

25 Years of a Fair Chance for All: Celebrating Progress Amid Unfinished Business

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101,600



60,019



101,600



Students with disability attending University

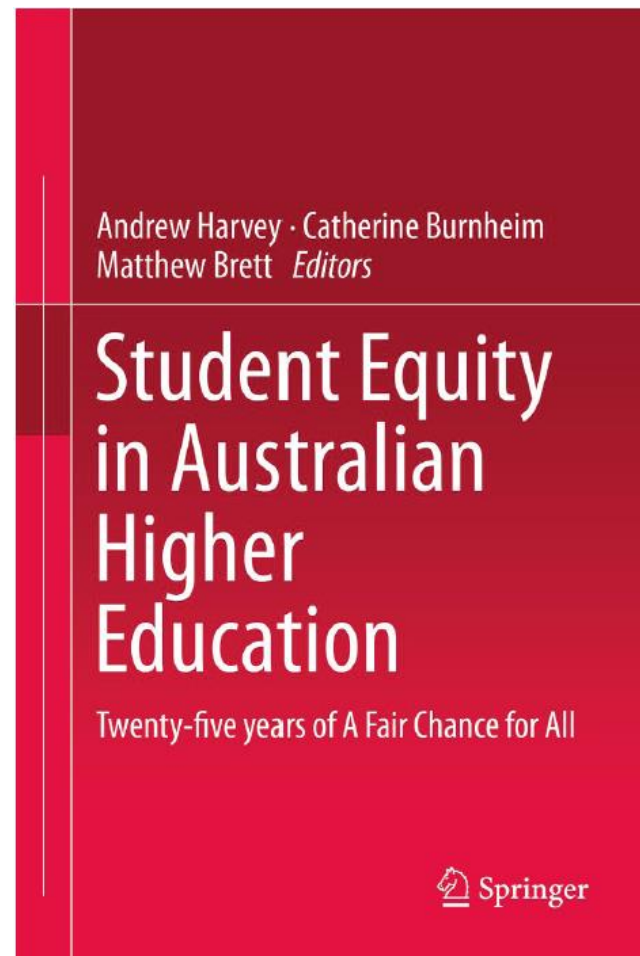
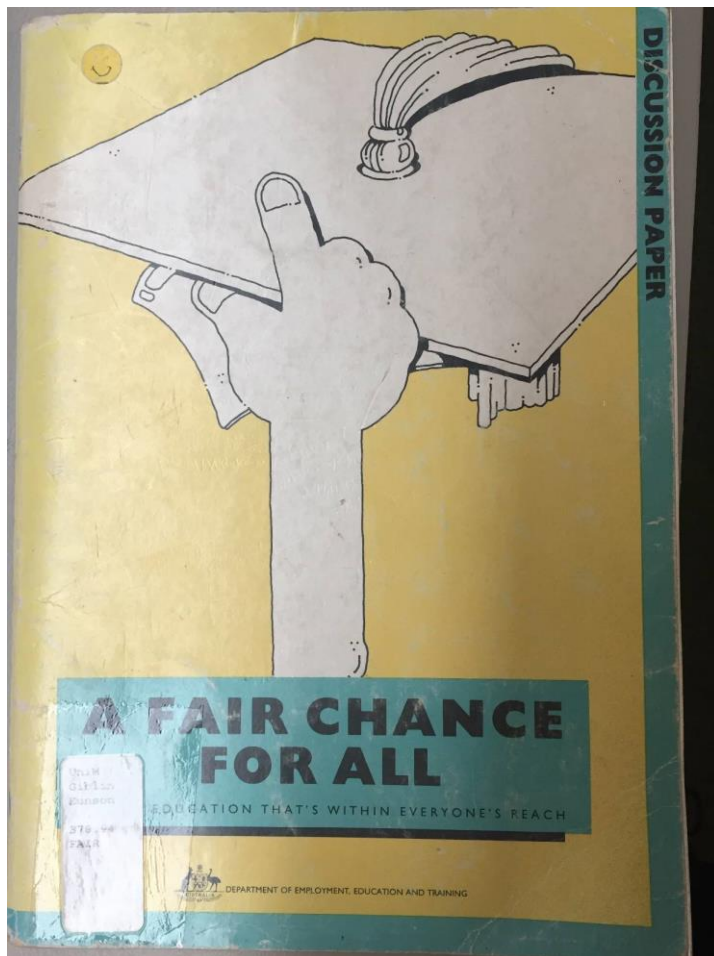
Australian Bureau of Statistics, Survey of Disability, Aging and Carers 2015

60,019



Students disclosing disability at enrolment

Department of Education and Training, Higher Education Statistics, Appendix 2, 2015



A Fair Chance For All

The overall objective for equity in higher education is to ensure that Australians from all groups in society have the opportunity to participate successfully in higher education. This will be achieved by changing the balance of the student population to reflect more closely the composition of society as a whole.

A Fair Chance For All: Implications

- Specified the priority equity groups in Australian universities
- Set targets for increasing the participation of equity groups
- Articulated strategies for increasing participation
- Led to the establishment of an indicator framework
- Required universities to develop plans



- Still influences policy for students with disabilities to this day

A Fair Chance For All: People with Disabilities

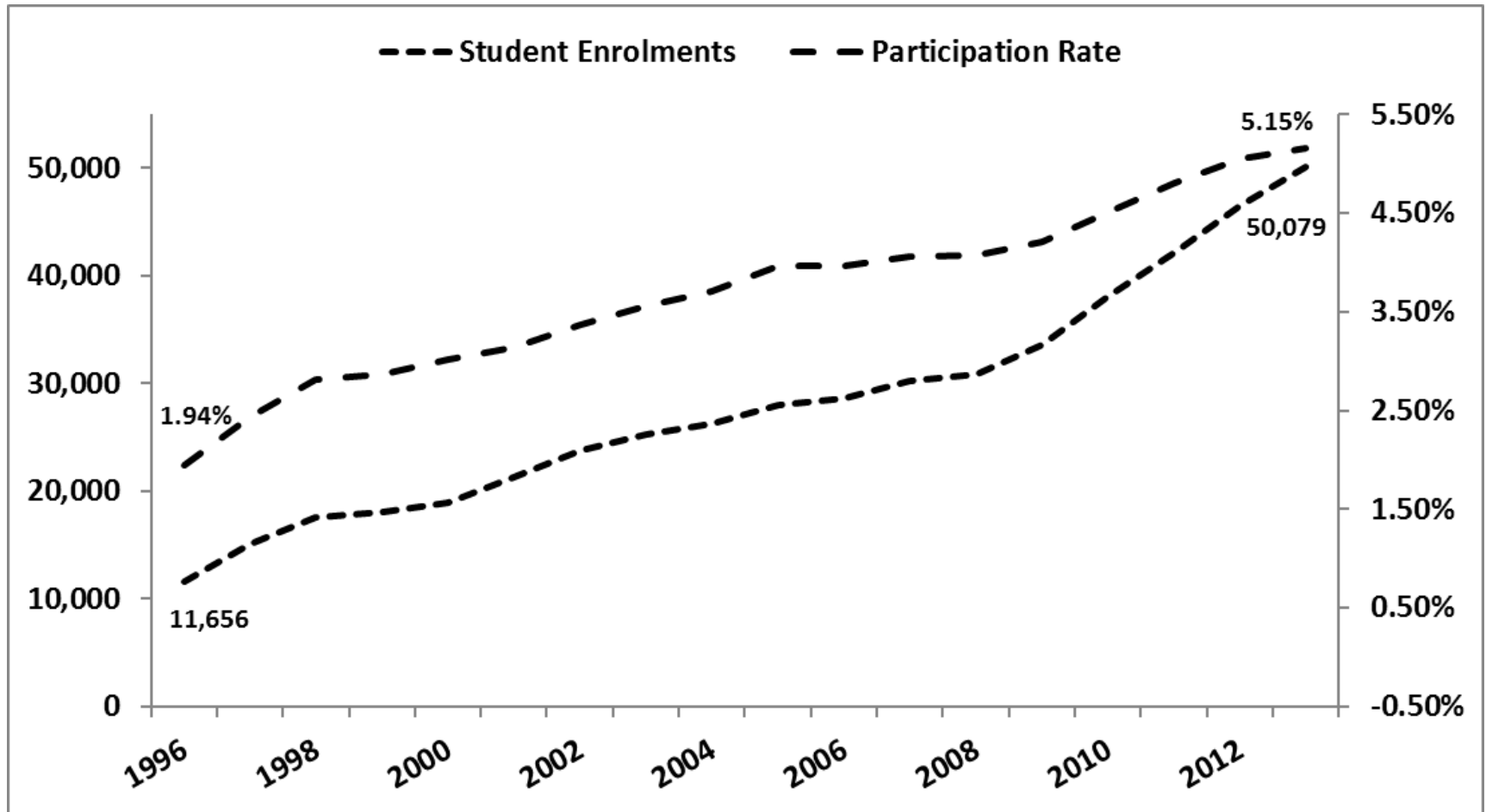
The Objective:

