

A proposal for employment of long term unemployed people with a disability in the ACT government

My background

I am a sighted person but have many vision impaired and blind friends. Some are employed and some are not. Some are long term unemployed. I have listened to many life stories and observed first-hand the struggles of people with a disability to overcome barriers and be part of their community, including part of the workforce.

I have successfully employed one person who is blind in a large team on a short term project. I have successfully acted as a support worker for a person who is blind to commence voluntary office work in a not-for-profit organisation, assisted them to learn and practice new tasks and technologies explained to us by their supervisor, integrate more completely with their work team, and eventually made myself redundant when they were able to work independently on those tasks and in their volunteer workplace.

Based on these friendships and experience I believe some long term unemployed people with disabilities would benefit from a specialised traineeship program in the ACT government, in the private sector or in the not-for-profit sector, to have a better chance of permanent employment. This submission proposes such a traineeship and explains the reasons behind it.

I have added to my proposal with some limited online research. I haven't had time to include wider research but know that the ACT government has access to a multitude of government and NGO reports on these issues that would support assertions in this paper.

The worsening disability employment situation

Australia has 4.2 million people with a disability and 2.2 million of these are of working age. Disability employment has reduced by 6% since 2009¹ and this is a problem that might be getting worse according to a January 2017 Productivity Commission report.

“Participating in the workforce is important for social inclusion and economic independence. Having disability can impact on a person’s ability and opportunities to participate in paid work. The following 2015 SDAC results are for the working age population (those aged 15 to 64 years), living in households.

In 2015, there were 2.1 million Australians of working age with disability. Of these, 1.0 million were employed and another 114,900 were looking for work. This means that 53.4% of working age people with disability were in the labour force which compares to 83.2% of people with no disability.

The proportion of people with disability who are in the labour force is associated with the severity of their limitation. In 2015, 25.0% of people with a profound or severe limitation were in the labour force, compared with 58.9% of those with a mild limitation. In 2012, the labour force participation rate was higher for people with profound or severe limitations at 29.7%.

Other key figures for Australians of working age include:

- In 2015, the unemployment rate for people with disability was 10.0%; higher than that for people without disability at 5.3%. This difference was consistent with 2012.

¹ ABC Radio National, Life Matters, Drop in disability employment, losing your voice and going slow, Broadcast: Tuesday 21 February 2017 9:05AM, <http://www.abc.net.au/radionational/programs/lifematters/life-matters-21.02.2017/8288794>

- Just over one-quarter (27.0%) of people with disability were working full-time, compared with over half (53.8%) of those without disability.
- Almost half of people with disability were not in the labour force (46.6%), compared with 16.8% of those without disability.
- There has been an increase in the proportion of people with disability working part-time, from 19.0% in 2012 to 21.1% in 2015.”²

The ACT public service rate of employment of people with a disability was very low in 2010 at only 1.6 per cent of the total ACTPS workforce³ “A target of doubling the headcount of 30 June 2010 has been set. That is increasing from 1.6 per cent (327 self-identified employees) to 3.4 per cent (655 employees).”³ However, the employment rate of people with disability in the ACT Public Service is only 2.2 percent as at June 2016.⁴

Which people with a disability does this submission concern?

Many people with disabilities are confident and capable, have been very successful in education and training, are job ready and can win a job on merits regardless of their disability. They are likely to do well, even if it requires that they not mention their disability during the recruitment process.

However, there is a smaller group of people with disabilities who face so many barriers to successfully gaining employment that new ways are needed of supporting them into employment.

The ABS categorises these people as having a “Profound or severe core activity limitation”. One such condition is quadriplegia. Severe vision impairment or blindness are others.

These people have higher support needs and lower levels of employment participation rates. These people “can’t get to the starting line in a fair and equal playing field”. However, with the right support they can be just as productive as any other member in the workforce.⁵

My experience and concern is particularly with people who are blind or have severe vision impairment who face additional barriers to employment because of this critical sensory loss. However, this proposal could apply to other people with sensory or physical disabilities who face such barriers. I don’t know much about the employment of people with intellectual disabilities mentioned in the first group, but it is also possible that the traineeship I propose could be beneficial. There are better advocates for these people than me.

Therefore, the purpose of this submission is to advocate for better support for the people with disabilities caught in the middle, who don’t want a job for an intellectually disabled person, and who can’t get a job in the mainstream.

