



Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong

June 2023

Research Design



40

In-depth interviews

With Young Persons with Disabilities (PWDs)



73

Focus group interviews

With stakeholders (e.g., social workers, parents, etc.)



673

Surveys

From Young PWDs



748

Surveys

From stakeholders (e.g., parents, employers, teachers etc.)

Pathway 1

From secondary to post-secondary education



Pathway 2

From secondary education to work



Pathway 3

From post-secondary education to work



Results from interviews

Pathway 1



Use of information and assistive technologies



Accommodation at schools



Difficulties in concentration



Inconveniences encountered in the learning process



Difficulties in interacting with peers at school



Issues with disability disclosure



Rigid school arrangements

Pathways 2 & 3



Career support services



Flexible work arrangements



Support from family



Support from colleagues



Support from peers and friends



Limitation due to impairments



Limited job options



Lack of barrier-free access facilities



Low self confidence



Lack of acceptance of PWDs

Favourable factors

Unfavourable factors

Quotes from Young PWDs

Lack of acceptance of PWDs

"There was once or twice, I didn't [explicitly declare] that I was a PWD and then the company...asked me to attend the interview, of course, I said yes. Right after that they asked me about my situation...whether there was anything they needed to pay special attention to, and then I said I was a wheelchair user...and turned out they asked me to wait for further notification."

[Unemployed young person with physical disability, graduated from secondary school (special)]

Inconveniences encountered in the learning process

"When [professors] speak without getting close to the microphone, I can hear but it's very hard for me to hear [what they say]. When listening for a long time, I feel very exhausted. I lose focus. Sometimes my ears hurt."

[University student with physical disability and hearing impairment]

Lack of barrier-free access facilities

"Although an accessible toilet is available, there is no table inside for me to change my diaper. I usually do not urinate for a few hours and only go to the toilet when I arrive home."

[University student with muscular dystrophy and physical disability]

Results from Survey with PWDs in/completed post-secondary education



51.9%

With **VISIBLE** disability considered they were **NOT PROMOTED** because of their **DISABILITY**.



46.4%

Reported being **TEASED** or **REJECTED** by **CLASSMATES** at school(s).



44.8%

Reported teacher failed to understand or had difficulty in understanding their **LEARNING DIFFICULTIES**.



33.3%

With **VISIBLE** disability reported their employer(s) **REFUSED** to provide them with **WORK ADJUSTMENTS**.

Facilitating and Hindering Factors of School-to-work Transition of Young Persons with Disabilities in Hong Kong



Pathway 1 From secondary education to post-secondary education

| | Pathway 1a Secondary schooling <i>Measured by its Confidence and Difficulty</i> | Pathway 1a to 1b Transitions From secondary to post-secondary education <i>Measured by Career Decision Self-Efficacy (CDSE)</i> | Pathway 1b Post-secondary schooling <i>Measured by its Confidence and Difficulty</i> |
|------------------------|---|---|---|
| Facilitating factor(s) | <ul style="list-style-type: none"> 1 Legal support under the DDO 2 Support from teachers/instructors | <ul style="list-style-type: none"> 1 Support from peers 2 Support from teachers/instructors 3 Support from schools | <ul style="list-style-type: none"> 1 Support from teachers/instructors 2 Legal support under the DDO 3 Support from schools |
| Hindering factor(s) | <ul style="list-style-type: none"> 1 Perceived hindrance under the DDO protection 2 Self-stigma perceived by young PWDs 3 Severity of disability perceived by young PWDs | <p>No statistically significant hindering factor was identified.</p> | <ul style="list-style-type: none"> 1 Severity of disability perceived by young PWDs 2 Self-stigma perceived by young PWDs 3 Perceived hindrance under the DDO protection |



Pathway 2 From secondary education to work

| | Pathway 1a to 2 Transitions From secondary education to work a) <i>Life and Career Planning</i> <i>Measured by Career Decision Self-Efficacy (CDSE)</i> | Pathway 1a to 2 Transitions From secondary education to work b) <i>Job Seeking</i> <i>Measured by Job Search Self-Efficacy (JSSE)</i> | Pathway 2 Completed secondary education and in the labour market <i>Measured by Employment Values (EV) and Fears of Employment (FE)</i> |
|------------------------|--|---|---|
| Facilitating factor(s) | <ul style="list-style-type: none"> 1 Support from peers 2 Support from teachers/instructors 3 Support from schools | <ul style="list-style-type: none"> 1 Support from peers 2 Support from schools 3 Support from teachers/instructors | <ul style="list-style-type: none"> 1 Support from schools 2 Visible disability identity |
| Hindering factor(s) | <p>No statistically significant hindering factor was identified.</p> | <ul style="list-style-type: none"> 1 Severity of disability perceived by young PWDs | <ul style="list-style-type: none"> 1 Self-stigma perceived by young PWDs 2 Severity of disability perceived by young PWDs |



Pathway 3 From post-secondary education to work

| | Pathway 1a to 3 Transitions From post-secondary education to work a) <i>Life and Career Planning</i> <i>Measured by CDSE</i> | Pathway 1a to 3 Transitions From post-secondary education to work b) <i>Job Seeking</i> <i>Measured by JSSE</i> | Pathway 3 Completed post-secondary education and in the labour market <i>Measured by Employment Values (EV) and Fears of Employment (FE)</i> |
|------------------------|--|---|--|
| Facilitating factor(s) | <ul style="list-style-type: none"> 1 Support from teachers/instructors 2 Support from schools 3 Support from peers 4 Support from social organisations 5 Awareness of their own disability identity | <ul style="list-style-type: none"> 1 Support from schools 2 Support from peers 3 Support from social organisations 4 Support from parents/ carers | <p>No statistically significant facilitating factor was identified.</p> |
| Hindering factor(s) | <ul style="list-style-type: none"> 1 Perceived hindrance under the DDO protection | <ul style="list-style-type: none"> 1 Severity of disability perceived by young PWDs 2 Perceived hindrance under the DDO protection | <ul style="list-style-type: none"> 1 Self-stigma perceived by young PWDs |

Overview of Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong

