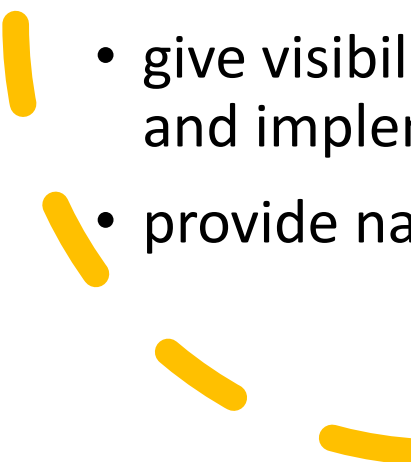# National Disability Strategy

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National Disability Strategy (NDS)

The purpose of the National Disability Strategy is to:

- establish a high level policy framework to give coherence to, and guide government activity across mainstream and disability-specific areas of public policy

- drive improved performance of mainstream services in delivering outcomes for people with disability

- give visibility to disability issues and ensure they are included in the development and implementation of all public policy that impacts on people with disability

- provide national leadership toward greater inclusion of people with disability.

NDS Shared Vision

- The shared vision is for an inclusive Australian society that enables people with disability to fulfil their potential as (equal citizens) equal members of the community.

National Disability Strategy 2010-20

1. Inclusive and accessible communities—the physical environment including public transport; parks, buildings and housing; digital information and communications technologies; civic life including social, sporting, recreational and cultural life.

2. Rights protection, justice and legislation—statutory protections such as anti-discrimination measures, complaints mechanisms, advocacy, the electoral and justice systems.

3. Economic security—jobs, business opportunities, financial independence, adequate income support for those not able to work, and housing.

4. Personal and community support—inclusion and participation in the community, person-centred care and support provided by specialist disability services and mainstream services; informal care and support.

5. Learning and skills—early childhood education and care, schools, further education, vocational education; transitions from education to employment; life-long learning.

6. Health and wellbeing—health services, health promotion and the interaction between health and disability systems; wellbeing and enjoyment of life.

NDS Goal 5. Learning and Skills

- Learning and skills—early childhood education and care, schools, further education, vocational education; transitions from education to employment; life-long learning.

- 4 detailed policy directions.

Policy Direction 1:

Strengthen the capability of all education providers to deliver inclusive high quality educational programs for people with all abilities from early childhood through adulthood.

- In-service training for teachers, educators and academics
- Students with disability are socialised into low expectations of themselves
- Education workers have low expectations of students with disabilities.
  - ➢ **Raise expectations of education provider staff**

Policy Direction 2:

Focus on reducing the disparity in educational outcomes for people with a disability and other students.

- Disability Standards for Education (2005)
- Encourage successful completion and attainment
- Monitor engagement, retention, success and completion rates

Policy Direction 3:

Ensure that government reforms and initiatives for early childhood, education, training and skill development are responsive to the needs of people with disability.

- National School Reform Agreement
- Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Policy Direction 4:

Improve pathways for students with disability from school to further education, employment and lifelong learning.

- Young people with a disability can transition to viable and meaningful post-school pathways where they have 'someone' who can support them in achieving their career plan. This is sustained by a service system that is 'joined-up'; provides a range of options and increases and sustains effort for those with special needs (SA Social Inclusion Board, 2008).

NDS Trend indicators

Learning and skills

- Educational achievement of people with disability

- proportion of people with disability in mainstream schools.

- proportion of people aged 19-25 with disability who have attained at least Year 12 or equivalent qualification.

- proportion of people with disability with post-school qualifications.

NDS Outcome areas

1: During the first stage of consultations we heard that the vision and the six outcome areas under the current Strategy are still the right ones. Do you have any comments on the vision and outcome areas being proposed for the new Strategy?

- 1. Economic security

- 2. Inclusive and accessible communities

- 3. Rights protection, justice and legislation

- 4. Personal and community support

- 5. Learning and skills

- 6. Health and wellbeing

NDS Guiding principles

What do you think about the guiding principles proposed here?

■ **Involve and engage:** has the policy process or program design engaged with and listened to people with disability at all stages of planning and implementation and provided accessible information and opportunities for feedback?

■ **Design universally:** have the principles of universal design been applied where possible and has the project taken advantage of accessible and assistive technology where available?

■ **Engage the broader community:** how has the broader community been informed of, involved in and been made responsible for removing barriers and supporting the inclusion of people with disability?

■ **Address barriers faced by priority populations:** how have the priority populations noted by the National Disability Strategy been identified and what action has been taken to specifically address the barriers they may experience?

■ **Support carers and supporters:** how have the needs of the family, carers and circles of information and formal support for the person with disability been considered in the development of the policy or program?

NDS Increased focus on community attitudes

- **What is your view on the proposal for the new Strategy to have a stronger emphasis on improving community attitudes across all outcome areas?**
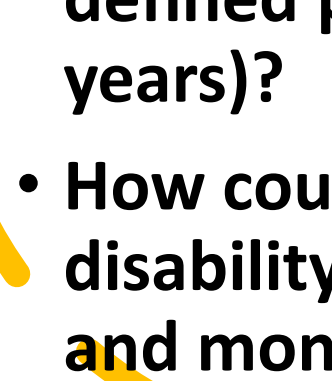
NDS Strengthening Accountability

- **How do you think that clearly outlining what each government is responsible for could make it easier for people with disability to access the supports and services they need?**

- **How do you think the Strategy should represent the role that the non-government sector plays in improving outcomes for people with disability? (Examples of the non-government sector include big, medium and small businesses, community organisations, employees of these businesses, private research, investment organisations and individuals.)**

NDS Measuring outcomes and reporting

- **What kind of information on the Strategy's progress should governments make available to the public and how often should this information be made available?**

- **What do you think of the proposal to have Targeted Action Plans that focus on making improvements in specific areas within a defined period of time (for example within one, two or three years)?**

- **How could the proposed Engagement Plan ensure people with disability, and the disability community, are involved in the delivery and monitoring of the next Strategy?**

UN Convention on the Rights of Persons with Disabilities

Article 24: Education

- 1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

    (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

    (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

    (c) Enabling persons with disabilities to participate effectively in a free society.

- https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

UN 2030 Agenda for Sustainable Development

Goal 4: Quality Education:

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

- https://www.un.org/sustainabledevelopment/education/
- https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/02/4_Why-It-Matters-2020.pdf