To increase the participation in higher education of people with disabilities.

The Targets:

To double present commencing enrolments of people with disabilities by 1995, including an improvement in professional and vocationally-oriented courses of 30 per cent by 1995.

Absolute and proportional increase every year since disability was part of higher education data collection



Martin Indicators: Enrolment Declaration

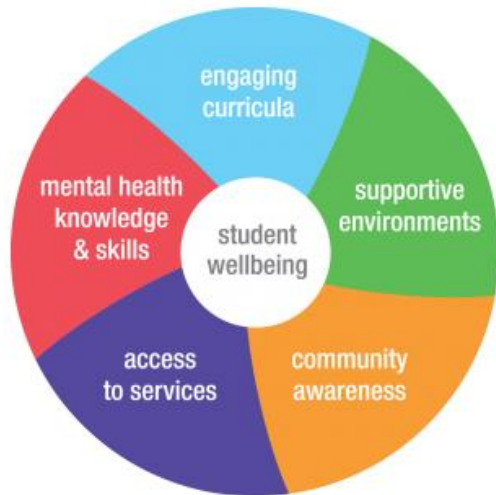
1. *Do you have a disability, impairment, or long term medical condition which may affect your studies?*
2. *If yes, please indicate the area of impairment:*
 - Hearing*
 - Learning*
 - Mobility*
 - Vision*
 - Medical*
 - Other*
3. *Would you like to receive advice on support services, equipment and facilities which may assist you?*

Strategies to Achieve the Objective and the Targets

- Special equipment and facilities
- Advisors to help students with disabilities
- Promoting distance education opportunities
- Modifying materials and curriculum
- Flexible timetabling and course requirements
- Information to students with disabilities about services available



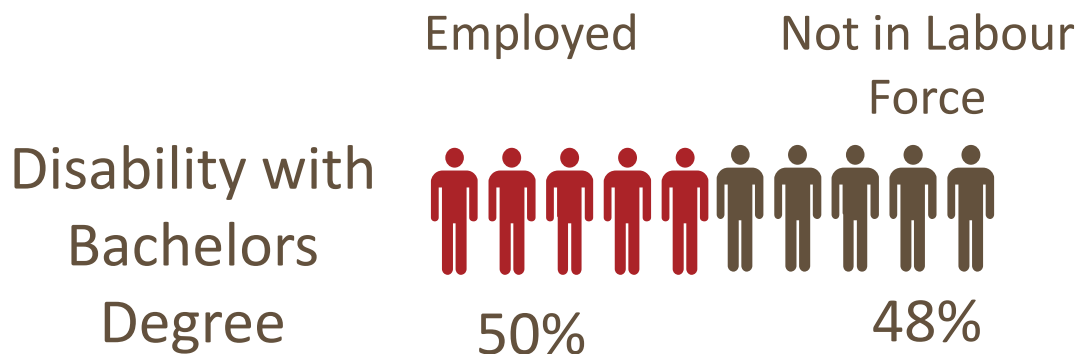
A Framework for Promoting Student Mental Wellbeing in Universities



