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

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Department of Social and Behavioural Sciences
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**Study on Effective Strategies to
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Young Persons with Disabilities in Hong Kong**

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EXECUTIVE SUMMARY

1. Background, objectives and methodology

To explore the experiences of the school-to-work transition of young persons with disabilities (PWDs), the Equal Opportunities Commission (EOC) commissioned a research team at City University of Hong Kong to conduct a research project entitled “Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong”.

1. Specific objectives of the study are as follows:

- (a) To give an overview of the local and overseas policies and approaches adopted to facilitate PWDs’ access to post-secondary education and school-to-work transition, as well as their outcomes of post-secondary education (e.g., rates of completion) and the labour market outcomes (e.g., duration of employment, wage, training and promotion opportunities);
- (b) To gauge the views from young PWDs and their parents, teachers/school administrators, and employers concerning education and employment of these young PWDs;
- (c) To examine the educational and occupational aspirations of young PWDs and the strategies they adopt to achieve their academic and career goals and the effectiveness of these strategies;
- (d) To investigate the experiences of young PWDs in transitioning to post-secondary education and to the labour market;
- (e) To identify the mechanisms facilitating successful transitions as well as the obstacles inhibiting these transitions;
- (f) To evaluate the effectiveness of subsidies, allowances, and related employment support services provided by Government departments/bureaux and other stakeholders in facilitating the labour market integration of young PWDs; and
- (g) To make concrete policy recommendations on institutional support to facilitate young PWDs’ transition to post-secondary education and to the labour market.

2. A mixed method was adopted for the study. The study included four parts: (a) Literature review, (b) In-depth interviews with young PWDs, (c) Focus group interviews with other key stakeholders, and (d) Surveys with young PWDs and other key stakeholders. The main round of in-depth interviews with young PWDs was conducted mainly from January to October 2020. Ten more interviews were conducted in September and October 2021. Focus group interviews with other key stakeholders were conducted from January to October 2020. Questionnaire surveys were conducted from April 2021 to October 2021. Respondents completed self-administered questionnaires on paper or by online forms.

Sample Size of In-depth Interviews and Focus Group Interviews

Sample Size of Surveys

| | Number of interviews/Sessions | Sample size |
|--|--------------------------------------|--------------------|
| Young PWDs | 40 in-depth interviews | 40 |
| Teachers/Instructors | 2 Focus groups | 12 |
| Parents/Carers | 2 Focus groups | 15 |
| Social workers/ Counsellors/Social service practitioners | 3 Focus groups | 23 |
| Employers | 2 Focus groups | 9 |
| Employees | 2 Focus groups | 14 |

| | Sample size |
|---|--------------------|
| Young PWDs | 673 |
| Teachers/Instructors | 155 |
| Parents/Carers | 193 |
| Social workers/ Counsellors/ Social service practitioners | 111 |
| Employers | 161 |
| Employees | 128 |

3. Four major pathways were discussed in the study: (a) from secondary education to post-secondary education (Pathways 1a and 1b transitions), (b) from secondary education to work (Pathway 2 transition), and (c) from post-secondary education to work (Pathway 3 transition).

4. Micro (usually refers to individuals), mezzo (institutional and organisational), and macro (Government and its relevant legal system and policies) levels of analysis were used in the study.

2. Key findings from individual in-depth and focus group interviews

Pathway 1: From secondary education to post-secondary education

The process of young PWDs’ transition from secondary education to post-secondary education

1. Apart from their interests, career aspirations, and prospects after graduation, some young PWDs strategically selected study areas that they could handle despite having impairments. Some tried to strike a balance between the perceived usefulness and difficulty of the training or learning courses.
2. Although further study decisions were made by young PWDs’ parents/carers in some cases, most of them made these decisions primarily on their own.

Hindering factors in transition from secondary education to post-secondary education

3. Difficulty in concentration, inconveniences encountered in the learning process, difficulties in interacting with peers at schools, issues with disability disclosure, and schools’ rigid arrangements were identified as unfavourable factors which contributed to their difficulty in getting a place or adapting well to post-secondary education.
4. Similar observations were also reported by other key stakeholders (teachers/instructors, social workers/counsellors/social service practitioners, and parents/carers) in focus group interviews, echoing that the learning process was often frustrating for young PWDs. Likewise, according to these stakeholders, students with disabilities encountered interpersonal difficulties during the learning process.

5. Young PWDs who successfully secured a place in post-secondary institutions, especially young PWDs who attended special schools prior to post-secondary education, found that post-secondary institutions were new environments where intensive support was no longer available.
6. There were some doubts about the success of integrated education in Hong Kong, which hindered a successful transition from secondary education to post-secondary education. Teachers/instructors and social workers/counsellors/social service practitioners reported that some students with lower capabilities might be better off in special schools, yet they were placed in mainstream schools, sabotaging their transition from secondary education to post-secondary education.

Facilitating factors in the transition from secondary education to post-secondary education

7. Young PWDs reported that adequate use of assistive technologies could help them overcome the limitations stemming from their disability, flexible arrangements in learning and assessment could help unleash their full potential.

Young PWDs' views on the impacts and relevance of educational attainment

8. Young PWDs reported diverse opinions about the usefulness of academic qualifications for their career readiness and showed various levels of educational aspirations. Those without post-secondary educational qualifications considered their path towards obtaining decent work was rather bleak if they had a low educational attainment. But some of them suggested that educational qualifications only helped them to a certain degree.

Pathways 2 and 3: From secondary education or post-secondary education to work

The process of young PWDs' transition from secondary education or post-secondary education to work

9. Many young PWDs reported that they wanted to find a job after they completed secondary and/or post-secondary education. But the motivation for seeking a job varied from person to person. Some of them considered entering the labour market simply because they were unable to pursue further studies.
10. Many interviewees aspired to have a stable job. Nevertheless, they tended to have no concrete career plans. It seems that there have been relatively pessimistic career aspirations among them, and some even demonstrated an "I don't care" attitude.
11. The experiences of young PWDs who encountered difficulties in job-seeking not only frustrated them but also discouraged them from realising their aspirations.

Hindering factors in the transition from secondary education or post-secondary education to work

12. Young PWDs, no matter with and without post-secondary educational attainment, encountered significant obstacles in transitioning from school to work, showing that there was a chasm between school and work for them.