² 4430.0 - Disability, Ageing and Carers, Australia: Summary of Findings, 2015 Source(s): ABS Survey of Disability, Ageing and Carers: Summary of Findings—2015 18/10/2016,

<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4430.0main+features202015>

³ Commissioner for Public Administration, ACTPS Workforce Profile 2009 -10,

http://www.cmd.act.gov.au/__data/assets/pdf_file/0015/203127/pwdstrategy.pdf

⁴ Inquiry into the employment of people with disabilities, <http://www.parliament.act.gov.au/in-committees/standing-committees-current-assembly/standing-committee-on-health,-ageing-and-community-services/inquiry-into-the-employment-of-people-with-disabilities>

⁵ ABC Radio National, Life Matters, Drop in disability employment, losing your voice and going slow, Broadcast: Tuesday 21 February 2017 9:05AM, <http://www.abc.net.au/radionational/programs/lifematters/life-matters-21.02.2017/8288794>

I describe the employment gap in this way:

Nature of disability	<p><u>GROUP 1</u> People with intellectual and behavioural disabilities.</p>	<p><u>GROUP 2</u> People with disabilities who, because of the nature of the disability, and a lifetime of daily barriers to access, information and success, struggle in education and training, achieving hard won but perhaps lower level results. They are included in the “mainstream” by the job network and employers, but are unable to compete in the mainstream jobs market due to lower confidence, skills and education.</p>	<p><u>GROUP 3</u> People with disabilities who are able to get good outcomes in education or training and compete successfully in the mainstream for employment</p>
Experience in gaining employment	<p>These are people who would never compete in the mainstream job market in work requiring competence in literacy, numeracy, communication, creative thinking, and high levels of autonomy, etc. Organisations provide work opportunities suited to their non-academic abilities with high levels of ongoing support. Placements appear to be available and organisations and carers have a good understanding of how workers with these abilities can be assisted to meaningful and satisfying employment.</p>	<p>Job service agencies are unlikely to be able to help this person succeed in a mainstream competitive selection process or in getting a job. This group face difficulties in competitive selection processes, or are never invited to such selections. They do not have the confidence and demonstrated capabilities to succeed in gaining a job. If employed on a voluntary or paid basis they require significant extra time and training investment to become productive and competent in a range of tasks. Likely to be more limited in what they can do in a workplace due to the nature of their disability and require more workplace adjustments. Employers likely to hesitate to employ them knowing the additional work that will be necessary. Caught between unsuitable work opportunities provided by organisations assisting clients with intellectual disabilities (Group 1), and expectations of the mainstream competitive employment market (Group 3).</p>	<p>Unlikely to require the assistance of a job service agency. Can compete with other candidates for mainstream jobs on their merits. Can be employed in mainstream jobs with employers willing and able to make reasonable workplace adjustments to allow for their disability. May require a small degree of job redesign to suit any limitation they have. Government and private sector employers with diversity policies will seek out and these job candidates.</p>
Achievements in the workplace	<p>With supportive supervision and careful training, employees can be highly productive, contribute meaningfully to a workplace and community, get a great deal of enjoyment, satisfaction and life skills from their employment. They and their carers are very dedicated to maintaining their employment.</p>	<p>Have the intelligence and latent capabilities to become competent, independent, creative employees, able to take on new tasks, through very supportive initial supervision and training focused on individual needs and barriers to be overcome and to build confidence. Likely to be exceptionally reliable, determined and committed employees due to the huge barriers they have faced in getting any employment.</p>	<p>With the right adjustments, will be as productive and capable as colleagues without a disability. May be more dedicated and committed to their work due to past difficulties in gaining employment.</p>

The unemployment trap for Group 2

A person with a disability who has been unemployed long term may not be job ready. They may be isolated from the community and workplaces, not up to date with training and education, not familiar with current technologies, and have lost so much confidence and self-esteem that they present poorly for job interviews. Their resumes may be very thin and compared to others, they probably won't have sufficient work experience on their resume to even get an interview, let alone a job.

The only "work" may be short term volunteering which is the only job they have been able to get. Even volunteering may be hard to find. Not for profit organisations running on tight budgets with limited paid and volunteer staff may not accept volunteers with a disability because of the extra supervision and support they know they would have to give that person to get them up to speed with the work.

The person with a disability may have given up on the job market having failed so many times to get a job.

Workplace networks are really important for getting a job and changing jobs as needed. But if a person is outside the workplace they won't have much in the way of a network.