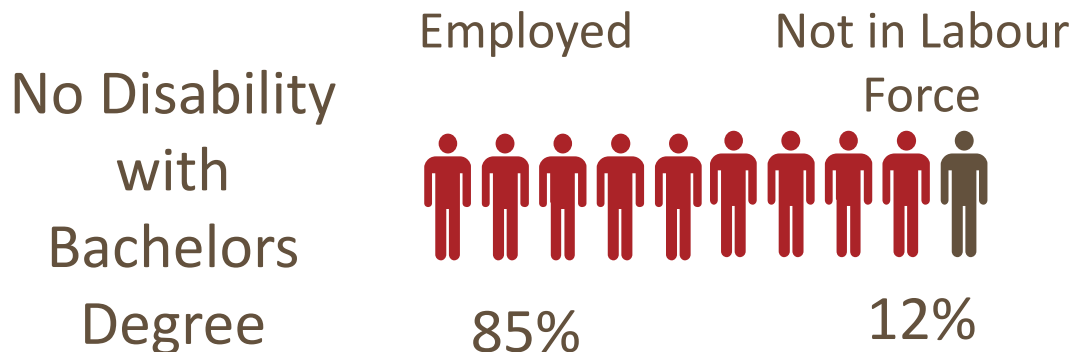
<http://unistudentwellbeing.edu.au>



A participation focus gives insufficient attention to outcomes



Australian Bureau of Statistics, Survey of Disability, Aging and Carers 2015



101,600



Students with disability attending University

Australian Bureau of Statistics, Survey of Disability, Aging and Carers 2015



16%

Have experienced
discrimination in
last 12 months

23%

Indicated lecturer
as source of
discrimination

60,019



Students disclosing disability at enrolment

Department of Education and Training, Higher Education Statistics, Appendix 2, 2015



? ?

What does this
tell us about
quality of
participation and
extent of
discrimination?

ABS Survey of Disability Aging and Carers 2015

Currently Attending University	ABS Estimate	Proportion of Those Reporting Discrimination
Has Disability	101,600	
Source of Discrimination		
Teacher or Lecturer*	6,700	22.6%
Health staff*	4,300	14.5%
Family or friends*	4,100	13.8%
Employer*	3,800	12.8%
Transport workers**	1,700	5.7%
Restaurant staff**	1,600	5.4%
Work colleagues**	1,600	5.4%

* Relative Standard Error between 25 and 50%

** Standard Error > 50%

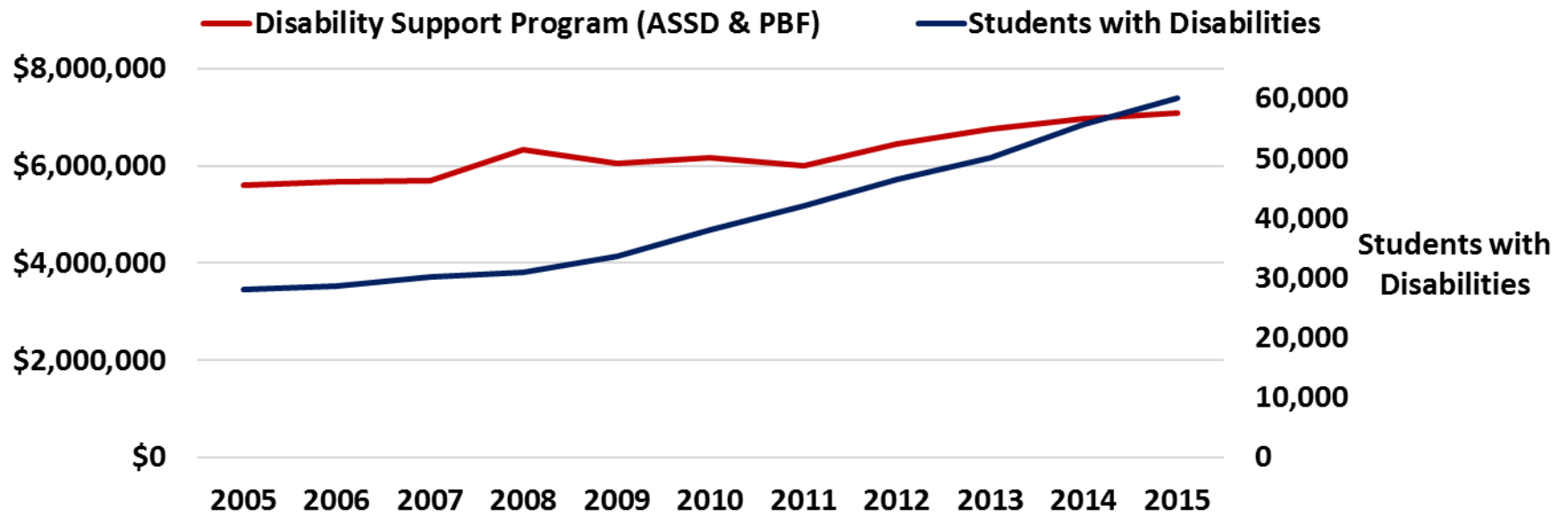
A vertical bar on the left side of the slide, transitioning from dark red at the top to bright orange at the bottom.