13. Many young PWDs believed that they were unlikely to be considered as suitable candidates in the eyes of employers, due to their disabilities. If they were hired, they would require more time to adapt to the work environment.
14. Low self-confidence had a significant negative impact on young PWDs, especially persons with invisible disabilities, such as mental and emotional impairments and attention deficit hyperactivity disorders.
15. Limited job options, lack of barrier-free access facilities, and lack of acceptance of PWDs were also identified, showing that social labelling, discrimination, and lack of understanding of PWDs may still exist. The negative attitude of employers towards hiring PWDs was also a barrier perceived by parents/carers for their child(ren) to get a job.
16. Teachers/instructors, social workers/counsellors/social service practitioners, and parents/carers in the focus group interviews reported the negative attitude of employers towards hiring PWDs. Some participants emphasised that employers tended to be more willing to hire persons with visible disabilities rather than those with invisible ones, because hiring those with visible disabilities was conducive to showing socially responsible human resource practices.
17. The findings seem to suggest that higher educational attainment did not necessarily lead to a successful transition to the labour market. Although career support services are provided by universities, young PWDs thought that such services did not address effectively their special needs.
18. Although the parents/carers of some young PWDs provided substantial support, overprotection may become a significant barrier to young PWDs' career development.

Facilitating factors in the transition from secondary education or post-secondary education to work

19. By young PWDs' own accounts, flexible work arrangements provided by employers were considered an important facilitating factor in their school-to-work transition.
20. Career support provided by social workers/counsellors/social service practitioners was perceived by young PWDs as a source of support in their school-to-work transition. Internship opportunities provided by universities were considered helpful for transitioning to work.
21. Parents/carers of some young PWDs were considered an important source of emotional support.
22. Support from peers was perceived by young PWDs as another important facilitating factor which they provided both useful information and emotional support to them.
23. Assistance offered by colleagues was also perceived by young PWDs as an important facilitating factor for their enhanced adaptability in the workplace. They valued their colleagues' understanding and awareness of their special needs.

Other key themes

Experiences of school-to-work transition of highly educated young PWDs

24. Young PWDs who attended special schools faced more challenges at universities as intensive support was no longer available. It was reported that inconveniences were caused by inadequate accommodation of the universities.
25. Higher educational attainment did not necessarily lead to labour market success of young PWDs. Highly educated PWDs tended to have a higher level of career aspirations. However, many employers still focused on their disabilities rather than their abilities. Referrals of job positions may not be suitable for highly educated PWDs.

Experiences of school-to-work transition of young persons with visible disabilities and invisible disabilities

26. Owing to the side effect(s) of medication, difficulty in concentration was a common problem for some young persons with invisible disabilities. Young persons with depression, attention deficit hyperactivity disorder, autism spectrum disorder and psychosis often encountered interpersonal difficulties with peers without disabilities. Low self-confidence further aggravated the negative effect on these invisible disabilities in dealing with interpersonal issues.

Young PWDs with experiences of long-term unemployment

27. Young PWDs with experience of long-term unemployment tended to have a lower level of educational attainment. Apart from limitations stemming from their impairments, their low level of educational attainment made it even harder for them to enter the labour market.
28. They were more vulnerable and more affected by economic downturns. They relied heavily on NGOs to make job referrals for them.

Comments from young PWDs and participants in the in-depth/ focus group interviews on current policies (All pathways)

29. Young PWDs in the in-depth interviews and participants in the focus group interviews questioned the effectiveness of integrated education and suggested that more resources should be allocated for improving integrated education.
30. Despite having the Disability Discrimination Ordinance (DDO) in place to prevent disability discrimination, some young PWDs and social workers/counsellors/social service practitioners questioned its effectiveness, based on their own experiences and observations.

3. Key findings from surveys with young PWDs

Regression analyses identifying the facilitating and hindering factors affecting young PWDs' experiences of Pathways 1a, 1b, 2 and 3 transitions were conducted. In addition, disability discrimination at schools and that in the workplace experienced by young PWDs in different pathways of school-to-work transition were also examined.

Pathway 1a transition: young PWDs in secondary schooling

Confidence for secondary schooling of young PWDs

1. Young PWDs in secondary schooling considered “perceived legal support (education)” as the facilitating factor, which indicated an increase in legal protection stipulated under the DDO did enhance their confidence for secondary schooling.

Difficulty in secondary schooling of young PWDs

2. Young PWDs in secondary schooling considered the support from teachers/instructors as the facilitating factor, which indicated an increase in teachers’/instructors’ support did alleviate their difficulty in secondary schooling.
3. They also considered the education related legal support as the most significant hindering factor, which indicated they considered the legal protection stipulated under the DDO was a double-edged sword, which would unintentionally aggravate their difficulty in schooling when the level of legal protection increased. In addition, they also considered self-stigma (the second most significant hindering factor) and severity of disability (the third most significant hindering factor) did aggravate their difficulty in schooling.

Pathway 1a to 1b transitions: young PWDs’ preparedness for the transition from secondary education to post-secondary education

Career Decision Self-Efficacy (CDSE) (preparing for further study) of young PWDs in secondary schooling

4. Young PWDs in secondary schooling considered the support from peers (i.e., the most important facilitating factor), support from teachers/instructors (the second most important facilitating factor), and support from schools (the third most important facilitating factor) did enhance their perceived ability to make educational and vocational decisions when preparing for further study.

Pathway 1a to 2 transitions: young PWDs’ preparedness for the transition from secondary education to work

Career Decision Self-Efficacy (CDSE) (about to enter the labour market) of young PWDs in secondary schooling

5. Young PWDs in secondary schooling considered the support from peers (the most important facilitating factor), support from teachers/instructors (the second most important facilitating factor), and support from schools (the third most important facilitating factor) did enhance their perceived ability to make educational and vocational decisions when they were about to enter the labour market.

Job Search Self-Efficacy (JSSE) of young PWDs in secondary schooling

6. Young PWDs in secondary schooling considered the support from peers (the most important facilitating factor), support from schools (the second most important facilitating

factor), and support from teachers/instructors (the third most important facilitating factor) did enhance their preparedness for job seeking.

