutting theme across all those articles. And I want to look at gender and inequality in Australia, I think gender inequality is one of the major factors leading to high levels of violence against woman. I don't know if people are familiar with the global gender gap index, it measures the situation for men versus woman in each country, so it is not comparative between countries in that sense. But then once a ranking or an index number is given, countries can be ranked. Iceland sits at number 1 or .88 or nearly 90% of the situation for men. Australia sits at 36, UK sits at number 20 I put Mexico and Senegal sort of equal distance behind us. I think in Australia that gender and inequality, which effects all woman, but doubly effects woman with disabilities is something that we need to have good consideration of and another aspect of, of the violence against woman. So another measure of course of gender and inequality is through the gender pay gap. There was a demonstration in Iceland on Tuesday this week about the gender pay gap in Iceland and in Australia it took us until mid-September to be able to earn the same amount that men would of earned by the 30th of June in that year. So if I return to the situation for woman with disabilities accessing employment and the way you don't access employment and are plunged into poverty you become a much higher risk of experiencing violence and abuse or much higher risk of being exploited. So you can see on the slide there that the workforce participation for woman with disabilities is 49% compared to men, 58%. And I think we've heard quo that this week the percentage workforce participation overall and it is 50% overall in Britain. So you can bet that the breakup between work access for woman and work access for men is exactly the same, huge percentage point differences. And the same goes with the men get full time employment, woman get part time employment, that's an exact reflection of the non-disabled population. But one of the things we have to remember about woman in, with disabilities is that 20% of primary care and that would go across the board with across other nations to ours, are woman with disabilities. There

needs to be considerations and policies and programs as to how their caring role is also addressed. Now as a nation, as part of our implementation of the CRPD, we moved, we ratified in 2007, 2008, 2008 and by 2010 we had developed a national disability strategy, prior to that we hadn't had one for about a decade and in that national disability strategy that's our, our document for implementation, major implementation. And this was, was developed with a lot of government input into national consultations. And we had six major objectives and one is for inclusive and accessible communities, rights, protection, justice and access to legislation, economic security, personal and community supports, access to life-long learning and skills development and access to the health system. But our national disability strategy actually makes scant reference to woman with disabilities. So as a part of that, I don't know if people have heard of it, but we have developed as a segment of that national disability strategy, we have developed now a national disability insurance scheme and that's another part of our implementation of CRPD. It again was developed after massive national nationwide consultation. Some done by people with disabilities, of people with disabilities, some done by, by economists, some brought in by the productivity commission which is our national economic investigative agency and the major conclusion out of the productivity commission was that disability care and support in Australia is underfunded or was unfair, fragmented and inefficient. I think that when any, in any other nation when you consider the same about the situation in your own country, whether those four adjectives would also apply. And in response to this at last there was a national peoples movement was born once productivity commission had come out with its report. And I wanted to say that in fact it is very important that people with disabilities are able to mobilise, to get their message across to governments and the non-government sector about what their needs and desires are. And this national grass roots movement called Every Australian Counts had a lot of manifestations, not only was it a bottom up movement but it was a top down movement. I think once we had established this it had momentum across the country, and it included of course lots of people with disabilities, but it also sparked the imagination of the non-disabled population and it was as if this, the national disability insurance scheme was a scheme whose time had come. In fact it had been in the background of consideration since 1975, so it is certainly is a scheme that's time has come. And one of the, at the time we had a hung parliament and it was important that we had both bipartisan support that bipartisan support is still continues even though we had a slightly more right wing parliament these days but a little more tenuous than it was in the beginning. Our first female Prime Minister is in that slide, Julia Gillard at the top, you can see her really taking part in demonstrations across the country, as did all the politicians. This slide just a few more pictures of over I think about two years this campaign continued while the government was deciding how they would put the scheme in place, how they would change the actual disability long-term care and support report and how they could make it workable. So, so the NDIS, this National Disability Insurance Scheme born in 2012 and rolled out across a number of trial sites, state

by state in the country and we had three years of trials. The national rollout started in 1st of July this year. So under this scheme it's for people who have a permanent disability and that permanent disability must be at a level that affects their activities of daily living. So a disability that impacts on their lives. It's a no fault lifetime support scheme, but it is non-aged care scheme so application has to be in before a person's 65th year, great emphasis on early intervention. We heard that mentioned many times across this conference and that early intervention not only for children, but for people who acquire a disability, degenerative disability. One of the things we need to bear in mind when thinking about our national disability insurance scheme is that only about 10% of those people in our population of 4 million people with disabilities, only about 10% of them will be eligible for this scheme in that the impact of the disability has to be significant. So when we have fully rolled out the scheme we think there will be nearly half a million people in the country who have access to the scheme. The major aim of the scheme is to give people, enable people to lead an ordinary life. So stop that isolation and locking out of society that had been, has been the norm up to this point. We're also a lot of emphasis on people having own packages for choice and control and that we have to have reasonable and necessary supports, so it's not a cargo, can't ask for everything but you should get enough supports to be able to lead an ordinary life. So it is a very positive scheme, but it doesn't have targeted measures for woman with disabilities yet. And up to now men with disabilities had received 60% of the support services, even though woman with disabilities outnumber them, there is a Ph.D in that for somebody. So to return to the matter of violence against woman, and as I said in a very gendered society like Australia, this is a very negative space. When I compiled this PowerPoint 49 woman had been killed this year through violence against woman. Today it's 59. That's about one woman every five-days killed as a result of violence. And that's across all woman, it is not just disabled woman of course. It's a tragic and shameful figure and it arises as partly because we have quite a gendered society in Australia, that's only one of the factors. So the stats in Australia are horrific that one in three woman have experienced physical violence, one in four woman have experienced workplace, sexual harassment, one in five have experienced sexual violence and nearly one in four woman have experienced physical violence by a current partner. So in fact tomorrow the next trend of our violence plan will be announced. But what are the stats for woman with disabilities? Of course woman with disabilities experience everything that non-disabled woman experience, but up 2035 times the rate. So the violence experienced by woman with disabilities is much more diverse and more prolonged. There are a greater number of perpetrators. 40% or more are likely to be victims, more likely to be victims than non-disabled woman 70% victims at some time in our lives, 90% with intellectual disabilities experience violence. If this is ignored when we rollout policies and programs, it leaves woman at a much more at risk state, not because we are inherently vulnerable, the situation of our lives and intersexuality actually makes us more at risk of violence. And I think one of the most pertinent on that screen is that what we do know is that