Four Corners revealed in 2015 that some long term unemployed are considered forever unemployable by job network providers and are "parked". A range of strategies are used to keep them on the books, present that they are being usefully assisted, accept government funding for services provided, and knowingly never be able to find the client a job. I believe this can happen with people with disabilities in Group 2.⁶

I have learned that job service providers can put their clients "on holiday" after a long period of unsuccessful job hunting. For a period of time a job service provider will not provide any assistance, apparently for some months. However, the job hunter does not cease to wish to be employed and their need for assistance does not disappear.

Graduate Careers Australia confirms "People who have a disability, despite being as talented as their peers, often fail to achieve their potential due to their own negative self-concepts and/or lack of familiarity with the workplace. They may also be overlooked in the fierce competition for career opportunities due to negative self-concepts, community stereotypes and general negative beliefs or assumptions about their ability."⁷

Policy barriers to employment

I have observed some other barriers to employment of people in Group 2:

- The number of traineeships and entry level jobs in the public service keeps reducing. Only the best candidate will gain such a traineeship.
- A traineeship that would have been a perfect opportunity for a person with a disability to experience and enter the workforce was not open to them because they held a university qualification – regardless of the fact that they were long term unemployed
- Workplace assistance will only be offered by a job service provider if a person obtains paid or voluntary work for a minimum of 20 hours a week, when they have struggled even to get something for 3 hours a week! For three hours work they will not be given any assistance so either can't take that work experience, or if they try it, may fail for lack of support. The job network provider will offer no workplace support and no assistance with reasonable adjustments or required assistive technology.

⁶ The Jobs Game, 23 February 2015, ABC Four Corners, <http://www.abc.net.au/4corners/stories/2015/02/23/4183437.htm>

⁷ Willing and Able Mentoring program GCA Graduate Careers Australia <http://www.graduatecareers.com.au/careerplanningandresources/exploringyourcareeroptions/graduateswithdisability/willingandablementoringprogram/>

- Employers and recruitment panels in government are likely to have no knowledge of government policies that allow them to identify specified jobs to suit people with disabilities and to employ people with disabilities to those positions outside of competitive selection processes
- The NDIS, which offers so much promise in terms of people with a disability making their own choices about the assistance they need to meet their personal goals and overcome barriers, refuses to fund employment support. When a person with a disability states in black and white that their main life goal is to be employed, and to thereby achieve all the benefits that employment brings, and highlights the assistance they will need, the NDIS provides nothing. Specific supports they request in relation to this goal are not provided.
- The Federal government has no goals for employment of people with a disability in the public sector apart from motherhood statements about improving levels of such employment. There are no concrete goals or quotas. It is therefore proving the case that even non-existent goals are not met. A self-fulfilling prophecy.
- Many comment that the Commonwealth government employment system is broken as it is too hard for people seeking employment to use and too limited by policy.

Is there anything more important than having a job?

Having a job is one of the most important factors in any society to a person's emotional and physical wellbeing. People who do not have jobs and who want and need work face increased risk of loss of self esteem, demotivation, depression, social isolation, illness, poverty and other adverse impacts. The situation is even worse for those with disabilities who cannot gain employment.

The cost to the government of having people with disabilities who want to work being unable to work is huge: costs of job network providers who month after month and year after year fail to find the person a job, costs of pensions, health care, or unemployment benefits when a person is unable to earn their own income.

The costs of successfully aiding a person with a disability who is long term unemployed to become employed are also very high. Intensive support work may be needed. Initially the return in the workplace may be low due to the need for workplace modifications, work redesign and more complex training needs. But over time, as work delivery increases and training needs reduce, the cost will reduce and value will increase, not only in the workplace, but also in the person's life and their contribution to the community.

Benefits of employment

Every long term unemployed person with a disability who becomes employed receives personal benefits including increased emotional wellbeing and self-esteem, reduced depression and illness and medical expenses, a way of connecting to others and broadening their social network - leading to other activities and friendships, an independent income and sense of achievement, an interest in their work, an ability to contribute meaningfully to their community.

On average these workers stay longer with their employer, take less sick leave and have fewer workers compensation claims than workers without a disability. Workplaces benefit by reflecting the diversity of the Australian community and ensuring that work done, services provided and decisions made meet the needs of all Australians.

The success of people with disabilities in employment breaks down understandable ignorance or active discrimination against people with disabilities.

The need for a different approach

Radio National has aired informative discussions on strategies for employment of the long term unemployed, including people with disabilities.

