



Centre for Research in
Education Inclusion
and Diversity



Employment prospects and successful transitions to adulthood: the case of deaf young people

(work in progress)

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Post-school Transitions of People who are Deaf or Hard of Hearing

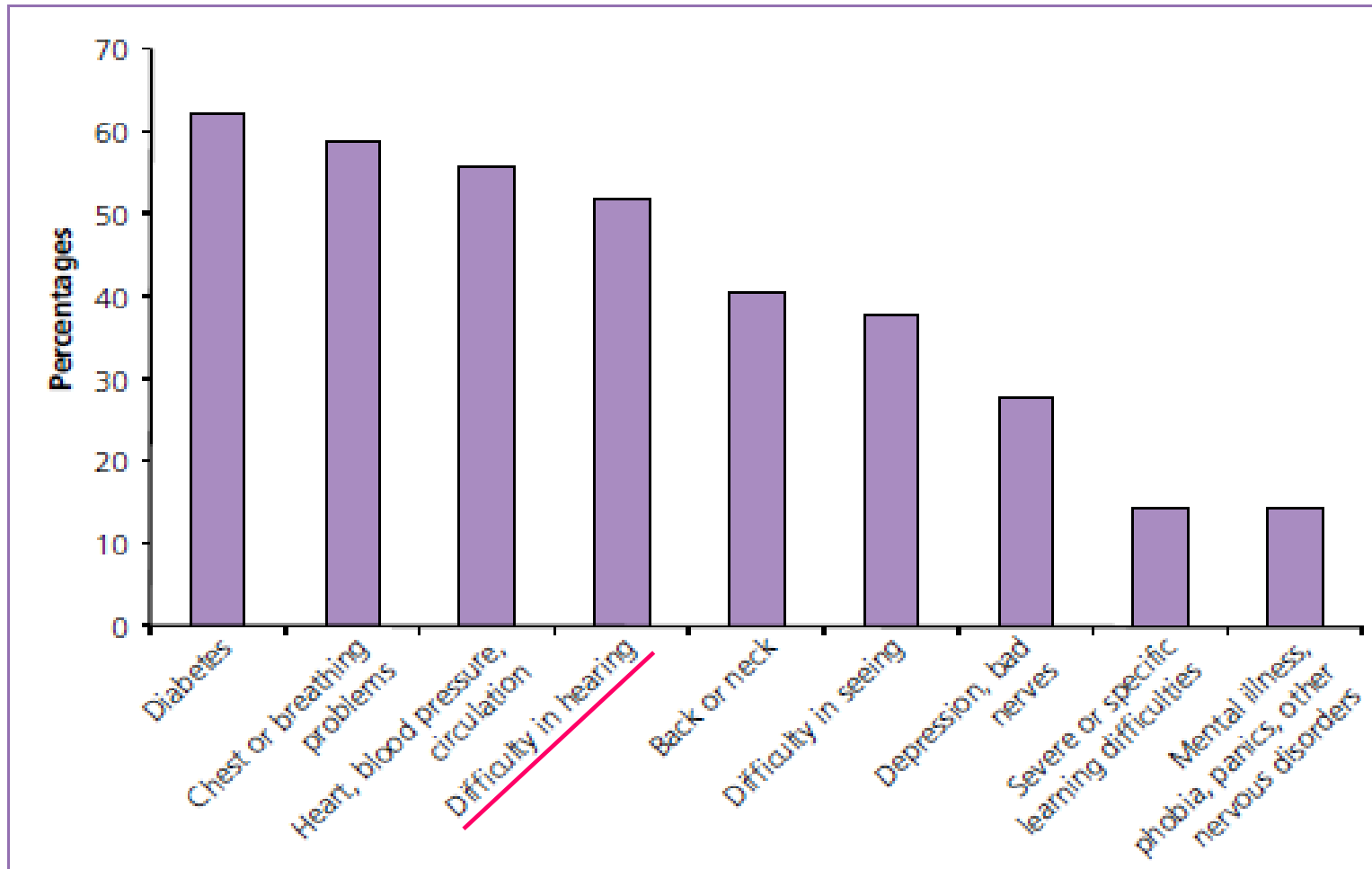


- One-year project commissioned by the National Deaf Children's Society
- Aim - to investigate the post-school transition process of deaf young people in Scotland
- Methods:
 - An analysis of policy and legislation
 - An analysis of official statistics
 - In-depth interviews with thirty young people aged 18-24

Context of the research

- Recent economic crisis
- Scottish Government's efforts to reform post-school transitions policy
- UK Government's reform of the welfare system
- Equality legislation

