National Disability Authority
Údarás Náisiúnta Míchumais

Guidance for leaners with disability – the context-

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National Disability Authority
Údarás Náisiúnta Míchumais

The National Disability Authority

is the independent state body providing expert advice on disability policy and practice to Government, and promoting Universal Design in Ireland

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Key facts and figures

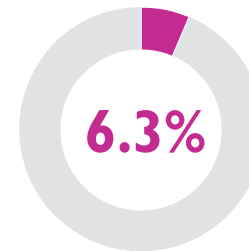How many people have a disability in Ireland?

643,131

According to the 2016 Census
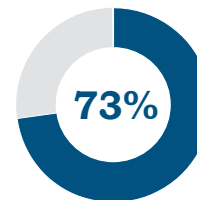
That's **1 in 7** people, a slight increase since 2011

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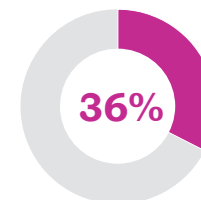# Key facts and figures

Employment

Only 6.3% (120,775) of all workers have a disability

6.3%

% of people without a disability aged 20-64, who are working

73%

% of people with a disability aged 20-64, who are working

36%

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Change over time

	People with a disability	People without a disability
2006 Census	35%	74%
2011 Census	33%	63%
2016 Census	36.5%	68.5%
2010 LFS	26.2%	61.1%
2014 LFS	27.2%	63.3%
2017 LFS	27.7%	68.3%

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The Comprehensive Employment Strategy for People with Disabilities

- 10-year framework for addressing employment for persons with disabilities

- A whole-of-government approach to improving employment outcomes

- Strategic priorities, vision and values

- Aims to be comprehensive across

  - Types of disability

  - Public and private sectors

  - Range of responsible depts and public sector bodies

  - Supply and demand for jobs

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The Comprehensive Employment Strategy for People with Disabilities

Vision, values

- People with disabilities can get a job and a rewarding career; supported to maximise potential
- Stem the flow into joblessness – school leavers; after adult onset of disability

Strategic priorities

- SP1 Build skills, capacity and independence
- SP2 Provide bridges and supports into work
- SP3 Make work pay
- SP4 Promote job retention and re-entry to work
- SP5 Provide co-ordinated and seamless support
- SP6 Engage employers

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Barriers to employment

- Lower expectations on the part of family, healthcare professionals, educators, and individuals themselves

- Lower levels of educational attainment compared to the general population

- Lack of engagement on work aspirations while still in school and inconsistent provision of career guidance

- Concerns that taking up employment would leave someone financially worse off, due to loss of benefits, e.g. medical card

- Transitions between key life stages can be poorly managed

- Lack of standardised approach to provision of supports

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Barriers to employment

- Attitudes of employers:

    – Lack of awareness of people with disabilities as a skills pool – the 'business case'

    – Fear of employing someone and it 'going wrong'

    – Lack of knowledge about providing reasonable accommodations
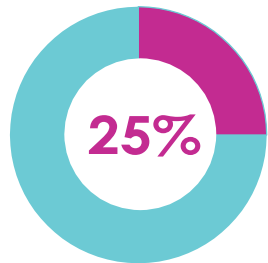
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Educational Attainment
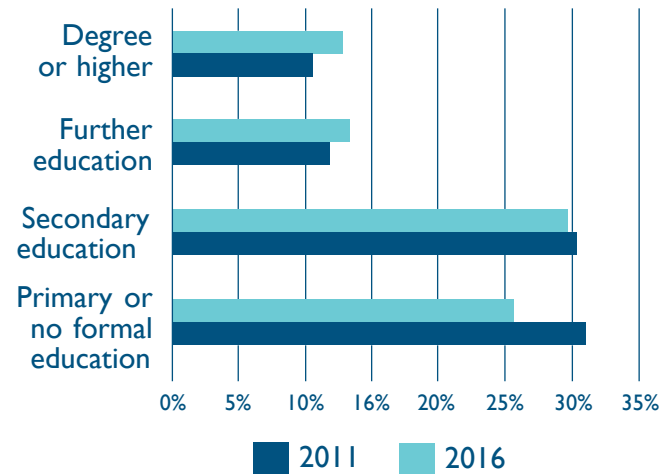
Education

13%
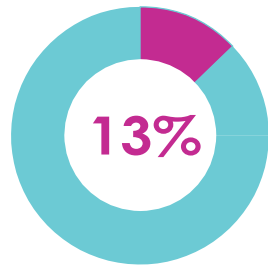
13%

of people **with a disability** have a degree or higher qualification

VS

25%

25%

of people **without a disability**

The education level of people with a disablity is increasing. This graph shows the education level of people with disability in 2011 and 2016.

Degree or higher	
Further education	
Secondary education	
Primary or no formal education	

0% 5% 10% 16% 20% 25% 30% 35%

2011   2016

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Review of career guidance

Terms of Reference

- Describe and review existing career guidance tools

- Describe and review career information for post-primary/further education/higher education students and adults, currently in place

- To assess how learners **form their opinions** around career choice including when, who and **what influences these choices** is of particular importance for learners with disabilities.

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Review of career guidance

- NDA advises the importance of **the provision of career guidance for all people with disabilities or special educational needs** within the review.

- In keeping with the national policy of mainstreaming, it is important that **the whole of education provision from school to further education, training services and lifelong learning reflect the diversity of the population served.**

- Career guidance should **equally serve people with disabilities, across the spectrum of disability and learning style**.