25% of reported rain victims, times up, so I don't have time to go through the, but we need lots of changes. We need to also extend our knowledge to developing world and I think the main thing that I need to say is that conventions is our blueprint. People power is very important. We need to be in the room, nothing about us without us, and that includes woman. Thank you. [APPLAUSE]

>> Thank you Sue, very important issue and I'm sorry about the time, three more speakers. We have got time for Q and A and the output is obviously determining what we need to stop what, we need to continue and obviously in terms of the issues in Australia we know what we need to continue. So can I introduce Angela Rauch from Germany, going to speak on unemployment for disabilities, I think may pick up on some of the points that Sue has raised. Welcome.

>>Angela: Okay, thanks for your kind introduction. I'm from institute of employment research, federal employment agency and me and my colleagues, Nancy, is sitting here too. We are asking a question about people with disabilities and participation of labour market schemes and if they are excluding mechanisms. In Germany in order to achieve participation in working life we do have a broad system of special active labour markets schemes targeting on people with disabilities. And can either participate in schemes designed for all unemployed persons or they are participating in schemes for rehabilitation specifics. And research focuses on identifying the selection process into the schemes and asking if there are exclusion mechanisms and I start with a short look at population on the institutional background, on the database, then follow by research questions, the results and which a short conclusion. So what are we talking about? We're talking about young adults first entering the labour market. So we're talking about people with health restriction leaving school, mostly special schools and they need support to get qualification, to get a job and that's what professional rehabilitation should do, supporting the school to work transition of young adults, to counter-act tendencies. In Germany not all disabled people are eligible for rehabilitation, this definition you see appear is from a social code, so person watershed an officially acknowledged disability and persons at risk of becoming disabled, if the possibility of a disability lasting longer than six months is anticipated and if they are capable of work. And in other countries we have a lot of different laws regarding people with disabilities, starting from we all know the UN convention on the Rights of Persons with Disabilities, German Constitution, Anti-discrimination Law, social code, rehabilitation and participation of persons with disabilities and there is another one, the so-called federal participation act, come into force maybe next year, maybe you heard on Thursday evening, she also mentioned it. Okay. And we are asking which influencing factors trigger the allocation to measures and trigger the allocation to specific measures. And why is this question important? In Germany we do have so-called dual system of vocational training with around about 330 I would say officially recognise occupations requiring former training. So if you want to become a butcher or a nurse or a motor car mechanic, you have to take place in these form of trainings, not only taking place in companies, it is about four-day in a company and one day

in a school. It took you three years and it is finished with a certificate and in Germany this is really, really important. Having a certificate significantly increases your chances to get a job, to get a good job and to keep this good job. There is not research on these questions regarding disabled persons. So our hypothesis are on one side as it is viewed for non-disabled persons the participation and schemes is influenced by socio-demographic features, but on the other side there is other factors. So for example at the federal Employment Agency who is responsible for this integration, there was an organizational change some years ago. It was mainly merging of agencies, and we wonder if these organization change has an influence on the participation. And on the other side we ask if the regional distribution of providers of specific vocational rehabilitation schemes also has an influence. And so database, we are using the administrative data of the federal employment agency and the status includes all young adults in vocational rehabilitation and we are analyzing here persons who are accepted as a rehabilitation in the year 2010, 2013. And the data set includes information on socio-demographic, age, sex, nationality, there is also information about schooling, about participation in programs, about the type of disability and we have as an ongoing information, information about the labour market status. But as administrative data we do not have information on the severity of disability, multimorbidity, facts and workability, self-assessment and others. Just to have some short numbers, every year around about 41 thousand young people are accepted as a vocational rehabilitation at the federal employment agency and these numbers are relatively stable over the years. They are mostly German, 90% of them is German, they are mostly 19 years old and that's the chart on the upper left side, male over represented, looking at the type of disability that's the pie chart on the bottom left side, you see that there are mainly three types of disability and blue is mental disability and looks like green here it's physical disability, but more than half of the persons to have a learning disability. And looking at the allocation that's the big chart on the right side, again green you see most of them do have a lower secondary school about 40% of them, some of them do have a higher qualification than that. But nearly half of them has either no educational qualifications or they are coming from special schools and coming from special schools means you also do not have a former qualification and that's a problem again because in Germany again former qualification from school is a prerequisite to get, to start vocational training and that's again a prerequisite to get a good job. And they are participating in a lot of different schemes, as I told before they can participate in schemes made for all unemployed persons, but also participate in rehabilitation specific schemes. And if we start with the green up you see 20% of the persons are in sheltered workshops and big part of them, more than 40% are in a preparation scheme, most of them that's the purple one here in a rehabilitation specific scheme followed by general preparation scheme. And only 12% are in an external vocational training, but what you not see here there is a kind of education chain normally after vocational preparation scheme people are going to vocational training and about 1/3rd of the population is in this education chain. But there is one small