7. They considered severity of disability as the hindering factor, which hindered their preparedness for job seeking.

Pathway 1b transition: young PWDs in post-secondary schooling

Confidence for post-secondary schooling of young PWDs

8. Young PWDs in post-secondary schooling considered the support from teachers/instructors (the most important facilitating factor), the education related legal support stipulated under the DDO (the second most important facilitating factor), and support from schools (the third most important facilitating factor) did enhance their confidence for post-secondary schooling.

Difficulty in post-secondary schooling of young PWDs

9. Young PWDs in post-secondary schooling considered severity of disability (the most significant hindering factor), self-stigma (the second most significant hindering factor), and the education related legal support stipulated under the DDO (the third most significant hindering factor) did aggravate their difficulty in schooling.
10. They considered the legal protection stipulated under the DDO was a double-edged sword, which would unintentionally stigmatise them when the level of legal protection increased.

Pathway 1b to 3 transitions: young PWDs' preparedness for the transition from post-secondary education to work

Career Decision Self-Efficacy (CDSE) (about to enter the labour market) of young PWDs in post-secondary schooling

11. Young PWDs in post-secondary schooling considered the support from teachers/instructors (the most important facilitating factor), support from schools (the second most important facilitating factor), support from peers (the third most important facilitating factor), and support from social organisations (the fourth most important facilitating factor) did enhance their perceived ability to make educational and vocational decisions when they were about to enter the labour market.
12. In addition, they considered self-stigma as the fifth most important facilitating factor. Young PWDs with a more negative perception of their disability identity tended to make a job choice with respect to their disability situation. Similar situation was also observed when they made further studies decisions.
13. They considered employment related legal support stipulated under the DDO as the hindering factor. It indicated they considered the legal protection stipulated under the DDO was a double-edged sword, which would unintentionally hinder their ability to make educational and vocational decisions when the level of legal protection increased.

Job Search Self-Efficacy (JSSE) of young PWDs in post-secondary schooling

14. Young PWDs in post-secondary schooling considered support from schools (the most important facilitating factor), support from peers (the second most important facilitating factor), support from social organisations (the third most important facilitating factor), and support from parents/carers (the fourth most important facilitating factor) did enhance their preparedness for job seeking.
15. They considered severity of disability (the most significant hindering factor) and employment related support stipulated under the DDO did aggravate their difficulty in job seeking.
16. Regarding the employment related support stipulated under the DDO, they considered the legal protection stipulated under the DDO a double-edged sword, which would unintentionally hinder their preparedness for job seeking when the level of legal protection increased.

Pathway 2 transition: young PWDs transition from secondary education to work

Employment values of young PWDs completed secondary education and in the labour market

17. Young PWDs who completed secondary education and in the labour market considered the support from schools (the most important facilitating factor) did enhance their perceived employment values.
18. Those with visible disabilities also perceived more positive employment values. The needs of young persons with visible disabilities are easier to be noticed than are those with invisible disabilities, and thus receipt of prompt support which is conducive to their perception of employment values.
19. They considered severity of disability as the hindering factor, which indicated young PWDs with a more severe level of disability perceived lower employment values.

Fears of employment of young PWDs completed secondary education and in the labour market

20. Young PWDs who completed secondary education and in the labour market considered self-stigma the most significant hindering factor, which indicated young PWDs with a more negative perception of their disability identity perceived more fears of employment.
21. Those with visible disabilities also perceived less fears of employment. The needs of young persons with visible disabilities are easier to be noticed than are those with invisible disabilities, and thus receipt of prompt support which helps alleviate the fears of employment perceived by them.

Pathway 3 transition: young PWDs transition from post-secondary education to work

Fears of employment of young PWDs completed post-secondary education and in the labour market

22. Young PWDs who completed post-secondary education and in the labour market consider self-stigma as the hindering factor. It indicated young PWDs with a more negative perception of their disability identity perceived more fears of employment.

Disability discrimination encountered by young PWDs at schools

23. Overall, young PWDs may face disability discrimination at schools. Only 12.6% of them reported refusal of admissions to primary or secondary school because of their disabilities. Nevertheless, 36.4% reported that their teachers had failed to understand their learning difficulties caused by their disabilities. Also, 36.1% reported they had been teased or rejected by classmates because of their disabilities.
24. Young PWDs in post-secondary education settings were more likely to experience disability discrimination at schools than were those in secondary education settings. Of the young PWDs in post-secondary education settings, 44.8% reported that their teachers had failed to understand or had difficulty in understanding the learning difficulties caused by their disabilities, and 46.4% were teased or rejected by classmates in school because of their disabilities.

Disability discrimination encountered by young PWDs completed secondary education in the labour market

25. Disability discrimination may also be experienced by young PWDs in the workplace. Only 18.9% of respondents who completed secondary education and in the labour market considered they had not been promoted due to disabilities. Nonetheless, it seems that more young PWDs experienced disability discrimination after entering the workplace. 33.3% considered that their employers had misunderstood their disabilities and assigned tasks that were too simple for them. Also, 32.1% considered their employers had ignored their disabilities and assigned tasks that were too difficult for them.
26. Young persons with visible disabilities were more likely to experience disability discrimination in the workplace than were those with invisible disabilities. Of the young persons with visible disabilities, 39.6% had been teased or rejected by colleagues because of their disabilities.

Disability discrimination encountered by young PWDs completed post-secondary education in the labour market

27. Only 19.2% of those who completed post-secondary education and in the labour market considered their employment agreements had not taken their disabilities into consideration. But again, more young PWDs experienced disability discrimination after entering the workplace. There were 34.8% who considered their employers had ignored their disabilities and assigned tasks that were too difficult for them. In addition, 31.3% considered their employers had misunderstood their disabilities and assigned tasks that were too simple for them.
28. Young persons with visible disabilities were more likely to experience disability discrimination in the workplace than those with invisible disabilities. Of the young persons with visible disabilities, 33.3% had been refused to provide with work adjustments, and 51.9% considered they had not been promoted because of their disabilities.