- Xavier Crimmins, CEO of Campbell Page, a national job service provider, “says he would also like to see employers introduce long term job seekers into the workforce slowly: ‘The big thing we have to be aware of is that if somebody hasn’t worked for 2 to 3 years that going into a job on day one, 40 hours a week is a big ask for anybody really for someone who has been for 3 or 4 or even 5 years that straight off 40 hours is a big hit and has a big impact and often doesn’t work.’ And Xavier Crimmins also says that any program won’t work without significant mentoring.”⁸
- Julian Disney, Director, Social Justice Project, University of New South Wales says “In many ways the best way of developing skills after an initial degree of help is to get into paid work experience. So paid work experience is crucial. Just training, and especially if it often happens in the moment, it is inappropriate training, or just repetition of the same training, is not enough. And in order to help them through the process they not only need some training and experience but they really need individualised sustained advice from a person of experience and who stays with them to help them through the different processes but also to engage with the employers etc. Sometimes the employers will need assistance and advice as to how to work with the person concerned ... (a case worker)”
“As to what subsidy you provide, well that will vary of course according to the nature of the job, but in many ways what they will actually want more, the employers, in addition to any wage subsidy, is the feeling that they are going to have assistance in how to, in a sense, engage this person in the workforce. I think to expect employers to take all this on on their own, to work out how to engage them effectively, how to provide them or link with the support they need, is often asking too much, so money a bit, but more importantly for the employers to know there will be a mentor available to engage with the worker and with whom the employer can engage.”
“when these schemes get going, as they have over the years: paid work experience schemes, mentor schemes... we keep swapping the programs and swapping the forms of assistance and often it is just when something is starting to hit pay dirt, as it were, starting to get the long term savings out of this that you can get with the upfront investment, that’s when we change things, and these programs are starved of funds, or when they are put on funds initially they are just put on as pilot programs which makes it much harder to work them effectively.”
“They need personal support”
- David Thompson, CEO, Jobs Australia, representing not-for-profit employment agencies says: “Nowadays it is very different. A lot of people who are the most disadvantaged are people with significant disabilities, either physical or mental, and they are people often who have come from dysfunctional families. So we need a much more individualised form of assistance, a deeper form of assistance than in the past.... “
“... it is important that not only is there training, but that it is the right kind of training in terms of what it is about and the way it is delivered.”⁹
“What we need to do is stop wasting compliance and hassling resources on people who genuinely need a hand to provide more and deeper assistance for those people in terms of paid work experience, quality training, working with employers to help keep them in work in effect we know what will work”¹⁰

⁸ ABC Radio National, How to move the long-term unemployed into work, 16 May 2011 8:05AM
<http://www.abc.net.au/radionational/programs/breakfast/how-to-move-the-long-term-unemployed-into-work/2948084>

⁹ ABC Radio National, Friday panel: How to get people off welfare and into work, 15 April 2011 8:05AM
<http://www.abc.net.au/radionational/programs/breakfast/friday-panel-how-to-get-people-off-welfare-and/2993266>

Proposal: “Experimental” traineeships

It is clear that the proposal I am making is not new. What I can add to the vast knowledge of experts on how to assist long term people into employment, especially those with disabilities in Group 2, is confirmation that, from my personal experience, a carefully designed supportive traineeship can work and open doors for people with a disability and for employers.

I call this an “Experimental” traineeship.

- The sense of “Experiment” – to discover, investigate, find out, trial, prove – the traineeship is an opportunity for a person with a disability to trial and demonstrate their workplace competence, when previously they have not even gained entry to the workplace due to innumerable barriers and inability to gain a job in an extremely competitive market. The best way to do this is to actually deliver real work in a real workplace, not by attending courses.
- The sense of “Experience” – to participate in, to be part of – The best way for an adult to learn new skills is to actually be asked to deliver real work in a real workplace, solve problems that arise, and not simply attend courses.

This is a partnership between the person with the disability who is facing insurmountable barriers to employment, and the organisation with work to be done that seeks to have a workplace truly reflective of Australian diversity.

The program would offer a 6 month supported traineeship to employees with a disability identified by the agency and job service providers of having potential to become productive, dedicated employees, but who face potentially insurmountable barriers to employment (Group 2 candidates).

The Experimental traineeship approach also overcomes the problem of people with a disability in Group 2 being unable to apply for or be recruited to public or private sector jobs, even when these might be suitable for them. Without exception, jobs are advertised with very specific job descriptions and expectations and a list of requirements in terms of qualifications and experience. It is likely that a well educated and flexible candidate who does not have any disability can immediately carry out most of the tasks competently based on previous work experience, and will easily be able to master tasks they have never performed.