problem again and that's on the bottom here. It's only 10% of the persons are accompanied and again it is a problem because as we know from a lot of labour market research that participating in an external vocational training decreases your chances to get a job afterwards. And about 10% do not participate in schemes and this is bringing me to the results and the first result we see here is estimating the participation in schemes at all, we do regression analysis and just show the significant results and as we anticipated the participation is on different socio-demographic characteristics, so you are more likely to participate if you are between 17 and 20 years old. If you are coming from a special school or are already in a measure but not accepted as a status or living in a rural area or small city. But that's interesting regarding the institutional factors, we found out that on one side the numbers of providers of specific rehabilitation schemes and the regions is above average. The number of provided schemes is increasing and this is also due to if the local public employment office is affected by the organizational reform of the federal employment agency, also here the numbers of provided specific rehabilitation schemes is increasing. And our second regression ask us the question, the probability for participation in different special labour market schemes and also we define here as anticipated regarding the socio-demographic factors that men are less likely to receive company-based training. The higher the education the more likely to receive company based training and the less likely to participate in a specific scheme, persons with mental disabilities more likely to enter sheltered workshop, people with psychological problems most likely to receive specific rehabilitation scheme. We find institutional factors, nearly similar results as before, is the number of providers of specific rehabilitation schemes reach above average, more vocational external training and sheltered workshops are given, allocated if the local public employment agency is, the proportion of company based training is decreasing. So to sum up we have on one side, anticipated results that the participation vocational rehabilitation schemes is determined by socio-demographic, as school, education, age or the type of disability. But that the number of providers in a region has an influence. That if the number of these providers is above average or if the job centre is affected by restructuring of federal employment agency the provision of specific schemes is increasing. This is a new result and in one way you say well that's logic, isn't it? So there are more providers in the region, the employees and the local agencies are more conscious of these providers and the allocation into these schemes is increasing, so where is your problem? The question, we are asking is the offer determining the demand? Shouldn't it be only substantive arguments, decisive and not because the schemes are just there? Especially in Germany where we know from a lot of research that participating, for example, in a company based training, significantly increases your chances to get a job and not the allocation into specific matters. The question we are asking, if this is a kind of exclusion tendency. So this is a Work in Progress and the long-term effects are still to be seen and we have to discuss it really in greater details. But our question, should rehabilitation should counter-exclude tendencies and not strengthen them, thank you. [APPLAUSE]

>> We are taking questions after, okay. Thank you that was really interesting and I think the point you made in terms of the data and the more data we have in terms of collecting information we can identify firm action and really drive this way forward. I think the things I'm hearing is really looking at early intervention you highlighted a need for focus on educational skills and qualifications and the gender gap we have uncovered. So I think we are getting here as well, so I would like to introduce Reimer, June Reimer, excuse me, from Australia, going to be speak about the work he has been doing with the indigenous people of Australia.

>> June: good afternoon, I won't speak long today I have a video I want to incorporate, I think you have had enough PowerPoints the last few days, my name is June I'm a Dugarvie Woman, that's my tribe from the north coast in Australia and I think that's what we haven't heard a lot of today over the last three days about culture in community. We talk about disability, but for us foremost is our culture, where you come from and where you are going to as an Aboriginal person with a disability, we believe is foremost in getting support in your life. Aisle just say a little people about first people's disability network, we are a national organization, only national organization, we're quite unique, also the only organization representing Aboriginal people across the world. And our focus has always been to represent those most disadvantaged, you know, which are Aboriginal people in Australia today. Our work has been to be a voice for those that are disadvantaged and write policy and do research about supporting the best way we can. So in Aboriginal culture there actually isn't an accountable word for disability, so most of our cultures we have actually over 50 thousand languages, which most have lost because of colonization in Australia today. But still today in central Australia, English is third or fourth language. So when you're talking disability most of our people in Australia don't understand what you're talking about. So you need to use other language when you are talking about supporting our most vulnerable. And for disability in Aboriginal families it's not viewed as a deficit, because most, most of our communities living in a disadvantaged state and, you know, that's the theme of this workshop today, you know, multiple disadvantage. For Aboriginal people in Australia today they live with several disadvantage, being Aboriginal is a disadvantage. Then having a disability on top of that is double disadvantage. So, you know, for most Aboriginal people they don't want to give themselves a label, they are living with Aboriginality day-to-day, to put another label on top they do not accept it. As I said earlier traditionally there isn't, it is not in traditional language. There isn't a word for disability. So most of our people, when, you know, they're talking about someone that needs support in their community, they might talk about, you know, that fellow needs a hand to, you know, get along or that person doesn't see as well or you need to talk slower. But it's not seen as a deficit. It's seen as, you know, supporting and helping that person better in their communities. So anecdotally it is believed 50% of our Aboriginal population has some form of disability. As there is not pure research with this, you know, as I said it is only anecdotally believed, but as an organization across Australia we see this

