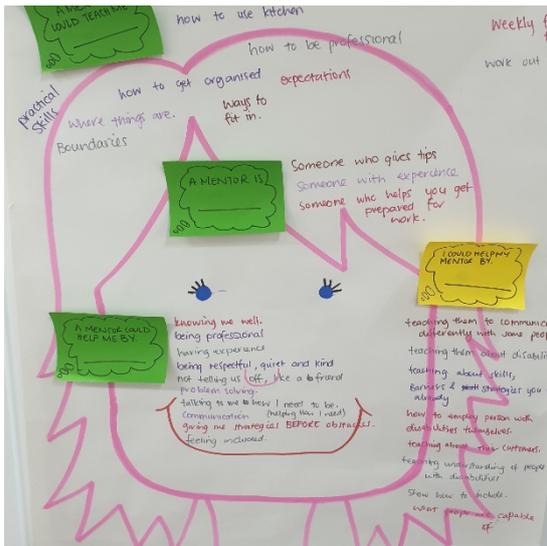


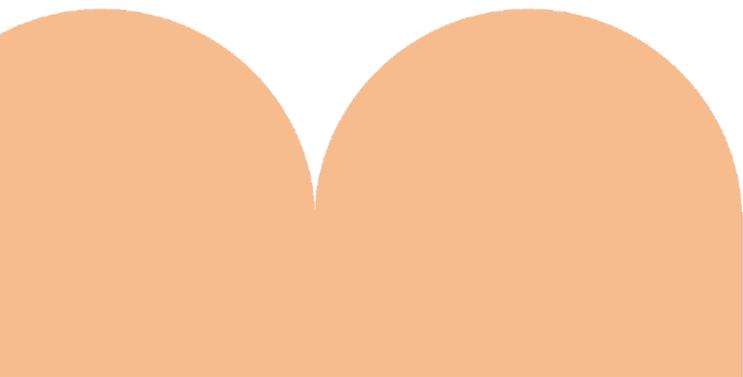
NELLEN

There Is Capacity

Stage One Report

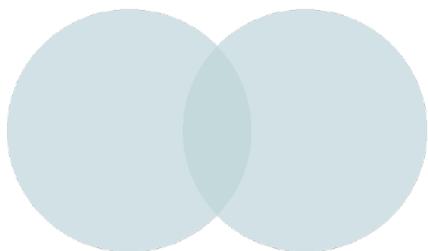
9 July 2019





There Is Capacity: Stage One Report

Prepared for	North East Local Learning and Employment Network
Date	9 July 2019
Version	DRAFT v1.0
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Project summary

There Is Capacity project

In partnership, Women's Health Goulburn North East (WHGNE) and North East Local Learning & Employment Network (NELLEN) have received funding from the Victorian Women's Trust to develop Stage One of a local initiative, *There Is Capacity* (TIC). Stage One identifies the existing educational, vocational, and community supports available to women with disability transitioning from education or formal supports to employment in the Wodonga Region.

Projectura was engaged by NELLEN in October 2018 to develop Stage One of the *There Is Capacity* mentoring project. Projectura, in collaboration with the project team, employed a methodology that included the review and analysis of the local situation by consulting with key stakeholders and a research and literature review. A further report outlining the Stage Two framework will be developed for implementation in 2019. TIC Stage One will gather together the community's expertise in order to build a sustainable network of women who will provide community mentorship to young women with disability.

This report considers the strategic context of women with disability entering the workforce by examining formal, informal and community supports that are available to them to address barriers. In addition to studying the local environment and services available to young women with disability seeking work, analysis of consultation with local businesses, service groups and education providers will be included. Finally, the report considers the feedback provided by two groups of young women with disability who engaged in consultation with Projectura in June 2019. This feedback is expanded upon further in this report.

Input into this stage

The following people and organisations contributed to the TIC Stage One Report:

Local Business organisations:

- Albury Northside Chamber of Commerce;
- Business Wodonga; and
- Business Women Albury Wodonga;

Local Government Areas:

- City of Wodonga.

Schools:

- Belvoir Special School;
- Albury Wodonga Community College; and
- Wodonga TAFE.

Community Groups:

- Wodonga Lions;
- Rotary Club Wodonga Central; and
- YWCA Albury Wodonga.

Disability and employment organisations:

- Women with Disabilities Victoria (Enabling Women Pilot);
- Personnel Group;
- National Disability Coordination Office;
- Tomorrow Today; and
- Latrobe Community Health Services.

Attempted to contact:

- My Work My Future;
- Ticket to Work;
- GradWISE – Swinburne University;
- Zonta Club Albury Wodonga;
- Rotary Club of Belvoir; and
- Wodonga Senior Secondary College

Strategy and policy

International & National Context

Australia has been working towards greater workforce participation for people with disability for some time. The 1970's heralded the introduction of the social model of disability which focuses on the strengths and attributes of a person with disability, as opposed to their impairment. The model seeks to address matters that create barriers (societal or structural) for people with disability.

Australia has sought to address these matters through implementing a series of legislative and social policies. In 1992 the *Disability Discrimination Act* was introduced. The Act prohibits the discrimination of people with disability in areas including employment, access and education. Although this landmark legislation has made a significant impact there is still a long way to go. Data from the Australian Network on Disability suggests that people with disability aged 15-24 years are 10 times more likely to experience discrimination than those aged 65 years and over. The Network goes on to explain that an employer is the source of this discrimination in nearly half of those instances.

In addition to domestic legislation, Australia is part of a community of nations which has signed and ratified (2008) the United Nations Convention on the Rights of People with Disability. The Convention was adopted by the UN in 2006 and sought to shift the perception that people with disability needed to be protected – to people with disability having rights and being empowered to use them (United Nations, para 1.)^j The Convention stipulates the right to inclusive education under Article 24. In its explanatory notes, it further elaborates that this right includes effective support to transition from education to the workforce (National Disability Services, page 2).ⁱⁱ In 2013, the United Nations Committee for the Convention on the Rights of People with Disability recommended that Australia adopt initiatives to increase workforce participation and address underlying structural barriers to women's participation in the workforce (United Nations, para 50.)ⁱⁱⁱ

Domestically the area of disability services has experienced significant change over the last ten years. The touchstone of this reform is the National Disability Strategy (2010-2020). The strategy focuses on six policy areas, including learning and skills. This policy area specifically refers to transition from education to employment as being a key area of exploration and policy. (National Disability Strategy, page 10.)^{iv}

In 2016, the Australian Human Rights Commission released the 'Willing to Work' report which researched the causes and effect of discrimination of people with disability entering and in the workforce. Specifically, it addressed the issue of barriers for young people with disability entering the workforce. It found that there were two overarching factors which contributed to this discrimination: the 'impact of low rates of educational attainment' and the effectiveness of post school transition and supports (Willing to Work, page 239.)^{vi}

The Federal government Standing Committee on Employment, Education & Training conducted an Inquiry into School to Work Transition in 2017-18. This Inquiry was not solely focussed on people with disability – but it did acknowledge them as a vulnerable group that require more support. The evidence presented to the Committee highlighted young people with disability have poor experiences when transitioning to the workplace. The evidence, both written and verbal, summarised in the 2018 report (Inquiry into School to Work Transition)^{vii} highlighted several areas of development including the coordination and guidance of young people with disability who are transitioning to work; and addressing employer perceptions about the ability of people with disability.