A person in Group 2, their job network provider, and their potential employer, will quickly identify that they may be able to deliver some of the tasks given in a job description, if they can overcome barriers commonly experienced by people with disabilities. But they have no idea if they can deliver other tasks that they have never attempted. Some tasks will simply be impossible, for example, a person with a vision impairment relying on screen reading software and OCR scanners will not be able to deal with handwritten letters and forms from customers. Compared to other candidates in Group 3, or those without disabilities, it will likely be a waste of time for them to apply for the job if the employer requires that all tasks on the job description can be delivered.

An Experimental traineeship should identify a range of roles and tasks that will be valuable to the organisation that a trainee may be able to deliver and that they should try during their traineeship. However, flexibility is the key to find the right fit of tasks for the capabilities of the trainee. Given the number of agencies and the range of services delivered in the ACT public service and in medium and large private sector and not-for-profit organisations, an Experimental traineeship should be possible.

Managers of employees without disabilities know that there is a suitable position or role for every employee where they will excel. Although an employee will be recruited to their first job, this will probably not be the job they keep

and are happiest in. Employees change jobs and find their perfect niche where the employee and employer both gain maximum benefit in terms of job satisfaction and productivity.

The Experimental traineeship is required to very early on identify a good fit for the employee with a disability, the workplace, and tasks. This collaborative discovery approach will reduce the chance of workplace failure, loss of employment and low cost benefit for the employer. It will work out an ideal permanent job for a person with a disability so that they can deliver the maximum benefit to their employer with maximum job satisfaction.

Why is intensive support needed initially?

Group 2 employees cannot “hit the ground running”. In relating to people who are blind or vision impaired, there are too many barriers that will smack them in the face the moment they walk through the workplace door. A period of intensive support will make their ongoing employment possible.

Consider starting in a workplace if you are a trainee with a serious vision impairment:

Where is the workplace entrance? How do you get there? Where is the bus you need to catch? Within the workplace building, where is the bathroom? Where can you make a cup of coffee safely and without scalding yourself with boiling water? How can you move between work stations?

How do you find the desk of your supervisor or the office of your manager? How do you know if your supervisor is actually nearby or not? Who can you ask for help? How much help can you ask for? Who in your workplace has a bit of flexibility in their busy work schedule to give you advice? Who is under such time pressure that they will never be able to look up from their papers even to say hello to you?

Which computer do you use? How do you get accessibility software loaded? What if the software is not compatible with the locally designed IT system? What if an intranet that is supposed to be accessible is not accessible? What if data is traditionally recorded in handwriting that you cannot read? What if procedural documents have screenshot images that you cannot see or read? What if the accepted procedure doesn't seem to work when you try it?

What training is offered internally and will any of it be meaningful to you? Can printed materials be provided in electronic format that could be loaded onto a laptop or Braille pad to follow during the presentation? Can you participate in a group activity if the instructions are on bits of printed paper you cannot read? When is it appropriate to speak up and make a comment or ask a question if you cannot see what anyone else in the group or the presenter is doing?

What if a colleague finds it difficult to accept that you have a disability? What if they are not keen to help you because they don't think that people with a disability will be able to make a meaningful contribution in the workplace?

Also consider those in the workplace team:

In the lean mean public service environment where departments have had their staffing cut by hundreds or thousands of staff, every public servant is working under increasing pressure. Very few staff have much time to mentor and train others. Private sector organisations normally operate with no excess staffing.

While government policy and community expectations are that people with a disability will be employed in the public service, unless a new way of carefully integrating and training employees from Group 2 is used, agencies cannot possibly offer workplace training and employment opportunities with current resourcing. Private sector employment is unlikely unless employment and disability support agencies can offer meaningful support to a private sector organisation taking a long term unemployed trainee with a disability.

Pressures to deliver are such that any newcomer to a team has to be able to hit the ground running – to learn fast, master new tasks quickly, and from day one make a meaningful contribution. It is an unsustainable drain on time and money if they can't and managers quickly make decisions to let these new recruits go.

That is why a funded support worker is needed initially for Group 2 people with a disability. The support worker can devote their entire attention to assisting the person with a disability to achieve independent work within their team and take the pressure off the team manager, supervisor or colleague to add this role to their current heavy workload.

How may a traineeship progress?