in all communities, you know, the high levels of disability is unbelievable. And so with the onset of the national disability insurance scheme as Sue mentioned earlier, we see this as a really good journey that our people can be supported appropriately in their life. Because the theme of the national disability insurance scheme is about having, you know, person centred approach. It is about being about the individual. So us as an organization, we have developed a high level of resources and films and that to support our community, to understand that who they are and where they are coming from is foremost in them getting support in their life. Aboriginal people are story tellers, so our resources about telling your story. So if you want support in your life, your story of who you are and where you've come from and what you need in your life is foremost in getting better results. So our journey, you know, all along has been to support our most vulnerable as I said. Aboriginal people with disability are the most disadvantaged people in Australia today. Because of, you know, past levels with the government, psychosocial issues which resulted in people with a lack of education, lack of adequate housing, a lack of water. And people don't believe these issues happening in a first world country like Australia. I can tell you I work nearly every month out in the remote communities of Australia and people are living in massive disadvantage. They don't have homes and if you are a person that needs a wheelchair to get around in your community, there is not the any wheelchairs. They are crawling around in the sand, there isn't any running water, there isn't any electricity. When we are talking about disadvantaged Australians, Aboriginal people are. So our journey has to be support the most vulnerable. As I said earlier we developed a video that we would like you to see and that's about people telling their story because that's most important in getting supports in their life with the new focus of the national disability insurance scheme. And thank you for listening and I will put this video on now, if it works. I didn't want to talk too long, so the video is about ten minutes. So it's about, you know, ensuring that culture is first when you are as a person with a disability. That's number 1 in your life and you need to tell your true story to get the support you want in your life.

>>SPEAKER: I would like to acknowledge of the land on which this DVD is being viewed and pay my respects to their elders past and present and to their ancestors and welcome to this DVD on the proper way planning book. The proper way planning book is an initiative of SYNAPS and first people's disability network, the book was developed as a way of [speaker off mic] to claim what sort of supports and services may help them keep strong. The book uses traditional methods of storytelling, yawning and artwork to help people think about ways that they could be kept strong through using disability services and supports. We respect that many Aboriginal people, English is their second, third and fourth language. So the book was kept in the traditional way of the storytelling and using art and symbols to convey messages. We also respect the symbols used in this book may not be the same symbols used in your community. We encourage people to talk about what the symbols may look like for their community and even draw them or repaint them in the book. The book also aims to assist people working in disability services, individuals

and families, to have a better understanding of the way services can help people and how to engage with people in talking about different services for the NDIS, information supports and other disability services. It's important that you as a person with a disability or the person caring for you, understands your rights and responsibilities in accessing services and support and you have every right to expect them to be respectful for you. This book will help you do that, although you don't have to use this book if you don't want to. In Australia this symbol represents disability, it is a symbol of a person in a wheelchair. It doesn't try to represent or talk about all disabilities, but what it talks about and lets people know is that this person needs some extra support. In our language we developed this symbol, traditionally the U-shaped symbol is used to represent a person, because this is the shape you leave in the sand when you get up, a person with a disability may leave a different shape in the sand to other people, so this symbol shows someone they may need a bit of assistance, someone with a disability. The wide circles around this symbol represent the wide okra, shows this person is a cultural person, a strong person who has a connection to their land, their language and their community and that should be respected. The national disability insurance scheme is about person centred care. This painting talked about what person-centred care may look like using traditional art and symbols. The background is red and that represents red okra, the land we live on, the symbol in the middle is a symbol for a person. It is this shape because that's the shape we leave in the sand when we get up, the dots around it, the ceremony when we celebrate culture and community and shows this person is a cultural and respectful person with connection to ancient history and language. This symbol represents the person that the NDIS is going to help, how they can be kept strong in the different areas of their life. These symbols represent two people, this represents your relationship. You can be your parents, your career, your partner, a relative, a friend. But it's the person that keeps you strong and helps you stay in your community and this is what we talk about is how can the NDIS or any service help you keep strong in your relationship. The next symbol at the bottom represents family, this is represented by the U-shape, in this case it is a woman, the circle which represents a child and my understanding is that the circle represents a child because until they go through ceremony they are really not man or woman but a child. The symbol beside that represents a male, together these symbols represent the family. This next symbol represents community because it has a number of families together. When you have a lot of families you have a community. This symbol represents your culture, it is made up of lots of circles, usually used to represent children. What this symbol says where you grew up and came from as a child, it talks about NDIS, how it can help you stay strong in your culture. The round circle that surrounds all this representing you and connection to all these areas of your life. The line coming in represent services and supports coming into this part of your life and the fact that we use the wide okra shows any services coming in have to be respectful of your culture and connection to your country and to your community. Any services that they provide for you are provided in a culturally

respectful and relevant way. The first thing to happen when you decide to access a services that you will have a meeting with the people that can help you with it. This artwork represents people coming together to have a meeting. The lines coming in to a central place represents that meeting place and that can be wherever you feel comfortable. It can be under a tree, it can be at your home, it can be in the office, whatever suits you. At this meeting you will come along, you may bring a friend or someone you trust to help you, may also be people that help you with services or supports now or just some people from your medical centre or community or a case worker that may be able to help you.