Why measurement matters?

Disability Support Program and Additional Support Students with Disabilities

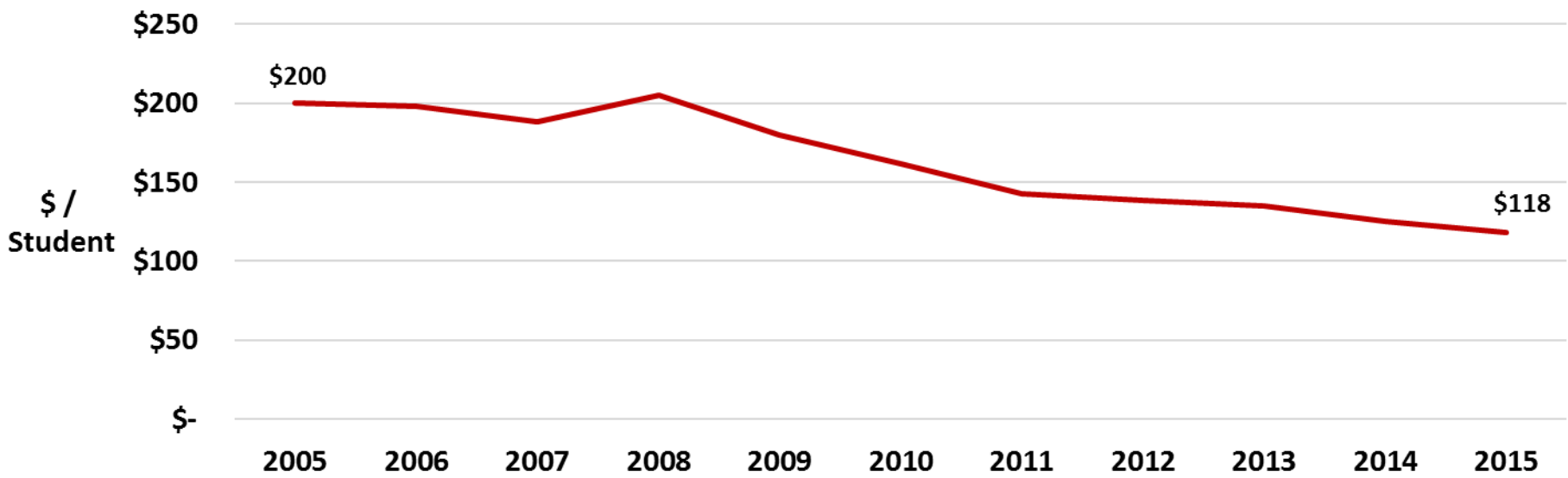
Disability Support Program Expenditure and Students with Disabilities 2005 to 2015

Source: HEIMS Online Institute Payment Information, Higher Education Statistics Appendix 2



Additional Support Students with Disabilities?

Disability Support Program Expenditure Per Student Disclosure 2005 to 2015
Source: HEIMS Online Institute Payment Information, Higher Education Statistics Appendix 2





Final Comments

- A Fair Chance For All exerted significant influence
- It's time to move beyond the framework
- We need better data
- We need an stronger focus on outcomes



Thank you

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