To be efficient these trainees would be employed in workforces of five trainees, with a support worker for each group. To start off with the trainees would work only one full day a week (or in any flexible arrangement that is required). The support worker would spend this work day exclusively with the trainee.

This is based on experience of the time and effort required to integrate certain employees with disabilities into the workplace, orientate the new trainee to the workplace, grow acceptance and support from colleagues, ensure accessibility technology is working correctly, adapt to agency IT systems and work design difficulties, identify tasks that can be done and exactly how they can be done, modify training materials, and give the trainee enough practice of each task so that they become confident and independent in that work.

The traineeship could overcome the problem of a job network provider not being able to assist a person with a disability with their employment unless they are employed for 20 hours a week. A support worker would assist five trainees for 37.5 hours a week, ie, a full time job for the support worker. The support worker may also be in different locations during the week, depending on which agency and team each trainee was working in.

The support worker needs work experience relevant to the workplace so that they can provide individual guidance on tasks and technologies. They need to have a good network in the workplace to identify people who can help break down barriers they and the person with the disability are going to find. They need to be literate in the world of the person with a disability they are assisting, for example, in barriers for people who are blind or vision impaired, the technologies they use, communicating with people who are deaf, understanding the technologies used by people with loss of physical dexterity when working with computers, supporting people with mental illness, etc.

The managers, supervisors and colleagues in the team should be able to communicate requirements quickly with the support worker, who does not face any barriers to reading, writing, hearing or using technology in that workplace. Because of their workplace experience they would quickly understand requirements and predict and start to plan how to deal with barriers that the worker with a disability is going to find in attempting the task.

The support worker then spends the day with the worker with a disability taking time to explain each new task adequately, looking together at how technology and documents are going to be used in the task, working out if the competencies of the trainee will allow them to perform the task, the exact steps the trainee will have to follow to deliver the tasks which may be different steps to those used by others, if any modifications to the task or methodology are needed to make that possible, or whether any documents or information needs to be provided in a different format and how this can be done.

The support worker then supervises the trainee undertaking the task, each time with less and less assistance, until the trainee is able to perform it independently and accurately. On the way, methodology can be improved. At certain stages progress can be discussed with the supervisor or manager to check that the output is going to be appropriate. After some hours or even some days, the trainee will show their competence with the task, and become independent in that task. They will be able to work directly with their team without the support worker and require the same occasional guidance from a supervisor as any other worker.

This will be a process of exploration. If circumstances are right, the trainee can understand the task immediately and use their technology to perform the task without any hesitation or difficulty. Very quickly the trainee is able to deliver real work to their team independently and will not need the support worker in that area anymore. In other cases a longer training period will be needed.

There would be a repeating 6 month cycle of preparation, traineeship, and closure that would mean the support worker was fully occupied on a range of tasks at any time.