The two purple symbols represent people from NDIS. We have done in purple as you notice the NDIS people wear purple uniforms this makes it easier to identify in our artwork. At this meeting we talk about what sorts of services you might be able to get, what services might be important to you and may decide you would like to think about it a bit longer and maybe go away and come back later and have another meeting. If you would like to start thinking about landing supports and services then you can take the book home and start thinking about it with friends. Now we will show you how to use this book. The first page of this book has a symbol of you, this is because the book is all about you, you are the best person to know who keeps you strong in what areas of your life you need support in. You can keep this symbol to represent yourself or draw something else or take a photo of yourself and put it on this page, but this is your book and you can use it the best way you can to remind you of what areas in your life you need help. May not need help in all areas of your life that are identified in this book, may only need help in one or two. If that's the case you can peel off the bookcase speak stickers and put it, this is the area of your life you would like to get help in. This page gives you a chance to talk about things you want just for yourself, maybe you would like to go study or get a job or where you can talk about things or draw a picture or write or use some stickers to help remember these are things important to you. This page is where we talk about relationships and how the NDIS or any service can help you keep strong in your relationships. You can use this to help you talk about things that are important to you. You may want to use the sticker showing you this because you like to be more independent and not depend on family members to help you in this area. If you think you need a break you can use this of the purple house.

The this is somewhere you can go and stay for a little while. Just remember things that are important to you. The next symbol represents family. Here we talk about how the NDIS or any disability service can help you keep strong with your relationship to your family. Maybe you need a wheelchair so you can do more things with your family. Maybe you'd like to use a cooking sticker to show that you'd like to just cook a meal for your family. This page is about community, this is where you live, who you hang out with, where you feel you belong and here we will talk about how the NDIS can help you keep strong in your community. You can use this symbol or create your own. You can use the symbol to talk about attending this group, this can be men's or woman's business, you can use the symbol of the car to show that you

need transport to get to these groups. This page is about culture, who you are, where you come from, what you can and can't do, your connection to country and your connection to language. It's important to our Spirit to connect with culture, especially with a lot of people these days who don't live on country. It could be having access to Bush Tucker or medicine, [speaker off mic] it can be connecting to elders through men's business and woman's business. After you work through the book and talk about things you need help with or things that are important to you, you will have another meeting this time it will include a person called a planner. The planner will talk with you about how the NDIS can help you with the things that you have talked about in your book. And you can Seuss your book to remind you of these things that are important to you. You can talk to the planner about who can help you with these things and what that might look like. The planner will take your ideas and write them down and this form what's called your plan. The planner will then send your plan off to find out what services are available where you live, what they can do for you and how much this will cost the government. Once they have done all this, they will contact you to arrange another meeting. At this meeting they will let you know what the NDIS can help with and what they can offer you. If you are not happy with this you have the right to talk to someone who may be able to help you to sort things out. Remember that you as a person, living with a disability, are entitled to live a full and meaningful life just like everyone to be seen as a worthy and contributing person and member of your community. You have the right not to be shamed. You are entitled to enjoy the same opportunities and rights as everyone else. [APPLAUSE]

>> Thank you again, I think the theme around culture and language, I think June has sent out some books, thank you very much. I think I'm touched by your presentation in terms of recognizing the whole person and in terms of the person-centred approach. So again another thing to build on as well. Could I introduce from University of Memphis, USA. Last minute speaker, but here to speak about multiple disadvantage. So I don't know the precise subject. So welcome.

>> Okay, thank you so much. Yes thank you so much. So I'm going to gentle you, going to tell you about something that we're doing in the United States but that also actually in some of the other countries in the world, especially here in the UK. And some of the places in Ireland that we're going to be visiting very soon and in Canada. But most of the programs that I'm going to talk about are programs that available in the United States and they are person centred which I think is pretty much a theme we've been hearing. They are very person centre and they are very different from the way business is usually done regarding young adults with intellectual disabilities in all of these places, especially in the United States. So if this works right, there we go it's got its stripes. See how it can actually acquire stripes. So this is a particular tiger is because it is a symbol of the University of Memphis where I, where our program is housed and I'm a professor there at the University of Memphis and the tiger is our mascot this is a program that we have had to work with and have been working on for about five years now, although as I said it is not new to the

world and not, but much newer in the United States. Even though there are 250 programs like this in the United States there weren't any before 2010.

So this is a very new phenomenon for young adults with intellectual disabilities. My colleagues Eric, Maurice and Shandlin are not here, they are with me in Spirit, today they are preparing a float for our home coming parade, our tiger students will be on the float and other folks are helping with that float today. In terms of young adults with disabilities, this is not a new thing, a new phenomenon for anybody at this audience or at this Congress, but I think unfortunately it is a statistic that is pretty consistent and maybe even we're doing a little better in the US then in some places. Other adults with intellectual disabilities, people that come into our program, special program at our University and not admitted as full time admission to the University but into the special program that we have and the other 249 across the country in the United States are young adults who have intellectual disabilities with IQ about two standard deviations below the mean. So this population in the United States, if they were kind of left to the current options available, primarily sheltered workshops for them, eventually do get employed but at a very low rate. Throughout their life time typically the data would show only 14 to 16% will ever go into competitive employment. By competitive employment I mean with a wage that's consistent with national and/or state wages and integrated environment. Now many of them stay in sheltered employment their whole lives and think about what that is, someone at the age of 18 our population is 18 to 29, people in our programs, going into a sheltered workshop at 18 and being there until the rest of your work life, 50 or 60 or whenever someone has decided you've been there long enough, only 14 to 16% of them escape from that to competitive employment. Some of them don't even go into any kind of work-like setting but just stay home and watch TV and play games and do things like that and helps program with the family but don't really contribute in a competitive way in society. So it wouldn't be hard to beat that, would it? Because that's a pretty low statistic. When we look at how many typically might go into some sort of a program after two years after leaving High School only about a quarter, that leaves three-quarters of them sitting around home not doing much at all. Many of them work for less than minimum wage, if they go into employment outside of the sheltered setting, because they are afraid of losing their Social Security benefits they don't take a competitive wage, don't give up Social Security benefits often, we're talking about multiple disadvantage, large number, 60% of our students in our program at the University of Memphis, unlike most of other ones in the US are also people of colour. They have a disadvantage of being person of colour and disadvantage of intellectual disability. Many of these people are afraid to give up their Social Security benefits therefore take a job at less than minimum wage, some sort of a combination of the employment of the 14 to 16% not necessarily even earning a minimum wage or in competitive employment, they don't have to give up their benefits often families are dependent for house note or rent, et cetera. It compounds the fact they are not very likely to be more typical or mainstreamed into society.