The Federal and State Government commitment to workforce participation of people with disability has been supported by the implementation of several programs outlined below.

Towards 2025: An Australian Government Strategy to Boost Women's Workforce Participation

Supporting women to participate in the workforce is an economic and social priority for the Australian Government. Boosting women's workforce participation is essential to raising living standards and securing Australia's future prosperity. It has the potential to add up to \$25 billion to the Australian economy. This strategy seeks to reduce the gender participation gap by 25 per cent by 2025.

The Government has identified five areas which require continued action over the next decade:

- Ensuring affordable, accessible and flexible child care;
- Improving workplace diversity and flexibility;
- Supporting women to innovate, succeed as entrepreneurs and thrive in jobs of the future;
- Strengthening women's economic security;
- Enhancing financial incentives to work.

The strategy identifies six groups of women who experience different or greater barriers in participating in the labour force:

- Aboriginal and Torres Strait Islander women;
- Culturally and linguistically diverse women;
- Mature age women;
- Rural and regional women;
- Women with disability;
- Young women.

For these groups, factors such as language, geographical distance or isolation can reinforce existing barriers. Government policies must also consider women's personal preferences, including their own and others' attitudes to work and family, because these are critical factors in the decisions women make about working.

The Implementation Plan developed from the Strategy includes specific recommendations to address barriers faced by women with disability. These recommendations include:

- Studying the specific barriers to their workforce participation.
- Investing \$3 billion in DES service over 4 years.
- Trialling DES service for a younger cohort who are in their final years of school (trial commence Jul 2018, 1000 young people).
- Supporting the Launch into Work program.
- Considering recommendations from the Australian Human Rights Commission Willing to Work program.^{viii}

National Disability Insurance Scheme

The National Disability Insurance Scheme Act 2013 established the National Disability Insurance Scheme (NDIS) to assist people who have a significant and permanent disability and who need assistance with everyday activities. The scheme was implemented in response to the 2011 Productivity Commission report 'Disability Care & Support'. The report's focus was to increase the quality of life for people with disability whilst increasing their social and economic participation. It found that '*the current disability support system is underfunded, unfair, fragmented, and inefficient, and gives people with a disability little choice and no certainty of access to appropriate supports*' (Disability Care & Support, 2011).^{ix}

The NDIS profoundly changes the disability sector and alters how services are provided to people with disability in Australia. The NDIS is intended to provide people with more choice and control and deliver a life-long, individualised-funding approach to support by allocating funding to individuals not service providers. The NDIS was implemented by the National Disability Insurance Agency (NDIA), and introduced in stages from 2013 to the present. The NDIS is available in the Ovens-Murray area, including the local government area of Wodonga.

In initial analysis provided by the Productivity Commission it projected that up to 30% of NDIS participants could work in some capacity if provided with the right support and assistance.^{xvi} As at November 2018, 22% of NDIS participants had some form of employment^{xii}. Only 5.4 % of 15-24-year-old participants have employment related supports funded by the NDIS. The NDIS supports over 84, 000 women with disability.^{xiii}

In November 2018 the Federal government announced a joint taskforce with the Department of Social Services to explore how to improve employment outcomes for NDIS participants. The taskforce has been focussing on improving participant demand for employment services, reducing confusion and doubling up of services between the NDIS and community and mainstream services, continued support of supported employment and ensuring strategies are in accordance with the National Disability Strategy.^{xiv}

Building Employer Demand package

The Federal government commissioned the development of the Building Employer Demand report which was released in October 2017. The report acknowledges the underrepresentation of people with disability in the workforce. It indicated that medium to large employers were more

likely to hire a person with disability while small businesses were more risk averse. Key attitudes and beliefs such as adjustments required, and additional supervision created a barrier to the employment of people with disability. Manual industries suggest a broader range of issues – particularly in relation to Workplace Health & Safety.

The report found several measures would assist employers to employ people with disability. These included greater guidance; advice and information; practical advice and strategies for workplace integration and management; tailored information and advice which is specific to the employer and the employee; the use of practical and financial incentives; and the promotion of current supports which are not well known.

This report complements broader reforms to DES. The aim of the package is to engage with employers to raise the profile and create more demand from employers for people with disability. By raising awareness, the Government aims to increase the employment of people with disability, dismantle negative stereotypes and promote best practice in employing people with disability across the community.

State context

Absolutely Everyone, State Disability Plan 2017-2020

The Victorian State Disability Plan (The Plan) identifies ‘contributing lives’ as one of the four pillars for priority and action. The Victorian Government has identified that lower workforce participation impacts on the opportunities available and prosperity people with disability. They invested in the Jobs Victoria Employment Network to deliver community-based services for people with disability to find sustainable employment. This program identified people with disability as a target group and has been developed to assist people with entrenched barriers to find employment by:

- Focusing on Victorian jobseekers who require assistance to gain employment;
- Actively engaging with employers to identify job opportunities and assist in meeting industry workforce needs;
- Offering flexible services designed to meet the needs of jobseekers facing employment barriers and responsive to particular local and regional needs;
- Linking to community support services to meet the needs of jobseekers facing employment barriers and maximise employment outcomes; and
- Providing services that address gaps in and complement existing services, including Commonwealth services.

Every opportunity: Victorian economic participation plan for people with disability 2018–2020

The Victorian Government committed to drafting the ‘*Every opportunity*’ employment strategy in the 2017-2020 State Disability Plan. *Every opportunity* is a three-year plan which takes a broad view of economic participation and includes education pathways, workforce participation and business ownership. The strategy articulates that the government is leading by example by setting a target of people with disability comprising 6% of its total workforce by 2020 and 12% by 2025. The report emphasises the benefits of employing people with disability including that they are often reliable, productive, lower risk and good for business. Preparing and supporting transition from educational settings to the workforce through coordinated formal and informal supports was recognised as one of the key drivers to change.^{xv}

In order to activate this strategy, the government will expand its own employment of people with disability, strengthen its partnership with business to demonstrate and educate about the benefits of hiring people with disability, deliver targeted initiatives and ensure government policies are aligned with the strategy.