Employment rates of working-age disabled people in the UK



SOURCE: SAYCE (2011) BASED ON THE LABOUR FORCE SURVEY 2010 QUARTER 4

Barriers to employment

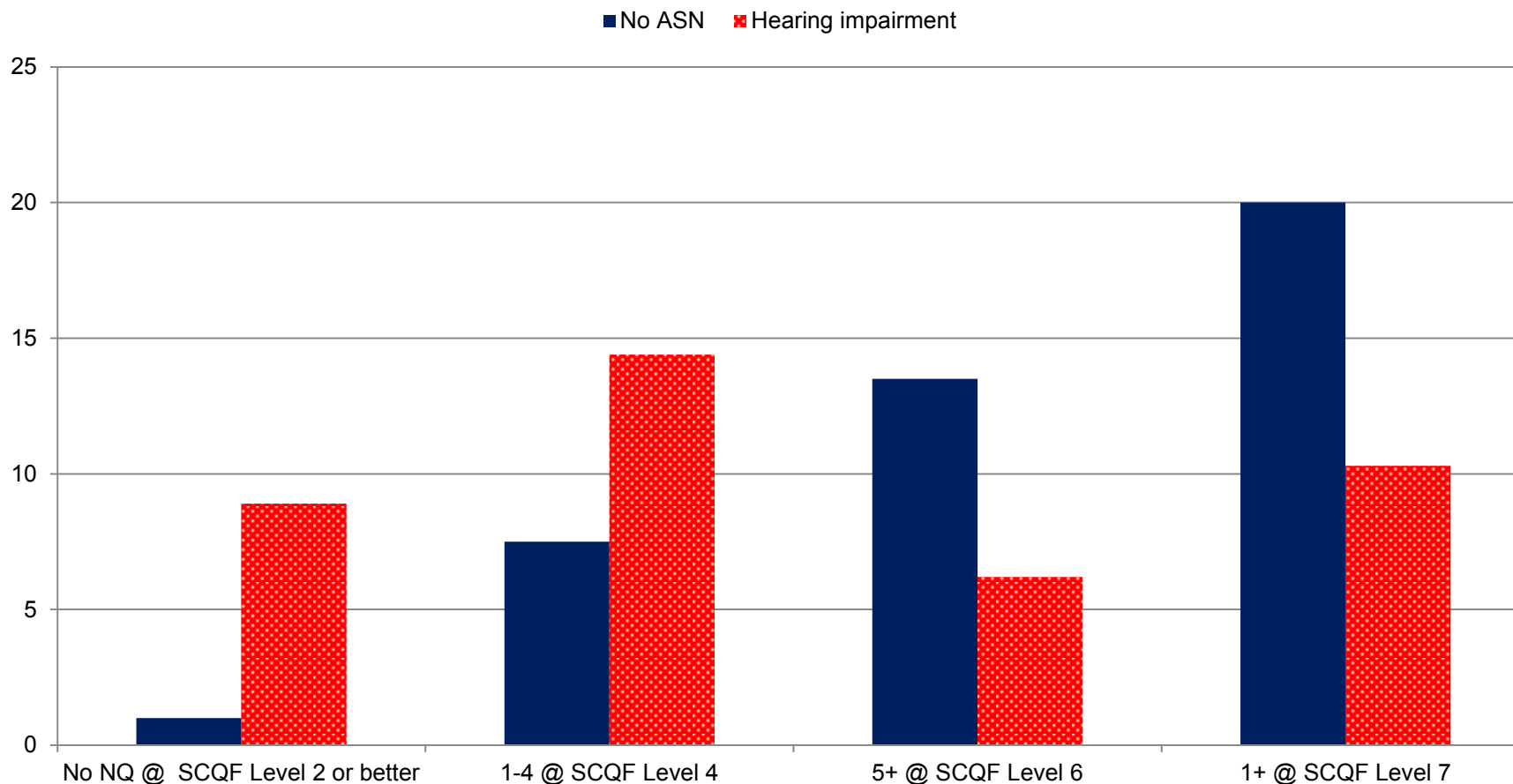
Punch, Hyde and Creed, 2004:

- lower levels of educational attainment
- attitudinal and environmental barriers
- lower levels of career maturity and decision-making competency