- career guidance experiences **of learners with special educational needs** in special education settings

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Make informed choices regarding their career pathway

- Ensuring high quality, impartial career information, advice and guidance for young people and outlining how this can be built into the curriculum

- Understanding the use and importance of vocational profiles, how to include their development in classroom or tutorial time and how to ensure they inform a vocational curriculum

- Progressing a career pathway by using an individual education plan (IEP) to become an individual training plan (ITP) with identified career / skills attainment goals

- Developing work experiences in real work settings in line with aspirations

- Creating more work opportunities through traineeships, supported internships and apprenticeships

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Resource materials for AEGS

Close the door on your way out': parent perspectives on supported transition planning for young people with Special Educational Needs and Disabilities in Ireland

"I want to do something better": Career education, guidance and counselling for young women with disabilities in secondary schools

Enhancing transition to work for students with disability, A guidance methodology. The synthesis report

Enabling career guidance and learner choice for people with disability in adult education

An examination of the provision of career guidance to students with disabilities in third level institutes in Ireland

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Resource materials for AEGS

Moving to Further and Higher Education: An Exploration of the Experiences of Students with Special Education Needs

Career guidance for learning-disabled youth

European Solutions for guidance and counselling for socially disadvantaged groups

An Study of the Guidance Counselling Needs of Clients with Dyslexia within the Irish Adult Educational Guidance Service

YOUTH WITH A DISABILITY AND THEIR EXPERIENCES WITH SOCIAL SERVICES PROGRAMS

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Dónal Rice

Senior Design and Policy Advisor

What is Universal Design?

What is Universal Design?

Universal Design is the design and composition of a building, an environment, product or service so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability

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**Formation of;
Centre for Excellence
in Universal Design
(CEUD) January 2007**

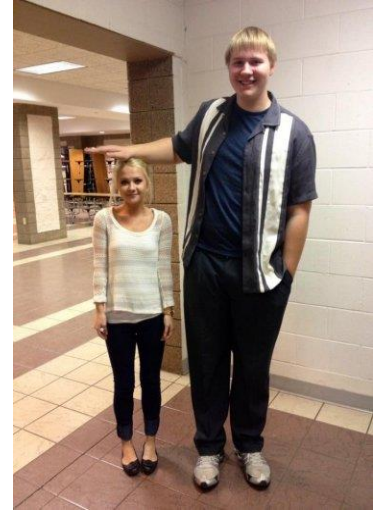**Only Statutory Centre
for Universal Design
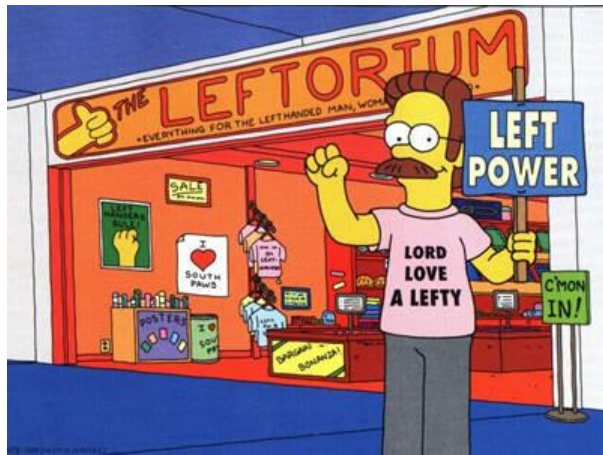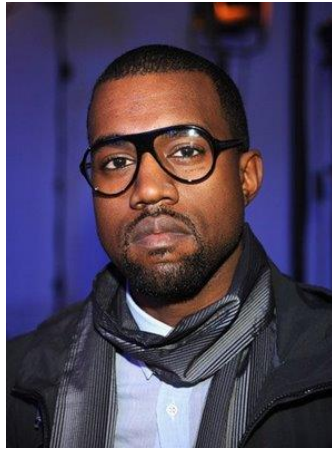in the world**

**Built environment
Products & Services
ICT**

3

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Age

Size

Ability

Disability

Universal Design Grand Challenge
3rd Level Students

Royal Institute of THE Architects OF Ireland Architecture Awards, U.D Category 2013 - 2018

Universal Design Award Category

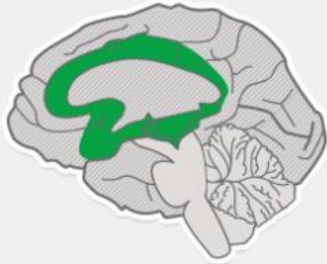White Zebra Studios: The Comfee Seat

Dublin City Council: Free WiFi

Gazelle: Coat Hanger

UDL... Provide Multiple Means of.....

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Engagement

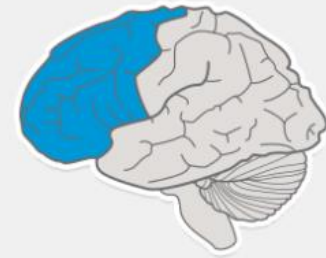For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

3 Core Principles | Broken Into 9 Guidelines | Measured by 31 Checkpoints

CAST GUIDELINES -
http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl

Image credit AHEAD

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Inclusive Practice Pyramid

A few students require very individualised supports

Some students can benefit from a range of changes and shared accommodations

Many students can benefit from a range of changes and shared accommodations

Customer Communications Toolkit

www.per.gov.ie/customer-communications-toolkit

www.universaldesign.ie/publicservice