Not our kids, talking about people in general in this category. They regularly work fewer than 20 hours a week, if they are in competitive employment because that would put them over the amount that they can still keep their government benefits for. The idea is just to continue to make this system go forward with nobody escaping, you know, there's, there has been no way out until we became enlightened history of isolation, marginalization and disfranchisement and abuse as one of the earlier speakers spoke about, especially among woman. Many of our young adults with intellectual disabilities they are at home but not necessarily taken care of well at home, being abused in some way either physically or psychologically or abused because they provide services to the family members that keep them away from competitive employment. So what are we doing to help them? A bunch of variety of resources in the United States, we don't have to go into all of those. Lots of federal Acts that helped maybe bring people into more mainstream educational experiences or help them to at least access vocational rehabilitation but haven't been incredibly successful with this population. Even though vocational rehabilitation is a wonderful thing, certainly not going to put that down, the data shows it is doing a good job. I was thinking about the more you have, the more you have, according to your data, right. So we have lots of voc rehab, not particularly good with this population in the United States to date.

As a matter of fact our whole disability legislation was changed in 2014 to try to work with this young adult population. A huge number of young adults and not really getting the services they need in the United States. So there is a big movement in the United States with the 2014 legislation trying to get more of these young adults with or without intellectual disability across the board into competitive employment as opposed to sheltered workshop or staying at home. But we're specifically talking about the population with intellectual disabilities. So things aren't really great in Memphis, unemployment rate in Memphis 7.9% which is slightly higher than the national average, but we're certainly not beating the national average, which is 5.5. So these folks in Tennessee, one of the poorer states in the United States are already marginalised by location as well as colour as well as disability. And I think that fits with the theme of this session, multiple disadvantage, multiple disabilities. Fewer resources provided to individuals with disabilities in Shelby County even than in other parts of our state. And we think that maybe because our population is so minority focused and such a large percentage of the people in Memphis are minorities, persons of colour. Even within Tennessee it is typically marginalised. There is a lot of work that can be done here, good place to put it. So tiger life, that's where the tiger comes in because he is our University mascot. Tiger life is a program which uses a systematic approach to assess each students academic career, technical, independent living and social skills in order to help the client device the best plan that matches their inspired goals for transition into gainful employment and living a more meaningful life. My colleague Dr. Quinto [Name?] and I, sitting in the room, have been working in conjunction with this concept of systems approach for over two decades now. I think we really believe it is a good way to approach any life

change. I used to say this is specifically disability focused now I see it as the way you have to look at any movement from one stage of life to the other has to be looked at systematic. It has to be person centred. We can only move you from where you want to be to what the next step is for you. We can't say this is the blanket way for you to move forward. We evaluate, use assessment tools and we use the actual system approach to placement to develop a plan for each student and the program and then we create the plan for them. We started formally in 2013 so this was three years after the legislation was passed in the u states, there was eight students and three staff currently we're serving 103 students with 37 staff, so it has grown exponentially and we're only scraping the need, just touching the need in Shelby county and in Tennessee. We could go to 300 if we had capacity to do that, we are having a summit for the Southeast region of the United States in a couple weeks to bring our historically black colleges and Universities into teach them how to create these plans. And currently the largest in the state of Tennessee and the largest minority serving program in any four year institution in the country, 103. Most of the programs even though 250 are smaller, 8 to 15 students, we have the smallest programs. One of the features is that we Tuesday trained professionals, including instructors, job coaches, behavioral analysis, we have a lot of behavioral analysis which is what we think is the heart of our program, if there is a need for that especially, record keeper, psychologist, administrators, educational coaches, et cetera. We use the University, especially graduate population and undergraduate students in disability studies as the support system for our students on the campus. They are, they are partnered with somebody through what's called the best buddy system. Sometimes it is more than one person, we have more University typical students that want to help than we have 103 students to be helped. So the campus has really risen to the occasion and embraced our students that takes them to events like the one happening this afternoon, the football games, social events, Fraternities has embraced them, brought them in, so they have a typical college experience although obviously they are not able to achieve that college degree, but they are on a campus, they are with young adults the same age they are, all of whom are going to go to work competitively. They're not going to be sitting home the rest of their lives or sitting in a sheltered workshop. We believe that embracement of disabled community by typical community is what allows our successes with tiger. So as I said we started with a very small grant from the state, not a whole lot of money compared to what other universities in our state got. Our current budget is over a million dollars, which isn't huge in the US, but it is a pretty nice budget for us to support these 103 students every year. Sources of fund funding include money from Voc rehab gives us part of the tuition for the students each year, we have a grant that helps not with tuition, it helps with staff, training, development, outreach, et cetera. The students are eligible for federal support through a federal Pell grant we had to apply for, eligible the same way the typical students are. The state of Tennessee gives a scholarship to all students in Tennessee, all get about 40% of their tuition paid they extended to our Tiger students and other comparable ones in our state, five