Lack of support and inability to make informed decisions

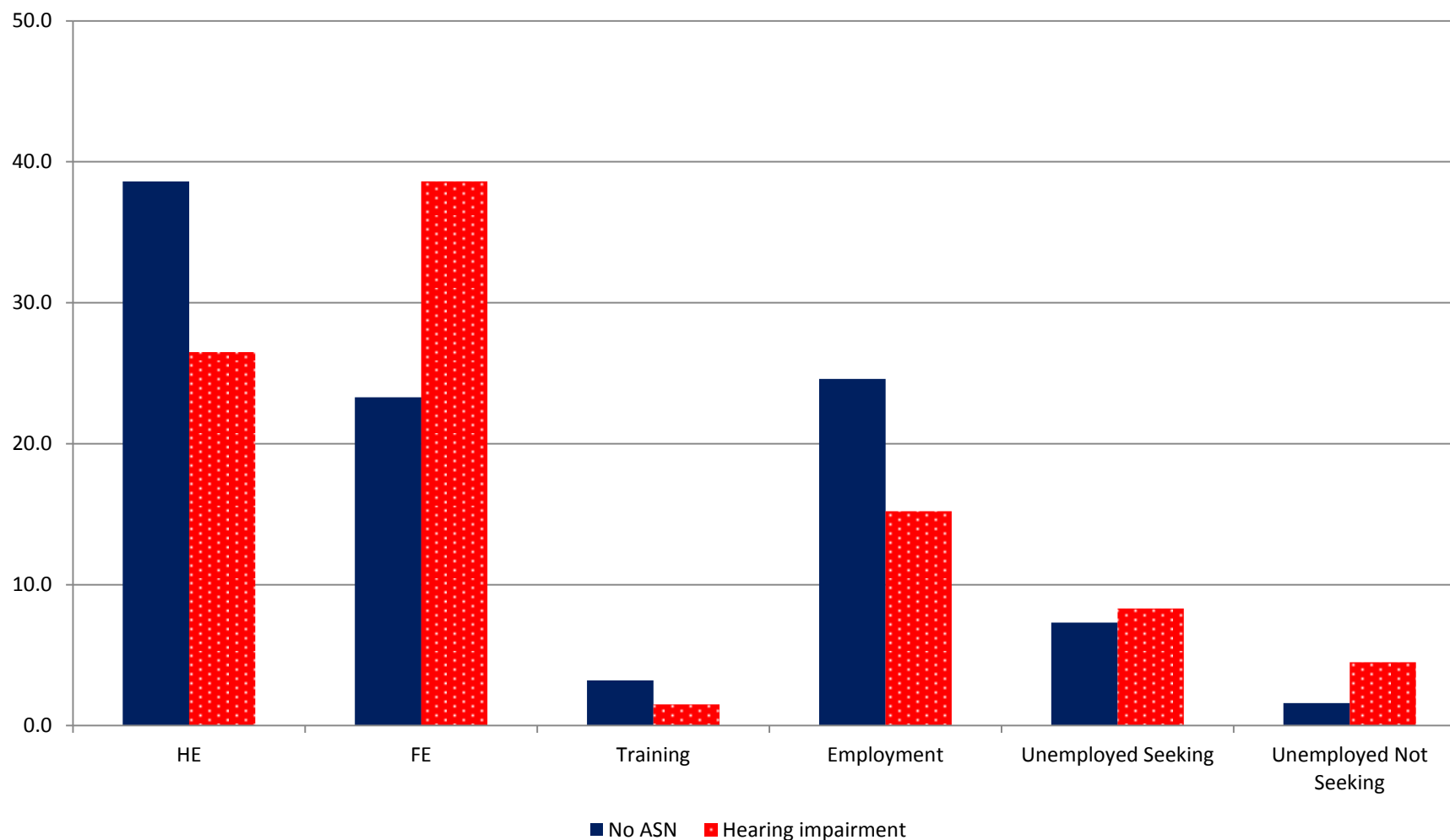
School leavers' attainment



SOURCE: ATTAINMENT AND LEAVER DESTINATIONS, SUPPLEMENTARY DATA. SCOTTISH GOVERNMENT (2013)