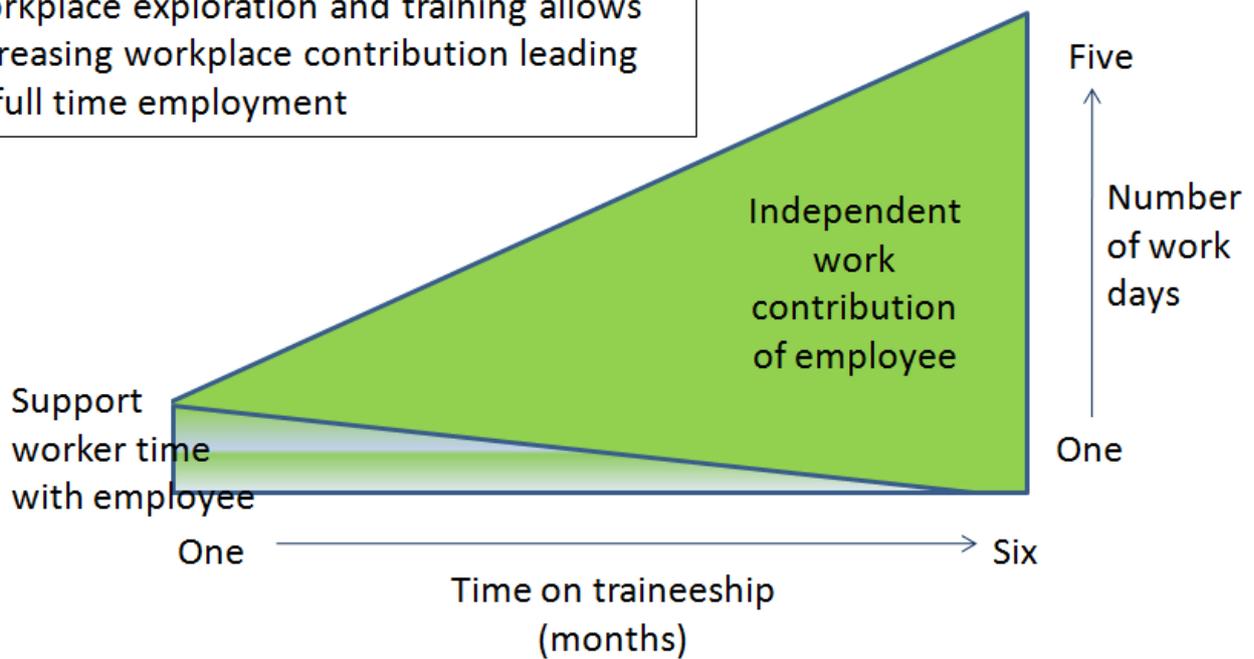
Pre-traineeship 1	Traineeship 1	Pre-traineeship 2	Traineeship 2
<p>Identify ACT government agencies, private and not-for profit sector employers, and specific locations, teams, tasks, that may be suitable for a supported traineeship, ie, a range of tasks can be explored by the trainee and several potentially mastered, and if the trainee can become independent in these tasks they will be able to integrate completely into the workplace team</p>			
<p>Working with job network providers and other organisations, each intake is of five people with a disability from group 2 facing serious barriers to employment, who have potential as employees, and may benefit from the supported traineeship.</p>			
	<p>Accompany each trainee one day a week to the workplace and assist with workplace / technology adjustments, attempting workplace tasks with any necessary adjustments, providing an environment for practice and achieving independent work at a task. Assist with orientation in the workplace and to the workplace culture and expectations.</p>		
	<p>Over time assist each trainee less as they master tasks and become independent in their work. Support trainees to start working to their actual team supervisor / managers. Reduce their activities with the trainee but be available in a problem solving and mentoring role. Continue to negotiate to identify tasks and opportunities that will extend the trainee</p>	<p>Identify ACT government agencies, private and not-for profit sector employers, and specific locations, teams, tasks, that may be suitable for a supported traineeship, ie, a range of tasks can be explored by the trainee and several potentially mastered, and if the trainee can become independent in these</p>	

	and what they can deliver.	tasks they will be able to integrate completely into the workplace team	
	Support the trainee with steps necessary to transition from trainee to employee, either full time or part time. Keep in touch as a mentor.	Working with job network providers and other organisations, each intake is of five people with a disability from group 2 facing serious barriers to employment, who have potential as employees, and may benefit from the supported traineeship.	
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			Over time assist each trainee less as they master tasks and become independent in their work. Support trainees to start working to their actual team supervisor / managers. Reduce their activities with the trainee but be available in a problem solving and mentoring role. Continue to negotiate to identify tasks and opportunities that will extend the trainee and what they can deliver.
			Support the trainee with steps necessary to transition from trainee to employee, either full time or part time. Keep in touch as a mentor.

What are potential outcomes for trainees, support workers, and employers?