4. Key findings from surveys with other key stakeholders

Employers' concerns about hiring persons with disabilities

1. Overall, most employers expressed willingness to hire PWDs, especially PWDs with post-secondary qualifications. Also, 86.3% of employers considered for the same job requirements, employees with disabilities should receive the same remuneration as do employees without disabilities. Among the employers, 85.1% were willing to hire persons with disabilities with post-secondary qualifications.
2. However, more than half (55.3%) were concerned about the cost of barrier-free facilities/accommodation. Likewise, more than half (52.2%) feared costs associated with additional training required for employees with disabilities and not being able to discipline employees with disabilities because of potential lawsuits.

Employees' concerns about hiring persons with disabilities

3. Overall, more than 80% of the employees expressed that they were willing to work with persons with disabilities. Employees from large enterprises showed a higher level of willingness to work with PWDs than were those from small and medium enterprises.
4. Most of the employees (84.4%) considered that, during the interview process, PWDs should disclose the details of their disability that might affect performing job-related tasks. 72.7% of the employees believed that it was more difficult for employers to terminate the employment of employee(s) with disabilities than were employee(s) without disabilities, given unsatisfactory job performance.
5. Employees from large enterprises were more likely to show awareness of the use of language when communicating with colleagues with disabilities to avoid offending them than were those from small and medium enterprises.

Parents'/Carers' perspectives

6. Parents/Carers considered the legal protection stipulated under the DDO a double-edged sword, which would enhance young PWDs' confidence for schooling but their negative perceptions of the DDO would make them consider the DDO aggravating young PWDs' difficulty in schooling.
7. They considered support from peers was crucial for alleviating the difficulty in schooling encountered by young PWDs in schooling. They considered young PWDs in special education settings encountered less difficulty in schooling.
8. They considered young PWDs with a more negative perception of their disability identity perceived more fears of employment.

Teachers' /Instructors' perspectives

9. Teachers/instructors considered the legal protection stipulated under the DDO a double-edged sword, which would enhance young PWDs' confidence for schooling but their

negative perceptions of the DDO would make them consider the DDO aggravating young PWDs' difficulty in schooling.

10. They considered teaching and learning arrangements at schools were crucial for enhancing young PWDs' confidence for schooling.
11. They considered an increase in employment support from social organisations did enhance young PWDs' perceived employment values.
12. They considered young PWDs with a more negative perception of their disability identity perceived more fears of employment.

Social workers'/Counsellors'/Social service practitioners' perspectives

13. Social workers/Counsellors/Social service practitioners considered the legal protection stipulated under the DDO a double-edged sword, which would enhance young PWDs' confidence for schooling but their negative perceptions of the DDO would make them consider the DDO aggravating young PWDs' difficulty in schooling.
14. They considered young PWDs with a more negative perception of their disability identity perceived more difficulty in schooling.
15. They considered an increase in employment support from social organisations did enhance young PWDs' perceived employment values.
16. They considered young PWDs with more negative perception of their disability identity perceived more fears of employment. They also considered that support from schools and social organisations aggravate the fears of employment perceived by young PWDs.

5. Recommendations

Three policy directions with eight relevant strategies were proposed.

Policy Direction 1: Shifting from welfare- to rights-based paradigm

Macro-level Intervention 1: Enhancing public awareness of the Disability Discrimination Ordinance

1. It is recommended that young PWDs shall be informed of their legal rights clearly in early stages of the school-to-work transition, thus removing a knowledge gap barrier to effective awareness of the legal protection under the DDO.
2. The Government should introduce a positive duty under the DDO for the provision of reasonable accommodation for PWDs, thus building a truly enabling environment for PWDs.
3. To further promote accessibility throughout the journey to/from the workplace as part of the positive duty, the Government can further engage owners of buildings built before 1997 to carry out improvement work on accessibility enhancement through incentive schemes and financial support, except buildings with inherent site difficulties or technical hardship in carrying out such improvement work (Section 25 (2) of the DDO).

Macro-level Intervention 2: Promoting the acceptance of diversity in community through public education

4. The EOC, and the Labour and Welfare Bureau should devote their efforts to make and enable an inclusive environment such as by education and the use of inclusive language and the launch of inclusive programmes, as well as abolition of the use of disability-related terms with negative connotations.
5. The Education Bureau, schools, and NGOs should strengthen their alliance to build an effective coordination that engages the business sector. Relevant interventions include i) promoting diversity and inclusion through the formal school curricula and ii) engaging the business sector through extra-curricular activities' arrangement.
6. Promotion on diversity and inclusion can be realised through Strand (4) Community and Citizenship of "General Studies" for Primary 1–6 and Module 1.2 Interpersonal Relationships and Social Inclusiveness of "Citizenship, Economics and Society" for Secondary 1–3.
7. Extra-curricular activities' arrangement include the Life Planning Education and Other Learning Experiences in secondary schooling can be used to nurture values, self-worth, educational and career aspirations. The Business-School Partnership Program can serve as an incubator for building diversity and inclusion in the workplace, as well as narrowing the expectation gaps of employers and young PWDs when the latter experience their actual transition to work.

Policy Direction 2: Bridging gaps in cross-sector collaboration

Mezzo-level Intervention 1: Strengthening support system in mainstream secondary schools

8. The Education Bureau should expand the scope of support mode in the School Partnership Scheme to allow for timely knowledge transfer from special schools to mainstream schools.
9. The Education Bureau should stabilise the provision of specialists' support at school, particularly the School-based Speech Therapy Service.
10. Schools should strengthen the collaboration with NGOs through the Special Educational Needs Coordinator (SENCO) throughout Pathways 1 and 2 transitions. The SENCO can mobilise the school's life planning education and career guidance unit to offer their expertise on supporting young PWDs, while NGOs can offer their expertise on handling PWDs in the process of young PWDs' school-to-work transition.
11. The Education Bureau should embark on a mandatory implementation of the Individualized Education Plan (IEP) for students with disabilities who need individualized learning support. Relevant transition support as a part of the IEP should also be included.

Mezzo-level Intervention 2: Promoting more diversified school-to-work transition pathways for young PWDs

12. The industries and the job areas covered in “Recognition of Prior Learning (RPL) Mechanism” under the Qualifications Framework (QF) should be enriched as an alternative route for the Pathway 2 transition or acquisition of qualifications on a par with the Pathway 3 transition for young PWDs (and other suitable groups) if circumstances allow through cross-sector collaboration.
13. Three dimensions of cross sector collaboration are required, i) collaboration with NGOs specialising in youth (employment support) services, employment support for PWDs, and the life planning education and career guidance unit at schools regarding selection of industries to be added to the RPL mechanism, ii) collaboration with reputable industry associations regarding quality assurance and iii) building employers’ confidence in the RPL mechanism via the relevant industry associations.