Local context

City of Wodonga Safety Inclusion and Equity Strategy

People with a disability are a priority group in Wodonga’s Safety Inclusion and Equity Strategy. The vision of the strategy is that Wodonga is a safe, inclusive and equitable city where everyone has the right to:

- Be free from real or perceived incidents of injury and crime;
- Participate in all aspects of community life;
- Move easily through the city;
- Feel accepted and respected; and
- Be supported to achieve their potential.

3. Understanding the local situation

Disability demographics

Economic participation of women with disability

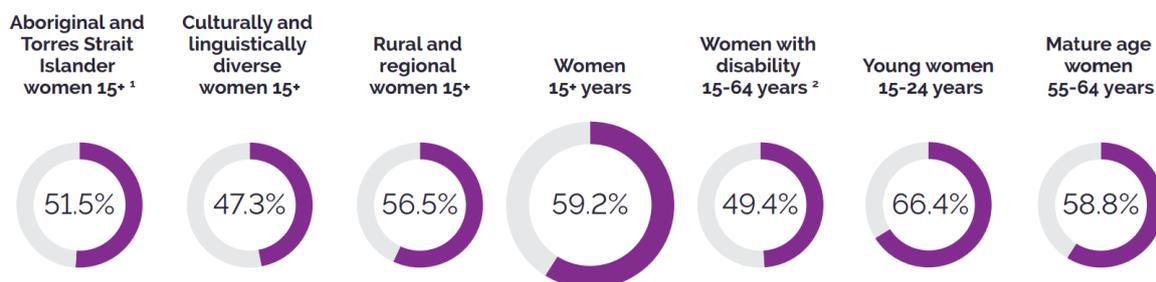
In addition to the barriers already identified in this report, *women* with disability face significant barriers to transitioning to the workforce. NELLEN has identified in its Consultant Brief that women with disability are disadvantaged in all areas of social and economic participation. Further, women with disability have a considerably lower rate of workforce participation compared to men with disability (49.4% and 57.8% respectively).

Women with disability are also half as likely to find full time work as men with disability and are more likely to be in lower paid jobs.^{xvi} When women with disability do gain employment, the nature of the employment is more 'precarious, informal, subsistence and vulnerable.'^{xvii}

Employment is integral to social and economic wellbeing of people with disability in addition to 'increasing confidence, expanding social network and social skills' (ABS Disability and Labour Force Participation 2012).^{xviii} Lower rates of workforce participation lead to socio-economic issues such as poverty^{xix}. People with disability in Australia are 30% more likely to suffer from poverty than those without disability.^{xx} This manifests in housing insecurity and lack of income and employment options.^{xxi}

The data below demonstrates that the women of Wodonga face more than one barrier to workforce participation.

Workforce participation rates for different groups of women



Source: ABS, 2016, Labour Force, March 2016, cat. no. 6291.0.55.001, cat. no. 6202.0, 6250.0;
1 — National Aboriginal and Torres Strait Islander Social Survey, 2014-15
2 — ABS, Disability, Ageing and Carers, Australia: Summary of Findings 2015, cat. no. 4430.0, persons 15-64 years

City of Wodonga (LGA) Snapshot

The LGA of the City of Wodonga is located on the border of Victoria and New South Wales and has a population of 40,564 residents.^{xxii} Wodonga is just over 300 kilometres from Melbourne and has a workforce of 17,700 people working for over 2,700 businesses.^{xxiii} The major employers in Wodonga are healthcare and social assistance (14.38%), public administration and safety (13.16%) and manufacturing (11.78%).

The 2016 Census data indicates that the median age for a Wodonga resident is 36 years. The population is 49% male and 51% women. People living in Wodonga between the ages of 15-24 make up 13.7 % of the Wodonga population.^{xxiv} Wodonga has a 6% unemployment rate. The median weekly income for a person in Wodonga is \$674. The main method of transportation to work is by car.^{xxv}

Prevalence of disability in the City of Wodonga (LGA)

In the population of Wodonga, 2,298 people (5.8%) identify as requiring help with their day to day activities due to disability. Of these, 1,128 (49%) identify as women.^{xxvi} The largest cohort of these women are aged between 20 and 59.

The Department of Health provided more detailed data in its 2012 Regional Health Status report for the Hume Region.^{xxvii} This report was largely consistent with the 2016 census data. It found that 5.2% of people in the City of Wodonga LGA required assistance with core activities and 4.2 per cent reported having a severe or profound disability (DOH, 2013).

People with a disability	Wodonga (DOH, 2013)	Hume (DOH, 2013)
People with a disability	5.2	5.7
Profound or severe disability	4.2	4.2

3. Understanding the local situation

Stakeholder engagement

Local women with disability

Projectura facilitated two workshops with local women with disability – one at Belvoir Special School and one at Wodonga TAFE. Both groups were candid, willing to contribute and generally energetic which provided a great deal to the development of this project. The detailed feedback gathered at these consultations is included at Appendix 1 and entitled 'Consultation feedback'. The themes that emerged throughout our consultation were clear – and demonstrate why the community need a program like *There Is Capacity*.

Participants were asked to consider their skills, attributes and qualities that they can bring to the workplace. The feedback provided included:

- Willingness to work;
- Willingness to learn; and
- Eagerness to have opportunity.

When asked what a mentor could teach them, help them with or enable them to do, participants articulated that:

- Mentors could help by teaching them work and social norms to ensure the workplace experience was a good one;
- Mentors could help them by developing strategies to deal with situations which may be stressful to them in the workplace;
- Mentors could help by teaching practical skills like taking instruction, organisation and interview skills; and
- Mentors could give an insight into their working life.

Participants also considered what mentors could learn from them. Some of the responses included:

- Participants could teach mentors how to adapt to different communication needs;
- Participants could teach mentors what skills they have and what value they can add to the workplace; and
- Participants could teach mentors about the barriers they face and how mentors could be more inclusive.

Participants were asked to think about what they might need to learn before being ready for employment. Ideas included:

- Practical skills like money handling, reading and writing, taking instruction, how to do an interview.
- Communication skills for example what is and what is not appropriate to talk about in the workplace, how to engage with workmates and customers and conversation skills.
- Social skills including behavioural strategies, confidence.