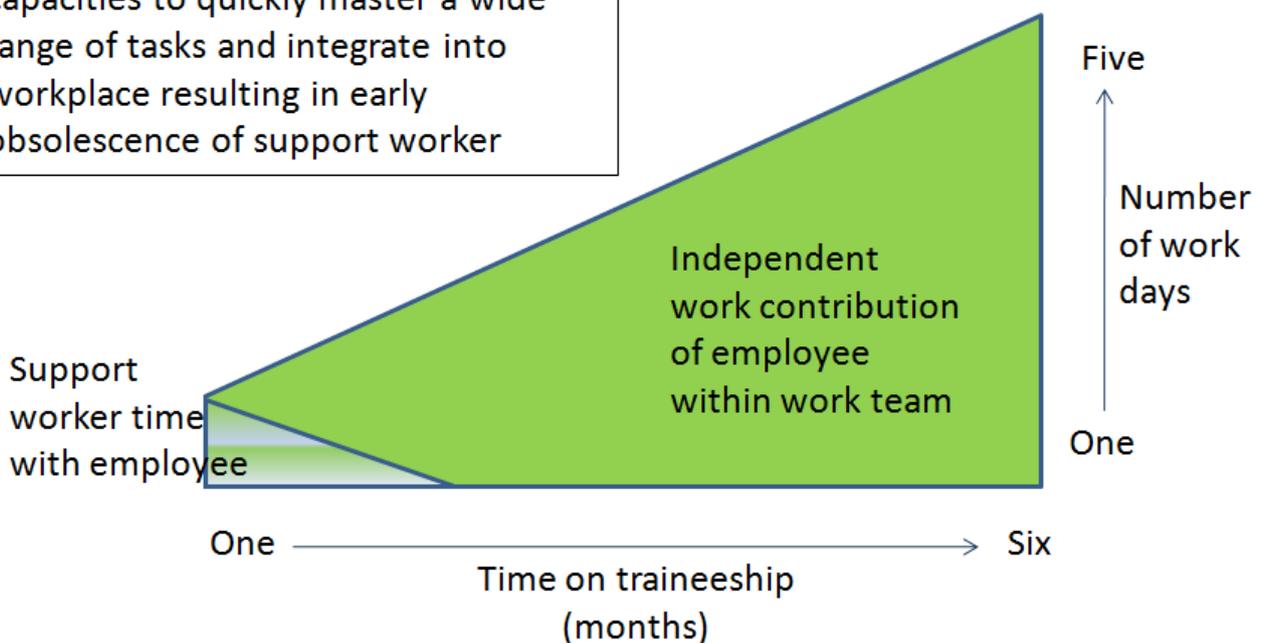
Steady traineeship progression

Workplace exploration and training allows increasing workplace contribution leading to full time employment



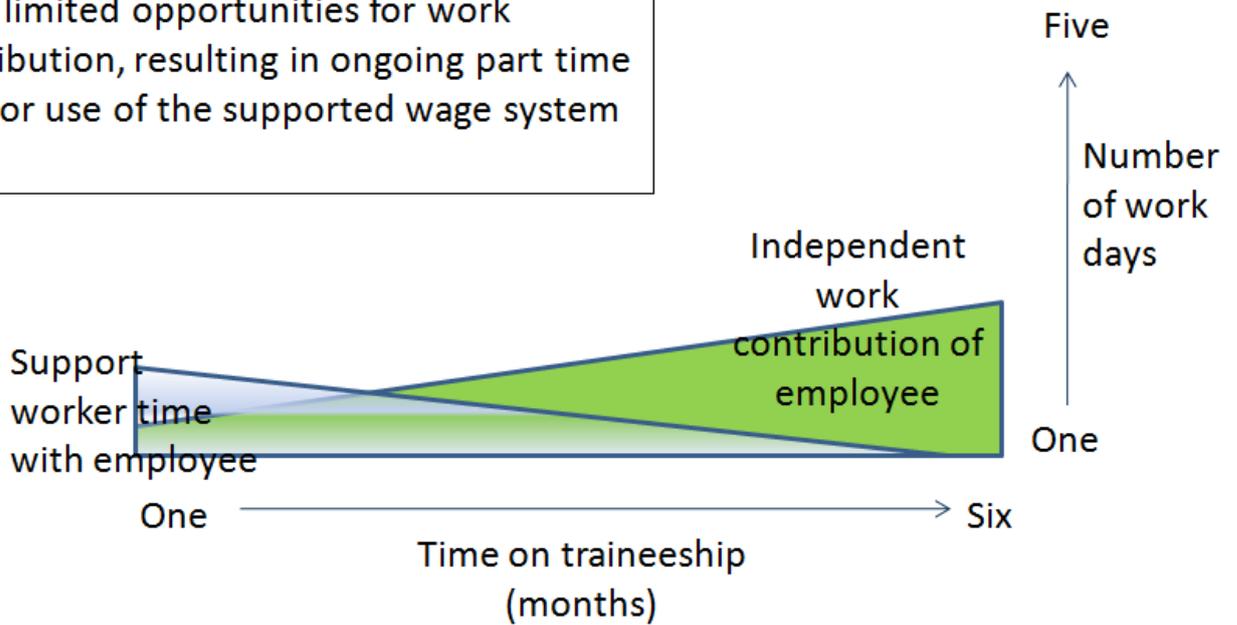
Accelerated traineeship progression

Employee with a disability benefits from supported entry to workplace, exploration and training. Reveals capacities to quickly master a wide range of tasks and integrate into workplace resulting in early obsolescence of support worker



Limited traineeship progression

Workplace exploration and training reveals more limited opportunities for work contribution, resulting in ongoing part time work or use of the supported wage system



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L. Brand