Mezzo-level Intervention 3: Engaging the business sector in workplace inclusion

14. The Hong Kong Exchanges and Clearing Limited should request all listed companies to disclose their workplace-inclusive efforts in their Environmental, Social, and Governance (ESG) reports. A mandatory disclosure of those items enables public scrutiny of enterprises’ performances in supporting the employment and inclusion of PWDs.
15. NGOs specialising in employment support for PWDs should extend their scope of interventions through including enterprises as target systems of their interventions. These efforts could help enterprises better prepare for engaging and accommodating PWDs in the workplace.
16. The Labour and Welfare Bureau, the Labour Department and the Social Welfare Department should promote workplace inclusion through strengthening their inter-departmental collaboration, such as i) including commitment to workplace inclusion in the Funding and Service Agreements (FSAs) regarding the provision of vocational rehabilitation services for PWDs, ii) considering an increment in the subsidy for employers’ procurement of assistive devices and execution of workplace modifications through the “Support Programme for Employees with Disabilities”, and iii) assisting in the promotion of disability inclusion during their execution of disability inclusion in the workplace with a support network.
17. The Labour and Welfare Bureau, the Buildings Department and the Architectural Services Department may work together regarding enhancement of accessibility of the built environment and work environment. Also, NGOs, the Labour Department, and the Social Welfare Department should take the initiative to encourage the business sector to make better use of subsidies to facilitate workplace.

Policy Direction 3: Enhancing multi-level interventions

Micro-level Intervention 1: Strengthening support for post-secondary students with disabilities

Enhancing campus accessibility and inclusiveness for young PWDs

18. The University Grants Committee (UGC) should make a determined commitment to promote campus accessibility through re-positioning the special grant for supporting students with disabilities and creating an inclusive campus culture as recurrent expenditure.

19. Key Performance Indicators should be set to measure universities' performance in promoting an inclusive environment conducive to whole personal development. The Education Bureau should ensure young PWDs in self-funded post-secondary institutions are not disregarded in their school-to-work transition.

Enhancing handling of learning, psychological and interpersonal difficulties facing young PWDs

20. The special educational needs (SEN) support units of post-secondary institutions should strengthen their support system through engaging teachers and peers.
21. For engaging the teachers/instructors, the academic adviser system should be strengthened as the practical point of interventions. Teachers/instructors are strongly recommended to identify key issues pertaining to young PWDs' learning, psychological wellbeing, and interpersonal relationships as early as possible, and best utilise their role to facilitate SEN support unit's timely interventions.
22. For engaging the students (i.e., peers and friends of young PWDs), the SEN support unit should strengthen their commitment to engage students through their participation in relevant peer support/ambassador programmes.

Preparing young PWDs for their Pathway 3 transition

23. The career support units of post-secondary institutions should focus on young PWDs who are more likely to seek job through internship opportunities, work-integrated education, and relevant disability career guidance programmes.
24. The NGOs specialising in employment support for highly educated young PWDs should focus on those who require extensive support for job seeking, and the career support units of post-secondary institutions should establish a comprehensive procedure with follow-up actions for referral of young PWDs to external organisations.
25. The Labour Department should focus on post-Pathway 3 transition matters, such as engaging the business sector in workplace inclusion and promoting workplace accessibility and incentivizing employers to hire PWDs with lower educational attainment.
26. The UGC should consolidate universities' efforts through formulating university-wide policy guidelines regarding the provision of support services and accommodation for young PWDs.

Micro-level Intervention 2: Enhancing support for persons with invisible disabilities

Relevant interventions in the Pathway 1a transition

27. The home-school co-operation coordinated by SENCO should be considered as point of school-initiated intervention, with the support from school counselling team and Student Support Team (SST) in fostering mutual understanding between students with and without disabilities. Engagement of NGOs should be coordinated by SENCO based on the cross-sector collaboration.

28. The Education Bureau should consider mandating teachers' commitment in relevant modules of "Thematic Course on Supporting Students with SEN" under the Basic, Advanced and Thematic (BAT) Courses to strengthen teachers' capacity in taking care of students with invisible disabilities.

Relevant interventions in Pathway 1b transition

29. Actions should be taken through SEN Support Unit, teachers/instructors and students, with peer support/ambassador programmes in UGC-funded universities to enhance mutual understanding between students with and without disabilities.
30. NGOs should best utilise their expertise in supporting these young PWDs when the latter experiencing actual transition secondary/post-secondary from education to work.

Relevant interventions in Pathways 2 and 3 transitions

31. The Government departments and NGOs should provide disability awareness training for workplace supervisors, colleagues, and top-level management staff, with the aim of enhancing their awareness of the implicit needs of young persons with disabilities.

Micro-level Intervention 3: Engaging parents/carers in devising young PWDs' school-to-work transition strategies

32. Family-centred approach should be adopted to develop mutual understanding between key stakeholders and a support system in early stages of school-to-work transition, and rights-based approach should be promoted to empower young PWDs to take the lead in latter stages of school-to-work transition within their capacity. Psycho-education should also be provided to help parents/carers cope with stress/frustration stemming from taking care of their child(ren) with disabilities.

Parents'/Carers' involvement in Pathway 1a transition

33. Mainstream and special schools should take the initiative to strengthen home-school cooperation with a family-centred approach to enhance parents'/carers' participation.
34. The family-centred approach should engage practitioners when the school-based intensive learning support (i.e., IEP) is not yet in place. Parents/carers are encouraged to understand their child(ren)'s interests and abilities and develop realistic expectations with practitioners to facilitate development of their child(ren).

Parents'/Carers' involvement in Pathways 1b, 2 and 3 transitions

35. Young PWDs are encouraged to develop independence in making decisions related to their school-to-work transition, parents/carers should respect the rights of their child(ren) unless the latter cannot make decisions on their own due to their disability or actively seek advice from them. Schools and NGOs should bring up their point of interventions in case young PWDs need personalised/extensive support.