When discussing barriers to workforce participation participants informed us that the following barriers concerned them:

- Social attitudes – people not thinking people with disability could do the job, or not wanting to be their friends.

- Confidence – entering a new unfamiliar environment with people you do not know is daunting.
- Practical skills – literacy and numeracy, money handling.

What is clear from our consultation is that whilst the participants of the consultation would benefit from the mentor program – there are also considerable benefits for mentors with being involved in a program like *There is Capacity*.

3. Understanding the local situation

Formal supports to assist transition from school to work.

Disability Employment Services (DES)

Disability employment services is funded through the federal Department of Social Services. It assists people with disability, injury or health conditions to find and keep a job. DES went through significant reform in 2018 which focused on giving participants more choice and control in their supports, increasing competition and improving incentives for providers.

To be eligible for DES, people must meet the age requirements, have residency or the correct visa, undertake and meet the criteria for Employment Service Assessment (ESA) or a Job Capacity Assessment (JCA), have the future work capacity of a minimum of eight hours a week.

DES has two support streams – Disability Management Services to find and keep a job; and Employment Support Services for people with disability who find that the functional impact means that they need regular support to keep their job. DES provide supports include assisting to draft resumes, build interview skills, give career advice, provide training, arrange work experience & contact employers. They also offer post placement support and discuss workplace modifications required by employers or other issues arising. In some cases, participants can receive support up to 26 weeks post-employment if eligible. Data indicates that approximately 32% of women with disability who engaged in DES services and support remain employed after a three-month period.

Ticket to Work

Ticket to Work is a nation-wide program that prepares young people for the world of employment. It is facilitated by National Disability Services, the peak body for Disability Service Providers in Australia. The program works by developing collaborative networks between schools, service providers, DES providers and employers who assist young people with disability to build capacity to work and engage in work experiences. The three pillars of the program are to build capacity, foster sector collaboration and support skill development and activities.

Ticket to Work is run by regional networks but is not yet running nation-wide. The Hume area has a network which is facilitated by Capability Inc., an accredited intermediary program which is based in Benalla.

Transition to Work

The Transition to Work program is funded through the Department of Employment, Skills, Family and Small Business. It is targeted at 15-21-year olds who require intensive pre-employment support. The focus of this program is working with disengaged and disadvantaged young people. Providers work on a one-on-one basis with individuals to develop knowledge and practical skills to assist them in finding work. This may involve finding further training, building on existing skills, knowledge and communication, developing a resume and building confidence to find work.

3. Understanding the local situation

Disability support programs

School Leaver Employment Support (SLES)

A 2015 Federal inquiry into National Standards of Disability Education found that there are significant barriers in the transition from school to the workplace. To address this, the NDIS has implemented the School Leaver Employment Supports (SLES). SLES provides formal supports to participants of the NDIS who are exiting school. This outcome-focussed individual funding is allocated to individual participants to support their transition from school to employment. SLES funding is utilised to provide meaningful activities which address the functional impact of a person's disability which may be creating a barrier to their employment. Examples include travel training, money handling skills, communication skills, and learning how to take instruction at work. The aim of SLES is to build a participant's ability and confidence to work. The outcome of the program is that the person can apply for jobs or able to enter the Disability Employment Services (DES) program. A SLES participant is able to access DES supports at the same time.

SLES funding is generally identified through the NDIS planning process which occurs either with a Local Area Coordinator (for Ovens and Murray this would be Latrobe Community Health Services) or NDIS planner with a school leaver identifies that they wish to gain employment – through the lens of what is reasonable and necessary. Support from SLES can be provided for up to two years.

A significant barrier to accessing these supports is the number of registered service providers available in the Wodonga area. There are currently only two SLES providers in the Ovens & Murray NDIS area – with one planning to exit. Further, the funding is only available to those students who have completed year 12.

Australian Disability Enterprise (ADE)

Australian Disability Enterprise provide people who have moderate to severe disability a supported environment to work. People with disability can learn skills such as packaging, recycling, assembly, cleaning services and gardening services and more. Participants gain experience which can lead to open employment. Supported employees are paid based on their work capacity, determined by an assessment under the Supported Wage System (SWS). NDIS funding can also be made available if the participant meets access to the Scheme and it is determined to be reasonable and necessary.

A great local example of an ADE is the AWARE program. This program is run through the Albury Wodonga Community College and provides work and lifestyle training for people with a disability through its pallet furniture making and upcycling and recycling store. The cohort that attends AWARE are typically older people with who have left schooling and are seeking employment and life skills.

3. Understanding the local situation

Education

Belvoir Special School

The Belvoir Special School offers its students Victorian Certificate of Applied Learning (VCAL) courses which focus on practical learning. Course type and course work include industry specific skills, work related skills and literacy and numeracy. Belvoir students are able to undertake activities such as a barista course at Wodonga TAFE to prepare them for the workforce.

Wodonga TAFE

Wodonga TAFE provide a number of certificate level courses for people with disability who have exited secondary school. They include Certificate I & II in Work Education and Certificate I in Transition to Education. There are also some short courses available to start providing experience for people with disability including Work Skills for Life. The focus of these educational opportunities is to build skills and explore vocational opportunities. Some programs also offer work placements.

Wodonga TAFE - Reconnect Program

The Reconnect Program is to assist in helping people find employment and or training, who have not completed year 12, are not currently studying, not in full time employment or have been unemployed for more than 12 months. They connect people with a mentor to assist in developing a career plan, gaining work experience, enrolling in study or finding employment.

The Indi School

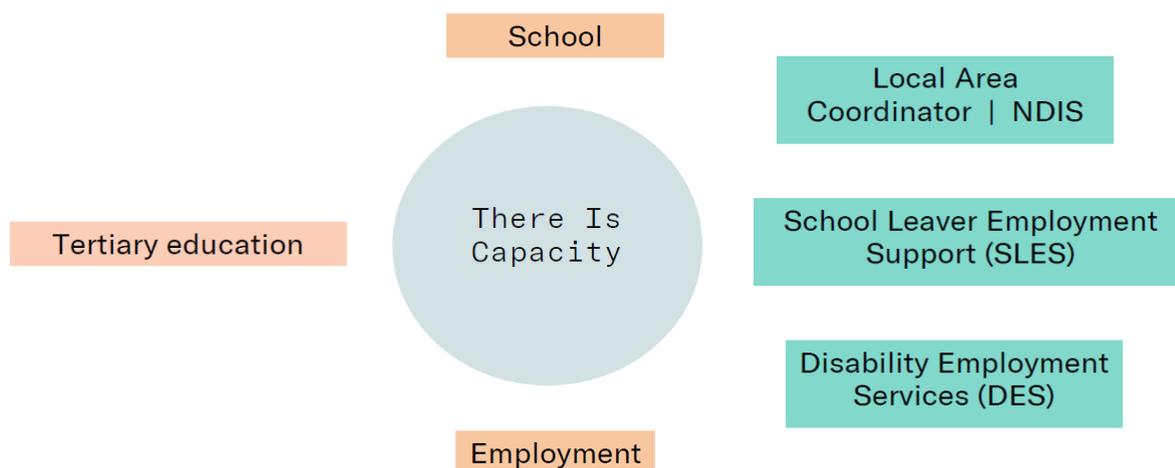
Albury Wodonga Community College runs the Indi School program to assist those who who are disengaged from school and the community to complete their education. This is mainly targeted at young people from lower socio-economic backgrounds but has been known to also include people with a disability and adults. Ensuring this environment is appropriate for people with a disability would depend on the individual and their capabilities. There are other alternative schooling arrangements that are available through Albury Wodonga Community College.