of us in the state. They get a scholarship, Voc Rehab, accounts for about 20% of the tuition, they are basically get [speaker off mic] or longer if necessary because it is person centred, not everybody is ready to go to work in two years. If they need to stay longer than we negotiate with vocational rehabilitation to extend their program. Typically now people are staying about two years and one semester, about five semesters is typical, of course it is going to be person centred, so as long as it takes to get them to the next step. The tuition is paid for by external resources which is marvelous for the United States and marvelous for this particular program. The program focuses on inclusion, dignity, self-esteem, building community within the University and outside of the University, good citizenship, advocacy and focused on social justice. So I want to tell you the good news is that instead of 14 to 16 percent our students, of course only doing this since 2013 have only recent data. This point, we count from 90 days past end of program for employment rate, 86% of our students are working competitively, real jobs, above minimum wage in integrated environment. We have 14 to 16% in the short run anyway, we have to do long study on this once we get down the road. How can that be? How can it be we can get 86% of those kids, competitive employment and the sheltered workshop maybe gets 14 to 16%, we think a couple of important factors. One is this typical students embracing them and then being part of the typical student population, while you are on the campus.

The second part which I discovered by using the systems approach is the behavioral lags many of our, the intellectual is not as big of a deal as the behavioral lags, by using master and Doctoral students in this in our Special Education department, those behaviours are erased or redirected before they ever go out to the job interviews or go out to employment. They present themselves to the employer as job ready. So far they have been and they are maintaining that. As I said, we are just three years into it, we need to do the longitudinal studies, because the community based, if they do fall out of employment for whatever reason, maybe not their fault, closes or goes out of business, they can go to the placement unit and get placement to be placed in another job. That is separate from all the tuition, et cetera. That's an ongoing service that continues along this tiger, continues. That's what I do for fun when not traveling in Scotland. Are we done? Thank you. [APPLAUSE]

>> Thank you, as June said we have layer and layer upon approach and use of data. The fission speak themselves for the example June said if we can take that model and drop it across, imagine how we could save life of individuals. We will now open for questions. If I can ask June and, to take a seat here come up to the front. Anyone like to ask a question? At the back.

>>Audience Member: I'm sorry, I arrived late so I missed the, the first presentation. So this is just a question to, to June about your tiger project. Which is fascinating, thank you for the presentation. I'm interested in I'm a speech and language therapist by profession here in Scotland. I'm interested in how much work you do with employers themselves to perhaps raise awareness of the abilities of the young

students who are graduating from your program.

>> June: Oh, I'm sorry, I thought you were directing to another speaker. Yeah we mentioned 37 staff and of course we hire a lot of graduate assistants since we are on a University campus. Our job placement group is a very professional group so they are, they may or may not be students but usually they are people we have employed because they have experience in the world of work and in the community. So that unit does the job development. They find places that are willing to take students on for training. First they do shadow jobs on campus before they go into employment, but they, they work with local employers and totally dedicated to developing these relationships with employers throughout the community. And also we use the University resources because the University has a number of donors, for example, that are connected to different jobs in big companies in Memphis. So we have people, we have our students in a variety of placements, but it is the job placement unit that really specifically attends to this particular piece of it and develops the awareness.

>>Audience Member: I think the difference in making the project is the job skills. I mean you give the skills that needed for the job, the main problem with disabilities is to improve their job skills, there is the main thing. Because if you --

>> As I said the behavioral unit focuses on negative not soft skills it is not having a base to build a skill on sometimes, our behavioral unit is very active within the levels they go to, they audit regular classes they are watching to see if they can attend or concentrate for an hour and a half or two hours, which is what you have to do at work, by being in the classroom they are mimicking being at work. The other part I think we don't pay attention to is believing and hard skills. So for example three of our students, not in this current class but our last class, did, nobody believed they could do a forklift, we said let's try and see. We got an employer to take them on and let them do the training, then they went to the former training, so there were eight of them that did the training and three of them succeeded in actually passing the qualification to do the forklift and the warehouse work and when they left they began at \$17 an hour, which is a really good salary in Memphis. In Memphis salary, which is a very good support, they can be supporting their whole family competitively on \$17 an hour which is about 34 thousand a year, didn't meet final qualifications did get jobs in warehouses but not doing the highest forklifting job. But part of it is that they believed in themselves to even try. So I'm trying to think of how many kids sitting at home somebody would say try out for a forklift job or somebody at home, sheltered workshop job, let's try out with that kind of training. It is because of building this relationship they are saying sure you can do that, you know. And you can try that. If it doesn't work out it is not the end of the world because something really good is going to happen to you. I think part of it is soft skills training, part is behavioral, systematic look at where does this person need support, is it the family or some sort of funding issue for them or a health issue. Our kids not only have intellectual disabilities a number of them have multiple disabilities, we work on that in

terms of how are we going to overcome that. It is that whole system person centred thing and the support of the peers, just a wonderful reaction from the typical students on campus to say sure you can do this, I'm going to do it, why can't you do it?

>>Audience Member: Yes I just wanted to say that a term we use a lot is to say the soft bigotry of low expectation is what affects so many people with disabilities, particularly intellectual disabilities.

>> June: And I want to say while the students at the University campus have embraced our program we did get push back from our faculty to be honest with you from the beginning, not now, everything is fine now. We had some saying why are these people on campus, do they really belong here? Is it time, the campus, this is the phrase the campus isn't ready for this yet. I said all right tell me when you are going to be ready and we will do it. Of course it was going to be never so we just went ahead and did it anyway, but we have had a really good experience with the students, I think that has also turned the faculty around on this.