Content

| | |
|---|-----------|
| EXECUTIVE SUMMARY | 4 |
| 1. Background, objectives and methodology | 4 |
| 2. Key findings from individual in-depth and focus group interviews | 5 |
| 3. Key findings from surveys with young PWDs | 8 |
| 4. Key findings from surveys with other key stakeholders | 13 |
| <i>Employers' concerns about hiring persons with disabilities</i> | 13 |
| <i>Employees' concerns about hiring persons with disabilities</i> | 13 |
| <i>Parents'/Carers' perspectives</i> | 13 |
| <i>Teachers' /Instructors' perspectives</i> | 13 |
| <i>Social workers'/Counsellors'/Social service practitioners' perspectives</i> | 14 |
| 5. Recommendations | 14 |
| ACKNOWLEDGEMENTS | 24 |
| CHAPTER 1: INTRODUCTION | 25 |
| 1.1 School-to-work transition as a phenomenon..... | 25 |
| 1.2 Challenges facing young PWDs in school-to-work transition in Hong Kong | 25 |
| 1.3 Significance of the study | 26 |
| 1.4 Objectives of the study | 27 |
| 1.5 Theoretical approach..... | 27 |
| 1.6 Structure of the report | 28 |
| CHAPTER 2: LITERATURE REVIEW | 29 |
| 2.1 Introduction..... | 29 |
| 2.2. Current education and the labour market outcomes of young persons with and without special educational needs | 30 |
| 2.3 The experiences of other regions | 32 |
| 2.3.1 Macro level interventions..... | 32 |
| 2.3.2 Mezzo level interventions | 36 |
| 2.3.3 Micro level interventions | 36 |
| 2.4 Hong Kong Experiences | 40 |
| 2.4.1 Macro level interventions..... | 40 |
| 2.4.2 Mezzo level interventions | 42 |
| 2.4.3 Micro level interventions | 45 |
| CHAPTER 3: RESEARCH METHODOLOGY | 53 |
| 3.1 Literature review | 53 |
| 3.2 In-depth interviews with young PWDs | 53 |
| 3.3 Focus group interviews with other key stakeholders | 54 |
| 3.4 Quantitative surveys with young PWDs and other stakeholders | 55 |

| | |
|---|-----------|
| CHAPTER 4: FINDINGS OF INDIVIDUAL INTERVIEWS WITH YOUNG PWDs..... | 58 |
| 4.1 Process of young PWDs’ transition from secondary education to post-secondary education..... | 58 |
| 4.2 Factors unfavourable to young PWDs’ transitioning from secondary education to post-secondary education..... | 59 |
| 4.2.1 Difficulty in concentration..... | 59 |
| 4.2.2 Inconveniences encountered during the learning process..... | 60 |
| 4.2.3 Difficulties in interacting with peers at schools..... | 61 |
| 4.2.4 Issues associated with disability disclosure..... | 62 |
| 4.2.5 Schools’ rigid arrangements..... | 63 |
| 4.3 Support facilitating young PWDs’ transitioning from secondary education to post-secondary education..... | 64 |
| 4.3.1 Use of information and assistive technologies..... | 64 |
| 4.3.2 Accommodation at schools..... | 64 |
| 4.4 Process of young PWDs’ transition from secondary education or post-secondary education to work..... | 65 |
| 4.5 Factors unfavourable to young PWDs’ transitioning from secondary education or post-secondary education to work..... | 66 |
| 4.5.1 Limitations caused by impairments..... | 67 |
| 4.5.2 Low self-confidence..... | 68 |
| 4.5.3 Limited job options..... | 68 |
| 4.5.4 Lack of barrier-free access facilities in the workplace..... | 70 |
| 4.5.5 Lack of acceptance of PWDs..... | 70 |
| 4.6 Support facilitating for young PWDs’ transitioning from secondary education or post-secondary education to work..... | 72 |
| 4.6.1 Career support services..... | 72 |
| 4.6.2 Flexible work arrangements..... | 73 |
| 4.6.3 Support from family..... | 74 |
| 4.6.4 Support from peers and friends..... | 75 |
| 4.6.5 Support from colleagues..... | 76 |
| 4.7 Views on the impacts and relevance of educational attainment to young PWDs’ career readiness and educational aspirations..... | 76 |
| 4.7.1 Doubt about whether more educational qualifications lead to employment opportunities .. | 76 |
| 4.7.2 Doubt about the usefulness of educational attainment..... | 77 |
| 4.8 Feedback on current policies and recommendations..... | 78 |
| 4.8.1 Opportunities for young PWDs to pursue further studies..... | 78 |
| 4.8.2 Comments on the Disability Discrimination Ordinance..... | 79 |
| 4.8.3 Increased effort in public education..... | 79 |
| 4.8.4 Review on the effectiveness of integrated education..... | 79 |

| | |
|--|------------|
| 4.8.5 Introduction of an employment quota system and flexible work hours for PWDs | 80 |
| CHAPTER 5: FINDINGS OF FOCUS GROUP INTERVIEWS WITH OTHER KEY STAKEHOLDERS | 81 |
| 5.1 Factors unfavourable to young PWDs’ transitioning from secondary education to post-secondary education..... | 81 |
| 5.1.1 Learning as a frustrating experience for young PWDs..... | 81 |
| 5.1.2 Negative effects of integrated education on young PWDs in mainstream schools | 82 |
| 5.1.3 Misplace of students with disabilities and low learning abilities in mainstream schools..... | 82 |
| 5.1.4 Interpersonal difficulties facing young PWDs at schools | 83 |
| 5.2 Factors unfavourable to young PWDs’ transitioning from secondary education or post-secondary education to work..... | 84 |
| 5.2.1 Difficulties in job-seeking facing young PWDs..... | 84 |
| 5.2.2 Inadequate support from employment support services for young PWDs..... | 85 |
| 5.2.3 Difficulties in meeting the work requirements of the labour market..... | 85 |
| 5.2.4 Conflicts with employers and colleagues in the workplace | 86 |
| 5.2.5 Low self-confidence of young PWDs | 87 |
| 5.2.6 Parents’ overprotective attitudes towards young PWDs | 87 |
| 5.3 Policy recommendations | 88 |
| 5.3.1 Allocating more resources in training to better support PWDs..... | 88 |
| 5.3.2 Improving employment support services for young PWDs | 88 |
| 5.3.3 Introducing an employment quota system and tax incentives for employing PWDs..... | 89 |
| 5.3.4 Reviewing the minimum wage system for employees with disabilities..... | 90 |
| 5.3.5 Fostering mutual understanding through public education | 90 |
| 5.3.6 Introducing a case management system to better support PWDs..... | 91 |
| 5.3.7 Strengthening enforcement of the Disability Discrimination Ordinance | 91 |
| CHAPTER 6: SURVEY RESULTS | 92 |
| 6.1 Summaries of regression analyses of Pathways 1, 2 and 3 transitions | 95 |
| 6.1.1 Pathway 1 transition: regression analyses of young PWDs in schooling..... | 95 |
| 6.1.2 Pathway 2 transition: regression analyses of young PWDs completed secondary education and in the labour market..... | 97 |
| 6.1.3 Pathway 3 transition: regression analyses of young PWDs completed post-secondary education and in the labour market | 98 |
| 6.1.4 Pathways 1–3 transitions: regression analyses of parents’/carers’, teachers’/instructors’, and social workers’/counsellors’/social service practitioners’ perceptions of young PWDs’ school-to-work transition | 99 |
| 6.2 Young PWDs in secondary schooling..... | 101 |
| 6.2.1 Pathway 1a transition: characteristics of young PWDs in secondary schooling | 101 |
| 6.2.2 Pathway 1a transition: regression analyses of young PWDs in secondary schooling | 102 |

| | |
|---|------------|
| 6.2.3 Pathway 1a to 1b transitions: regression analysis of young PWDs in secondary schooling | 104 |
| 6.2.4 Pathway 1a to 2 transitions: regression analyses of young PWDs in secondary schooling | 105 |
| 6.3 Young PWDs in post-secondary schooling | 107 |
| 6.3.1 Pathway 1b transition: characteristics of young PWDs in post-secondary schooling..... | 107 |
| 6.3.2 Pathway 1b transition: regression analyses of young PWDs in post-secondary schooling..... | 109 |
| 6.3.3 Pathway 1b to 3 transitions: regression analyses of young PWDs in post-secondary schooling..... | 111 |
| 6.4 Young PWDs who completed secondary education and in the labour market | 114 |
| 6.4.1 Pathway 2 transition: characteristics of young PWDs who completed secondary education and in the labour market..... | 114 |
| 6.4.2 Pathway 2 transition: regression analyses of young PWDs who completed secondary education and in the labour market | 115 |
| 6.5 Young PWDs who completed post-secondary education and in the labour market..... | 117 |
| 6.5.1 Pathway 3 transition: characteristics of young PWDs who completed post-secondary secondary education and in the labour market | 117 |
| 6.5.2 Pathway 3 transition: regression analyses of young PWDs who completed post-secondary education and in the labour market | 118 |
| 6.6 Disability discrimination faced amongst young PWDs..... | 119 |
| 6.6.1 Disability discrimination at schools | 119 |
| 6.6.2 Disability discrimination in the workplace faced amongst young PWDs who completed secondary education and in the labour market | 121 |
| 6.6.3 Disability discrimination in the workplace faced amongst young PWDs who completed post-secondary education and in the labour market | 123 |
| 6.7 Survey with employers and employees..... | 125 |
| 6.7.1 Survey with employers..... | 125 |
| 6.7.2 Survey with employees | 129 |
| 6.8 Survey with parents/carers | 133 |
| 6.8.1 Pathway 1 transition: regression analyses of parents'/carers' perception of young PWDs in schooling | 133 |
| 6.8.2 Pathways 2 and 3 transitions: regression analyses of parents'/carers' perception of young PWDs who completed secondary or post-secondary education and in the labour market..... | 135 |
| 6.9 Survey with teachers/instructors | 136 |
| 6.9.1 Pathway 1 transition: regression analyses of teachers'/instructors' perception of young PWDs in schooling..... | 136 |
| 6.9.2 Pathways 2 and 3 transitions: regression analyses of teachers'/instructors' perception of young PWDs who completed secondary or post-secondary education and in the labour market | 137 |
| 6.10 Survey with social workers/counsellors/social service practitioners | 139 |

| | |
|--|------------|
| 6.10.1 Pathway 1 transition: regression analyses of social workers'/counsellors'/social service practitioners' perception of young PWDs in schooling | 139 |
| 6.10.2 Pathways 2 and 3 transitions: regression analyses of social workers'/counsellors'/social service practitioners' perception of young PWDs who completed secondary or post-secondary education and in the labour market | 140 |
| CHAPTER 7: DISCUSSION AND RECOMMENDATIONS | 143 |
| 7.1 Discussion | 143 |
| 7.1.1 Pathways 1a and 1b transitions: from secondary education to post-secondary education. | 143 |
| 7.1.2 Pathway 2 transition: from secondary education to work | 148 |
| 7.1.3 Pathway 3 transition: from post-secondary education to work | 151 |
| 7.1.4 Pathways 2 and 3 transitions: facilitating and hindering factors in the eyes of parents, teachers/instructors, and social workers/counsellors/social service practitioners | 153 |
| 7.1.5 Pathways 2 and 3 transitions: Concerns about hiring and working with persons with disabilities in the eyes of employers and employees..... | 154 |
| 7.2 Recommendations | 157 |
| 7.2.1 Enhancing public awareness of the Disability Discrimination Ordinance | 158 |
| 7.2.2 Promoting the acceptance of diversity in community through public education | 160 |
| 7.2.3 Strengthening support system in mainstream secondary schools..... | 163 |
| 7.2.4 Promoting more diversified school-to-work transition pathways for young PWDs | 165 |
| 7.2.5 Engaging the business sector in workplace inclusion | 166 |
| 7.2.6 Strengthening support for post-secondary students with disabilities | 169 |
| 7.2.7 Enhancing support for persons with invisible disabilities..... | 173 |
| 7.2.8 Engaging parents/carers in devising young PWDs' school-to-work transition strategies . | 174 |
| References..... | 176 |
| Appendix 1 Demographic characteristics of participants of individual in-depth interviews | 188 |
| Appendix 2 Demographic characteristics of participants of focus group interviews..... | 190 |
| Appendix 3 Survey questionnaires for Young PWDs..... | 193 |
| Appendix 4 Survey for key stakeholders | 215 |
| Appendix 5 Interview guides for individual in-depth interviews..... | 255 |
| Appendix 6 Interview guides for focus group interviews | 263 |