3. Understanding the local situation

Linking women with disability to services and programs

Women with disability may be receiving formal, informal and community supports in their search for employment. Mentoring programs complement but do not take the place of formal supports (such as the NDIS, DES & Education) or informal support networks (family and friends). The TIC mentoring program would be a community support which relies on volunteers from the community to support women with disability to access and take part in the workforce.

Both formal and informal supports are avenues for referral to the TIC mentoring program. As awareness of available programs and services grow, there is the possibility for referral from the TIC program to formal supports. This connectivity increases awareness and accessibility for women with disability to access supports in their community. This is invaluable when navigating a service sector which is undergoing significant change.



3. Understanding the local situation

Local resources

Female mentors from service groups and businesses

A number of local business organisations and community organisations throughout the Wodonga region have expressed interest in being involved in a program such as this.

- Business Women Albury Wodonga have a large membership base that could be interested in being mentors. The group facilitate forums and networking sessions where the information for this program could be circulated and communicated. The group expressed interest in having the project team present to the network about TIC.
- Albury Northside Chamber would be able to promote the program to their members for potential mentors, but referred to Business Women Albury Wodonga as the main partner.
- Lions Club Wodonga have a focus on women within their organisation at this current time, so TIC aligns to their key priorities. They support local charities and run programs for young people including leadership programs.
- Rotary Club Wodonga have the capacity to be involved to promote the program to their members for potential mentors.
- Business Wodonga 3 have the capacity to be involved to promote the program to their members for potential mentors.
- Zonta Club of Albury Wodonga have the capacity to be involved to promote the program to their members for potential mentors.
- YWCA Albury Wodonga would be able to promote the program to their members for potential mentors. They are currently going through structural changes to the organisation from a regional board to a national board, but would like to keep informed on the potential program.
- The Personnel Group have examples of male mentoring programs they have facilitated in partnership with secondary colleges and Apex clubs. These programs aimed to assist in young men who are at risk of being disengaged from school and the community. Referrals to the Personnel Group can come from non-profit organisations such as disability support services, or Centrelink. The Personnel Group are interested in the ongoing development of this project, both from the mentor perspective and mentees.

Please see further information detailing consultation at Appendix 2.

Employment experiences or work placement

In determining the capacity of local employers to provide an employment or work placement program Projectura consulted with business and education and training providers.

The Personnel Group are a potential contact for employment experiences or work placement that may be suitable for young women with a disability.

Albury Wodonga Community College have the AWARE program that supports people with a disability in the workforce which includes the AWARE recycled pallet furniture and the Albury Upcycle and Recycle Shop.

Business Wodonga, Albury Northside Chamber and Business Women Albury Wodonga have the capacity to promote an opportunity to their business networks and to see if there would be appropriate places of business that work experience or employment experiences are available for young women with a disability. This would be up to the individual business owner to take on.

Many of the local formal support services that provide opportunities for women with disability also actively support their clients to access work placement or employment experience support. Further, education providers also work with local businesses to ensure that work placement or experience is part of the course work.

It is the view of Projectura that the arrangement of work experience or placement is best placed with formal support and education providers. The majority of these programs have already implemented work experience programs and we feel that this would just be a duplication of services already provided.

3. Understanding the local situation

Similar mentoring programs

Enabling Women Mentoring Program

The Enabling Women Mentoring Program is delivered by Women with Disabilities Victoria. It is a community leadership program that empowers women with disabilities to speak up about issues that relate to them, and other women with disabilities. The program recruits up to 12 women each time to develop their natural leadership skills, and is targeted at women between the ages of 15 and 25 years. As part of this program a mentoring program is offered to support participants for six weeks.

This program has a facilitator and mentor coordinator that mentors can speak to if there are any concerns or issues. The program begins with an informal meeting over a lunch where participants fill out their contact details to swap with their mentors and arrange a meeting time and place for their next catch up.

The mentor and mentees decide what to cover and focus on a goal. This could include things like from speaking up for yourself, getting a job or public speaking. Mentors and mentees are matched based on a variety of factors including mentees interests and goals, gender and availability and geographical location. Some mentees may already have a preferred person they would like as a mentor.

Mentors are asked to commit to six one-hour sessions over the period. They can be a mix of face to face and phone call, depending on what works for both parties.

Mentors attend an information session about mentoring and how it fits with the leadership program. They are asked to provide a current police check, and proof of identity.

A mid-term evaluation is conducted to reflect on the progress of the partnership so far. There is an evaluation form for the mentor and the mentee.

At the end of the program, they host a celebration where the women with a disability may do a speech and family, friends and mentors are invited. It's a great chance to celebrate the successes of everyone and thank everyone for their participation.

The funding they receive is from philanthropic organisations and government. As they roll out the program through local government areas, Councils that are involved also contribute a sum of approximately two thousand dollars.

Business Women Albury Wodonga (BWA)

BWA are in their third year of running their own mentoring program for women. Everyone who participates volunteers through an expression of interest form. The expression of interest outlines each individual's experience, expectation and understanding of the mentor program, this helps with ensuring the right people are involved in the project. The group then run an interview process to create a profile for each mentor and mentee to assist in identifying suitable matches for people in the program. Face to face interviews or phone interviews are conducted, depending on what suits the individuals at the time. If they can't find a suitable match, they don't force a partnership.

A program booklet is produced to explain the program and the guidelines that are put in place. Each partnership is responsible for driving the program and the outcome depends on each individual's input. The mentor and mentees decide on time and places to meet, they may meet monthly or once a fortnight and establish clear goals over the 12 months. The program can range for 10 to 12 months.

At the end of the program there is a celebration for the mentors and mentees to recognise the contribution and success of each partnership.

Business Wodonga

Business Wodonga facilitate a recent migrant mentoring program that at this time has 25 mentors and 23 participants. They provide training to participants as part of the program to ensure that they are skilled and resourced to be able to participate and. They receive funding from the Border Trust and The Scanlon Foundation.

Australian Network on Disability (AND)

AND facilitates a mentoring program for people with disability called Positive Action towards Career Engagement (PACE). The PACE program matches a mentor with a mentee to meet between 6-8 times in a 4-month period. Meetings generally last between 1-2 hours. The team will work through experiences, goals, plans, skills, and career and education pathways. A mentoring agreement is signed between the mentor and the mentee at the beginning of the mentorship agreeing that both parties will respect each other's time and privacy and be open with their communication.

Benefits of TIC

Benefits of increased female workforce participation

Economic independence is an enabler — for both women and men — to exercise control over their lives and to make genuine choices.

Improving financial security for women and their families by way of higher lifetime earnings, and increased savings for retirement.

The rewards grow into the future because a job today means more career opportunities and higher earning potential tomorrow.

There are also social, health and wellbeing benefits of work to be gained for women and their families.

Some research shows the economic independence that employment provides can also assist women's decisions to leave violent relationships. It can bring financial security, confidence and, therefore, safety.

Breaking down gender segregation, whether by industry, occupation or part-time status, has clear economic benefits for business, allowing organisations to attract and retain high performing staff through accessing a wider and more diverse talent pool. Equally, we know that gender diversity at all levels — board level, executive level and team level — means better financial performance.

5. Grant opportunities

Potential funding opportunities

Funding opportunities identified through consultation

- Seek local council funding.
- The Scanlon Foundation.
- Border Trust.
- Philanthropic organisations.
- Government grants.

Women's Leadership and Development Program

Closed 28 June 2019

The Office of Women (Commonwealth) administers the WLDP funds for project specifically for Australia women. The objectives of the program are to improve outcomes for Australian women in five key focus areas.

1. Women's Economic Security.
2. Women's Workforce Participation.
3. Women's Leadership.
4. Women's Safety.
5. International Engagement.

<https://www.grants.gov.au/?event=public.GO.show&GOUUID=69DF6F99-9C0E-81A3-CA5B3BF1C57246AE>

Community Inclusion and Capacity Development (CICD) Program-Information Linkages and Capacity Building (ILC) Economic Participation of People with Disability Grant

Round 2019-20 Closed 13 March 2019 (\$19.9 million pool, there is no maximum or minimum limit on the amount that can be applied for).

The objective of the Community Inclusion and Capacity Development Program is to build innovative ways to increase the independence, social, community and economic participation of people with disability.

- Eligible grant activities could include:
- Capacity Building for Employers.
- Pathways to Employment.
- Fostering Entrepreneurship.
- Other – (projects to increase employment of people with disability).

<https://www.communitygrants.gov.au/grants/information-linkages-and-capacity-building-ilc-economic-partic>

Engage! 2018-2020

Offers funding of between \$90,000 to \$150,000 over three years to local governments and community organisations to work with young people to develop and deliver activities that engage young people in their local community.

- Have a greater connection to and active participation in their local community.
- Build their skills and knowledge, and pathways to employment, training and education.
- Improve their health and wellbeing and social connections to friends, family and the community.

Council have identified initiatives that fit within this grant project. Discussions with Council would need to be held to assess whether TIC is a priority for this grant.

Jobs Victoria Innovation Fund

Offers funding of between \$50,000 to \$250,000.

The Jobs Victoria Innovation Fund will provide grants to support new and innovative approaches to employment support and the delivery of employment services for long-term unemployed jobseekers facing barriers to employment. These barriers to employment may include factors such as:

- Limited or no work experience relevant to existing job opportunities.
- Low education and skills levels.
- Lack of professional networks and personal support.
- Lack of job search experience in a dynamic labour market.
- Lack of mobility or access to transport.
- Personal issues that require flexible employment options.

This program also has a disability project stream (a total of \$700,000) specifically for programs that support new and innovative approaches to employment support and employment services for people with disability. This grant is currently not open and no future date set.

Gandel Philanthropy

Gandel Philanthropy funds community-based projects which address a proven community need. The organisation looks to programs which will have an impact on social and economic inequality. The programs funded usually are innovative and sustainable solutions.

Community grants are generally funded up to \$40,000 and the last specified areas of interest included social cohesion and inclusion and poverty and disadvantage.

There are no specific closing dates for applications to Gandel philanthropy and you can apply through their website at <https://www.gandelphilanthropy.org.au/how-to-apply/application-process/>

Jack Brockhoff Foundation

The Jack Brockhoff Foundation provides grants to charities under its Community Grants program. One of its specific areas of funding is for addressing issues relating to disability, and more specifically innovative approaches to employment for people with a disability.

The Foundation is drawn to new ideas which promote positive social change. Its next round of applications opens on 1 August 2019. Programs must be in Victoria to be eligible for funding.

Applications are online and more information can be found at <http://jackbrockhoff.org.au/apply-for-a-grant/>

Appendix 1

Consultation feedback

Thursday 27 June 2019

Wodonga TAFE

Attendees: 6

Method of consultation: Projectura attended Wodonga TAFE and conducted a workshop with six women with disability who were completing a Certificate level course in work education. One of their teachers also attended. The consultation was conducted in a group format whereby the ladies would select a question relating to the theme and would discuss their thoughts and experiences and share with each other.

Table 1. Summary of Wodonga TAFE workshop

Theme	Feedback		
<i>What skills do I have?</i>			
A job would make me feel...	Happy Independent More confident	Comfortable Motivated Excited	Settled Proud
I could do a good job because...	Good listener Trying not to be shy Flexible	Reliable Listening and asking questions Come back on time from breaks	Hard worker Welcoming sensible
A job would help me...	Gain confidence Meet people	Go on holidays	Pay bills
I am good at...	Organisation and tidiness Netball Swimming Taking orders	Cooking Cleaning Using technology/computers	Helping Caring Concentration
I want to be a...	Café worker Supermarket worker SS&A kitchen worker	Cleaner Target worker	Office worker Animal worker
<i>What do I want/need from a mentor?</i>			
A mentor could teach me...	About interviews Boundaries About how to do job interviews	How to get organised Practical skills Communication and relationships	About expectations Rules of the community and the workplace Strategies