>>Audience Member: Yeah, also for her, this seems to be a very good approach, any other new plans to extend it or to --

>> June: As I said 250 programs in the United States doing it, I believe three in Ireland, a half a dozen in Canada. But Canada and the UK were ahead the US, we always think in the US we thought of this first, not this time. But by the way we have gone faster than some of the countries. There is a website called Think College, that will give you the directions on how to create such a program. We got this grant but before that there was previous five years of this, they developed the cookbook for how to put this together. Then of course it is unique to each campus that does it, even though it is a cookbook ours is Tiger Life because it is ours, each one has its own name, but if you want to know how to put it together, Think College is available, it is based at University of Massachusetts in Boston, they will give you general parameters of how to create what the curriculum would be, how to integrate in other cultures.

Part of the grant I mentioned we have is to expand that's why we are doing this summit to try to bring those programs into it and we are trying to expand internationally by getting ourselves involved in some international meetings like this and spreading the word around to other places. As I said this is one of the things that wasn't first done in the US. This is part of a larger world understanding of the need for people with this particular disability.

>> Thank you.

>>Audience Member: I have a question -- [speaker off mic]

>> I don't know we do at the moment to be honestly, I have no idea, do you have any idea or get any more data? Yeah. There is, in Germany there is a discussion during a disability study, similar to the one in the UK, but I think you are, in the UK do have much, much more data.

>> What would be the need to share -- [speaker off mic] to share that. It is a prime example --

>> Yeah because the problem isn't in a kind of way administrative data is good for looking if it is working or

not. But it's not good in answering why it's working. [speaker off mic]

>> Systems as opposed to placement that we work together for many years and the system as opposed to placement has eight different subsystem that deals with disability, family, education, social, employment funding all the sources. So these, each of the subsystem has many, many predictors or variables. One instrument is for intake assessment and outcome evaluation is for the client. So we can assist the clients need holistically using those eight subsystem and thereby you can calculate their needs in each of the eight subsystems. That, when you have the eight, that gives a picture of the needs of this client. Accordingly you can divvy up your plan based on objective information. This instrument is diagnostic and therapeutic. On the other hand another instrument, assessment for student, are the students in rehab program will be future counsellor. But different ideas. Once again even to score each of the subsystems the knowledge of the professionals, so that way you can see the people that are serving, are they qualified to do the job

>> True, true, I'm going to tell you we are using it in different countries and it shows the validity of it. So that it shows the strengths and weaknesses of the professional who served them, that gives, I mean indication that what kind of preparation that person needs. So

>> [speaker off mic] Clarify that, professional has a section as well.

>> Yes, indeed. Because we talk about the client, the client is not motivated, the client cannot do that. What do we do to motivate the client? Are we prepared to serve the client, that's the question. People with job placement but have no idea of concept of this, it is so talking about the client, their competent their needs, the same time the people that served them, their competency and education. So the competency and the knowledge they would provide quality services. That is the point.

>> Do you have examples of what we used?

>> Published paper, both chapters. I present yesterday on this topic. So this instrument has been tested perfect, Chinese, French, Portuguese and we collected data in Taiwan and it shows that these are .90.

>> Isn't it also Russian too?

>> [speaker off mic] And then in Japan. And it shows exactly the kind of preparation they have, in Japan shows ten best knowledge area and ten worst area. Exactly say the level of education they have. In Taiwan, which is completely different picture, a different culture. But it shows that different. What is, in their preparation?

>> I mean my question, I think the suggestions maybe go global and standardised and but on the back of June's presentation in terms of respect people's culture which you touched upon. June how would you see that fitting in to the actual work that you are doing in terms of a further assessment and how would you do that?

>> June: What we have to realise is the Aboriginal culture, particularly those with a disability. We don't have retention rights at school. So we're lucky if most of our children even get to school. So this sort of

program, we do have an Aboriginal program called AIM, about mentoring those children at school and that's got, you know, really good outcomes coming from it.

But this particular program at this stage, I don't really see it working in most of our community because we got geographic issues. We're talking about thousands of kilometers that these children have to travel even to get to school, other supports in their life. There are a lot of barriers and hurdles that have to be jumped over to even get to the basic fundamentals.

>> Maybe you should talk to this man about how you can take a few steps towards that.

>> Interesting one of the things I mentioned we had this federal grant now, I realise we don't have quite the level of barriers you do in Australia or New Zealand, any of the countries with a lot of rural places. We have actually written in that we're going to try to think about ways to do this using distant education, it won't be quite the same thing. We said what about if you just can't get to where we are and how can we do this through e-learning activity.

>> Don't have Internet.

>> So, you know there is a lot of issues for our Aboriginal communities, having a disability or being a woman with a disability in these communities you got all these other levels of barriers then, you know, stop you from getting an education or, you know, stop you accessing program that is can support you to improve your lifestyle. So for us it is about looking at ways of what we call a whole community approach. So how can we empower the community itself to instill these sort of programs that cost maybe. There are other ways and our government has always had a top-end approach coming down over communities rather than what we talked about today. Coming in from the other level as in identifying culture first. You know, understanding what the cultural issues and barriers are to people, you know, moving into the next steps of their life whether it is education, employment or studying.

>> We have time for one more question. Okay any closing words from anybody? Okay, thank you very much. The challenge is, is to um begin to share, okay. So wish you the best. Bye-bye, thank you very much my speakers. Bye-bye. [APPLAUSE]