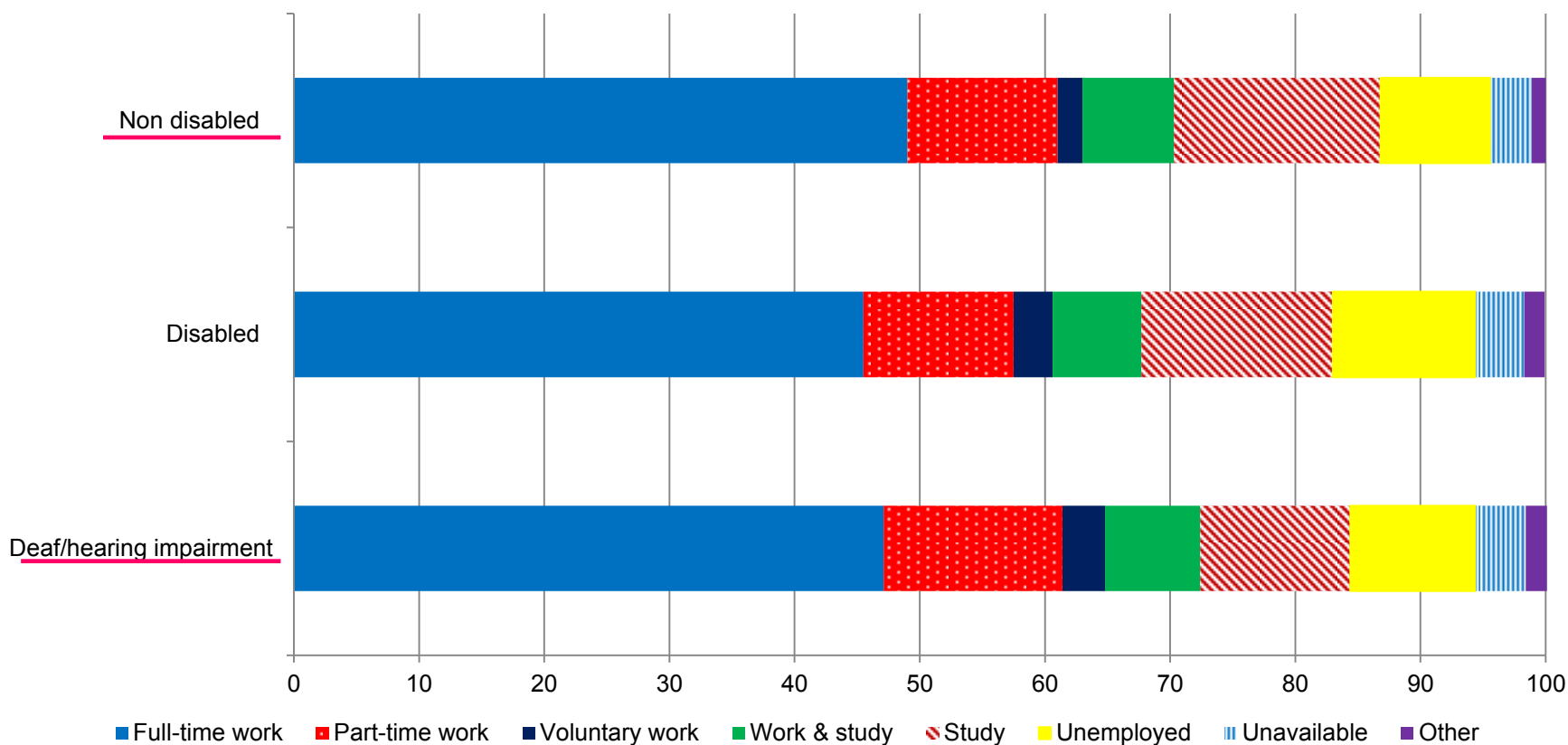
Note. This figure shows a selection of all qualifications; therefore reported percentages do not add up to 100.

School leavers' destinations



SOURCE: ATTAINMENT AND LEAVER DESTINATIONS, SUPPLEMENTARY DATA. SCOTTISH GOVERNMENT (2013)

Destinations of graduates



SOURCE: WHAT HAPPENS NEXT? AGCAS DISABILITY TASK GROUP (2012)

Barriers to finding and staying in employment



Graduates	Non-graduates
Lack of accessibility in applying for work	
Discrimination	
	Lack of work experience
	Limited social networks
	Lack of support in employment
Lack of deaf awareness	

Lack of accessibility

- Telephone job interviews
- Having to ask for job details over the phone
- Group interviews
- Career fairs
- Group exercises
- Networking lunches

Discrimination

- All deaf jobseekers feared discrimination.
- Non-graduates were more likely to encounter potential employers who held overly negative views of deafness.
- Some non-graduates found that they were more likely to be offered interviews when they did not disclose their deafness in the application forms.

Work experience

- Many graduates had started working with their current employer when they were still at university.
- Non-graduate jobseekers had less work experience than graduates.
- James, 23, car mechanic, jobseeker

'I have made over 200 job applications. Nothing at all.'

Social networks

- Graduates were more likely to find employment through parents, friends and acquaintances
- Non-graduates used more conventional jobseeking methods (i.e., the JobCentre)
 - Few were referred to Disability Employment Advisors
 - Some of those who had Disability Employment Advisors did not find them helpful

‘The DEA is not supportive at all. She just writes reports.’

Support in employment

- Graduates were more knowledgeable about support options in employment.
- Non-graduates were generally less informed about support.

Lack of deaf awareness

- Both graduates and non-graduates encountered difficulties at work because their employers and co-workers were not aware of the communication needs of people who are hard-of-hearing.

Summary

- Both graduate and non-graduate jobseekers encountered some degree of inaccessibility in the application process.
- Both groups feared discrimination – but non-graduates encountered more instances of overt discrimination.
- Both groups encountered attitudinal barriers.
- Non-graduate jobseekers had less work experience.
- Non-graduate jobseekers were less likely to find jobs through parents or friends.
- Non-graduates had less support in employment and training.

Implications

- More career guidance
- Better access to information about support in employment
- More work experience opportunities
- More positive social attitudes towards deafness

Thank you for listening!

If you are interested in further information
about the project you can find it at:

<http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/postsch-trans-young-hi>