	Ways to fit in		
A mentor is...	Someone who gives me tips	Someone with experience	Someone who helps you get prepared for work
A mentor could help me by...	Knowing me well Being respectful, quiet and kind Problem solving Giving me strategies to deal with things – before they happen	Being professional Not telling me off Talking to me how i need to be Feeling included	Having experience Being like a friend Learning about how i communicate
I could help my mentor by...	Teaching them how to communicate differently with some people How to employ a person with disability themselves. Showing them how to be inclusive	Teaching them about disabilities Teaching them about our customs Showing them what people with disability are capable of.	Teaching them about skills, barriers and strategies you use already. Teaching them understanding of people with disabilities
I would be excited to learn about my mentor...	What they do Strategies	How to get a job Rules in workplaces	Their journey Not being shy in crowds
How long/often would I meet with my mentor for...	For ½ an hour to an hour	They would want to agree with the mentor when and where.	
What do I need to work on?			
Things I need to work on...	Confidence Figuring out what i want to do	Money skills Concentration	Customer service
I will need to be able to _____ when I get a job.	Manage time Be independent and do things along Be confident Be part of a team	Listen to instruction Try to do things 'have a crack' Have strategies Deal with change	Get to work (transport) Be on my own Ask for help Understand that i am just getting guidance – i am not in trouble.
Learning about _____ would help me get a job.	Coordination and motor skills Clothes to wear to work How to prioritise	Getting up and active How to fit in	Staying motivated Things to talk about
It is hard to get a job because...	I don't know what job i want to do People don't understand what people with disability are capable of.	Some jobs don't employ people with disability People aren't nice to us or we don't fit in.	Counting or reading can be hard

Thursday 27 June 2019

Belvoir Special School

Attendees: 9

Method of consultation. At Belvoir the Projectura consultants engaged the group by first explaining the proposed mentor program. Before commencing each engagement, the consultant would explain the theme that we would be exploring. The larger group would then break up to groups of 3-4 people with a facilitator or teacher assisting them. Each group would go through 2-3 questions. Once the allocated time had finished the group would come together again to discuss the responses to each question.

Table 2. Summary of Belvoir Special School workshop

Theme	Feedback		
What skills do I have?			
I can do...	Nails Cleaning Being creative	Making candles Drawing Design	Work with kids Art Singing
A job would help me...	Pay for things	Give me something to do	
I want to be a...	Cook	Animal carer	Play golf
I am good at...	Listening to music Drawing Making jokes/has a good sense of humour	Netball Likes animals Making people happy	Sports – soccer/netball Being around people Cooking with Nonna
A job would make me feel...	Scared	Happy	
I want a job because...	I don't want to be lazy	I want to make friends	
I could do a good job because...	I like animals (dogs and cats) I like music	I like drawing I like soccer	I like sport
What do I want/need from a mentor?			
A mentor could help me...	Trains What to wear to work	Understanding the workplace Being happy	How to get to work
My goal would be...	Figuring out what to do	Day programs	
I could help my mentor by...	Sharing information	Being a friend	
A mentor could help me by...	Helping with problems Help to get to an interview Being a friend	Looking for jobs Helping me to figure out what to wear	Advice Going shopping for what to wear
I would like to meet my mentor...	At school		
I would like to meet with my mentor...	Once a week		
I would talk to my mentor about...	Tricky situations	How many hours I should work	How to get to work/transport
A mentor is...	Someone who helps you get a job supportive, kind and nice	Someone who helps you in a job in between young and old	Someone who helps you with an interview
What do I need to work on?			
A skill I need to work on is...	My anger management Being kind to work mates	Reading, writing & computers	Conversation skills
I need help to...	Get to work Drafting my resume	Understand instructions Finding jobs to apply for	Read & write if needed
Before I get a job, I need to...	Learn how to interview Making a resume	Figure out how long/how many hours I can work for	How to do the job i am hired for
It is hard to get a job because...	I will be meeting new people	It is hard to learn new things and learn what to do	It is hard to stay on task and concentrate
Tasks at work will include...	Serve customers Keep disk tidy Making sure all the supplies are there.	Take money Spray bottles are full	Cleaning Cloths

Appendix 2

The table below is a summary of key stakeholder interviews

Table 3. Stakeholder interviews

Organisation	Summary
Albury Northside Chamber	<ul style="list-style-type: none"> Directed us to speak with Business Women Albury Wodonga. Would be interested in promoting mentor program. <p>Contact: (02) 6023 0100</p>
Business Wodonga	<ul style="list-style-type: none"> Recent migrants mentoring program that has 25 mentors and 23 participants. Training is offered to the mentors as part of the program. Supports that they are aware of are: NELLEN, TAFE skills and training, employment agencies, personnel groups and schools. Interested in program for potential mentors. Funding: Border Trust and Scanlon Foundation <p>Contact: naird@businesswodonga.com.au</p>
Lions Club Wodonga	<ul style="list-style-type: none"> Lions focus at the moment is women, so this program is suited to their priorities. They support local charities, vulnerable groups (LEAP centre), Leos Club which is a junior program for teenagers, youth of the year and a program for junior public speaking. Lions are involved in helping young people with leadership programs. Interested in finding out more information. What would the program look like, how long would the program go for and the contact hours/ commitment? <p>Contact: wodonga.lions@hotmail.com</p>
Rotary Club Wodonga	<ul style="list-style-type: none"> Marg was the CEO of NELLEN and developed a mentor training program with the TAFE. She found it was vital that good training be provided to the mentors to ensure they understood their role and boundaries, to provided support, encouragement and build opportunities but not take on a carer's role. Would be interested in finding out more information to be involved.

	Contact: margswb2@bigpond.com
Business Women Albury Wodonga	<ul style="list-style-type: none"> • BAWW have their own mentoring program, now in its third year. Participants are all volunteers (EOI) and they then run an interview processes to create a profile for each mentor and mentee and therefore being able to find a suitable match for people. If they can't find a suitable match, they don't force a partnership. • The EOI outlines the experience, expectation and understanding of the mentor program. • Face to face interviews with mentors. Some of the mentee's interviews can be done over the phone. • A booklet is produced to explain the program, guidelines that are put in place. Each individual partnership drives the program and the outcomes depends on how successful the partnership is. It's important to be clear it is not a coaching role. • They might meet once a month or once a fortnight and establish clear goals over the 12 months. The program ranges from 10 to 12 months. • At the end of program, they host an event to celebrate the program. • Spoke to Susan and she is interested in finding out more. There could be an opportunity to present the program at a BAWW forum, a networking session. <p>Contact: Susan 0419 014 421</p>
Zonta Club of Albury Wodonga	<ul style="list-style-type: none"> • Interested in being involved and promote to their members as mentors. <p>Contact: Sharon 0418 966 350</p>
YWCA Albury Wodonga	<ul style="list-style-type: none"> • They are a local action group that advocate for the region. They work with organisations to identify pathways within organisations for females, quotas for boards etc. The Canberra association has done a mentoring program in the past. • She Speaks program: finding out what young people want in the regions. • Would be interested in being involved. • They are going through some structural changes and aren't a regional board anymore but a national board so they have lost a bit of momentum but would like to stay informed of the progress. <p>Contact: Alana Young 0427 283 101 on the national board.</p> <p>Contact: dawson.beth@yahoo.com.au</p>
Albury Wodonga Community College	<ul style="list-style-type: none"> • The programs they run are mainly focused on people who are disadvantaged at school (including socio economic status). There isn't necessarily a focus on people with a disability. • They have an employment AWARE program for people with a disability seeking work. This is targeted mainly for those over 30. <p>Contact: Rodney Wangman 0417 253 801</p>
Personnel Group	<ul style="list-style-type: none"> • They support people getting employment, training and skills. They look at client attraction and working with other service providers to identify people, they also assist in providing training to businesses/organisations. • They have examples of male mentor programs and role models in different regions that they service, often working with secondary colleges and Apex type clubs. • They also support businesses in workplace support once a client has been transitioned to the workplace. • Non-profit referrals or Centrelink • Employment is the end goal

	<ul style="list-style-type: none"> • Mindset delivery – coping with pressure and stress • Working with single mothers • Preparing people for seeking work with resume, cover letter, interviews how to cold call, presentation skills. • Interested in being involved from a mentor perspective but also may have potential mentees. <p>Contact: Paul ppower@personnelgroup.com.au</p>
<p>Women with Disabilities Victoria (Enabling women)</p>	<ul style="list-style-type: none"> • Leadership program that they run and alongside that is the mentorship program that runs for 6 weeks. They met their mentors over lunch that is funded through the program, from there they fill out contact detail form to swap with the mentors and arrange a meeting time and place for their next catch up. The program has a mentor coordinator (paid position) so mentors have someone they can speak to if needed. • The mentor and mentees decide what to cover and focus on a goal, it could range from speaking up for yourself to public speaking. • They also have an end of program celebration where women with a disability may do a speech, friends/family, mentors etc are invited, it's a great chance to celebrate the successes. • Funding: from philanthropic organisations and government, they have also started getting funding from the Councils that are involved (\$2000). <p>Contact: Jane Oldfield 03 9286 7807</p>
<p>Tomorrow Today</p>	<ul style="list-style-type: none"> • Future work program aimed at getting people ready for work, rather than employment. • Funding: Entirely philanthropic funding, apply annually or every three years. They have tried for government but have been unsuccessful. • One of the most important things is making sure industry partners are on board and really clear about expectations, and they know what the program is about. In terms of collaboration, both parties need to be clear. It's also important that apprenticeship providers are on board, and leverage NDIS providers where possible. • Sally mentioned the Future Skills Workshops held In Shepparton and Wodonga last year, which centred around areas with employee shortages. I had a google though and can't find anything on the workshops. <p>Contact: Sally Matheson, Program Manager, sallymatheson@tomorrowtoday.info</p>
<p>Ticket to work</p>	<ul style="list-style-type: none"> • Ticket to work focuses on 3 areas: capacity building, coordination, ensuring young people get experience while still at school. • The program operates using a place-based model - it's about getting together resources in a particular area. Everyone has to step up, and not be a passive member. They look at the shared resources that can be leveraged to create better outcomes. • Michelle mentioned that they are starting up programs now using a customised employment model, which has been around for about 20 years in the US but just now taking off in Australia. It's for people with significant disabilities and involves developing the role to suit the disability of an individual. • Interest: 70% of ticket to work participants are young men, so Michelle is interested in the NELLEN initiative. • Funding: No funding goes to the intermediary (the person who networks the stakeholders). However, Ticket to Work can support the intermediary to navigate NDIS funding. Ticket to Work is part of National Disability Services (the peak body) so can leverage specialisations (like people who have specialised knowledge of NDIS funding).

<p>GradWISE at Swinburn University</p>	<ul style="list-style-type: none"> • GradWISE was developed by WISE employment in conjunction with Swinburne University. The program aims to empower tertiary students living with a disability, mental, physical health condition or injury to 'aspire, develop and thrive' in graduate level and entry level employment. • The program involves four key components: key assessments and profiles, coaching and development road map, job placement and support, and GradWISE alumni. • During the initial phase, GradWISE works with people to identify their strengths and possible areas of development, as well as creating a unique profile to assess the types of work best suited to the person and their qualifications. GradWISE helps develop a road map which might include things like part time, casual or temporary work, internships, mentoring programs or extracurricular involvement such as volunteering. Program participants are then assisted with finding a graduate role. Both employer and employee are supported with any training, workplace modifications, and ongoing support requirements. GradWISE continues to provide support as needed, tracking milestones and helping participants to stay on their dream career path. • GradWISE and Swinburne have a partnership, providing program participants with access to SwinEmploy, 'a purpose-built suite of resources and tools to prepare graduates for the world of work'. <p>Contact: Anthony Gartner 03 9214 8852</p>
<p>Local Area Coordination (LAC) – Latrobe Community Health Services.</p>	<ul style="list-style-type: none"> • The LAC provides most NDIS planning and review services for people with disability in the Ovens & Murray Area. • Very interested in program as a referral pathway for community supports in NDIS planning. • Extensive experience in linking people with disability to formal, informal and community supports. • Funded by the National Disability Insurance Agency. <p>Contact: Renee Leary, Community Development & Capacity Building Coordinator. Email renee.leary@ndis.gov.au</p>
<p>Wodonga TAFE – Transition to Work Courses for people with disability.</p>	<ul style="list-style-type: none"> • Wodonga TAFE provides Certificate Level Education to people with disability. • Very interested in the program as a referral pathway for their students • Experience in support services and education • Funded by the Department of Education & Training (VIC) <p>Contact Jenni Myers Email: jmyers@wodongatafe.edu.au</p>
<p>Belvoir Special School –</p>	<ul style="list-style-type: none"> • Belvoir Special School provides education and transition support to children and young people with disability. • Very interested in program as a referral pathway for their students who are focussing on work transition in their later years of school. • Experience in teaching students and providing opportunity for them to learn new skills transferable to workplace. • Funded by the Department of Education & Training (VIC) <p>Contact: Olivia Edwards</p>

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