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CHAPTER 1: INTRODUCTION

1.1 School-to-work transition as a phenomenon

Regardless of economic growth or recession, young persons are more prone to unemployment. Among issues pertaining to youth unemployment, fixing skills mismatch, alleviating working poverty, and facilitating school-to-work transition are top concerns (United Nations, Department of Economic and Social Affairs, 2018; Wilson-Clark & Saha, 2019). To facilitate the school-to-work transition of young persons, a wide variety of strategies have been adopted to enhance their employability throughout their schooling. Some of these strategies are “vocationalisation” of education and provision of “internships or on-the-job training, job matching services, career guidance, and work placements” (Wilson-Clark & Saha, 2019, p. 12). However, there are still barriers and challenges jeopardising their transition. Some examples are failure to meet the labour market expectation, difficulties in seeking better ways to facilitate education delivery while getting young people well prepared for entering the labour market (Pavlova, Lee & Maclean, 2017), asymmetrical information about the labour market, weak social network for exploring alternatives, and lack of channels to safeguard their rights (Wilson-Clark & Saha, 2019). These barriers have meant young persons face a perplexing and uncertain transition from school to work.

The situation is even worse for young persons with disabilities (PWDs). Young PWDs have long been excluded from mainstream education (World Health Organisation & World Bank, 2011). Even if they do attend school, they have a lower probability of advancing along the education ladder than those without disabilities (World Health Organisation & World Bank, 2011; Department of Economic and Social Affairs, 2018). A lack of resources to provide necessary accommodation, lack of teacher and parental support (Lansdown et al., 2013), and lack of awareness of the importance of education for children and young PWDs have resulted in high dropout and illiteracy rates among them and relatively low enrolment in upper secondary and post-secondary education (Department of Economic and Social Affairs, 2018). Although some PWDs do proceed to higher education, they are sometimes “discriminated” against by standardized educational systems. Fortunately, the situation has improved gradually since the early 2000s, when there was a call for a solid commitment to inclusive education (Lansdown et al., 2013), but this does not fully facilitate their actual transition.

On the work front, statistics showed that PWDs were less likely to be employed than those without disabilities (ILO & OECD, 2018). This can be attributed to the following causes. First, lack of skills and qualifications impede their access to employment opportunities. Second, due to negative attitudes and misconceptions about disabilities, employers tend to be reluctant to offer employment opportunities to PWDs. Some attitudes and misconceptions are “people with disabilities are less productive than those without disabilities do”, “people with disabilities tend to report illness and take part in absenteeism frequently”, and “people with disabilities require expensive workplace adaptations” (Lansdown et al., 2013). Even when vocational rehabilitation and employment services are in place to facilitate the transition from school to work, and, most importantly, inclusion in the labour market, a change in attitude is necessary to make things work.

1.2 Challenges facing young PWDs in school-to-work transition in Hong Kong

The prospects of young PWDs have aroused concerns over issues related to labour, economic and social development, and human rights in Hong Kong. In 2020/21, there were 748 students

with disabilities in the eight UGC-funded universities (University Grants Committee, 2021). Despite high educational attainment and capability to realise various educational and career aspirations, barriers to thriving in education and work contexts, from individual to societal levels, have deteriorated their aspirations and excluded them from the labour market.

The untapped labour pool does not fully reveal the plight of young PWDs. Being discouraged from thriving as their peers without disabilities do, PWDs withdrawing from the labour market and hence not classified as “unemployed” is even more devastating. The situation could precipitate some dire consequences. It could imply that employers overlook an opportunity to seek suitable candidates, and society overlooks a hindrance to prosper economically and socially. Most importantly, these young PWDs do not realise that they could be valuable members of the society. These unwanted scenes have prompted remedial action from all walks of life.

1.3 Significance of the study

To engage young PWDs throughout their schooling, integrated education has been in place in Hong Kong for more than two decades. It is high time to examine how students with disabilities can be supported to transit from secondary education to post-secondary education and to work. Although there has been an increasing trend of students with disabilities to pursue post-secondary education, it is uncertain whether these students can get appropriate support to realise their learning and career aspirations.

It is also observed that conventional vocational rehabilitation services may not fit the developmental needs and characteristics of young PWDs. Much less attention has been paid to their employment issues, not to mention issues before their actual transition. In view of this, it is important to identify strategies that can support young PWDs in achieving their educational and career goals and thus their school-to-work transition. Also, despite enterprises’ increasing focus and commitment to social responsibility, their commitment to the prospects of young PWDs has yet to bear fruit, putting the prospects of young PWDs at risk.

The causes of difficulties facing young PWDs in their school-to-work transition, as do that of seeking job, are multifaceted and interrelated. Such difficulties can be explained by individual-level factors. For example, young PWDs’ unenthusiastic career aspirations limit their participation in the labour market. These unenthusiastic career aspirations could be attributed to various social, economic, and even personal factors. Family is considered a crucial factor affecting young PWDs’ career aspirations (Shah, 2010). Parents’ over-protective attitude may discourage young PWDs from aiming higher. In addition, discrimination against PWDs in the workplace may discourage them from having high career aspirations (Lindsay, 2011). If the workplace is too challenging for young PWDs, they tend to stay in their comfort zone.

The issue of the school-to-work transition of young PWDs is more complex than expected. To gain a holistic picture of the underlying issues and problems, various relevant aspects are worthy of further investigation to better strategize the interventions needed to facilitate their transition. Mitchell (2012) highlighted the little collaboration of different parties associated with young PWDs: parents, teachers, employers, colleagues, and counsellors in Hong Kong, which could be one of the areas of concern. Also, it is still unclear how such collaboration can be implemented effectively to support and facilitate young PWDs’ school-to-work transition.

To explore the above-mentioned school-to-work transition of young PWDs in Hong Kong, the

Equal Opportunities Commission (EOC) commissioned our research team at City University of Hong Kong to conduct a research project entitled “Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong”.

1.4 Objectives of the study

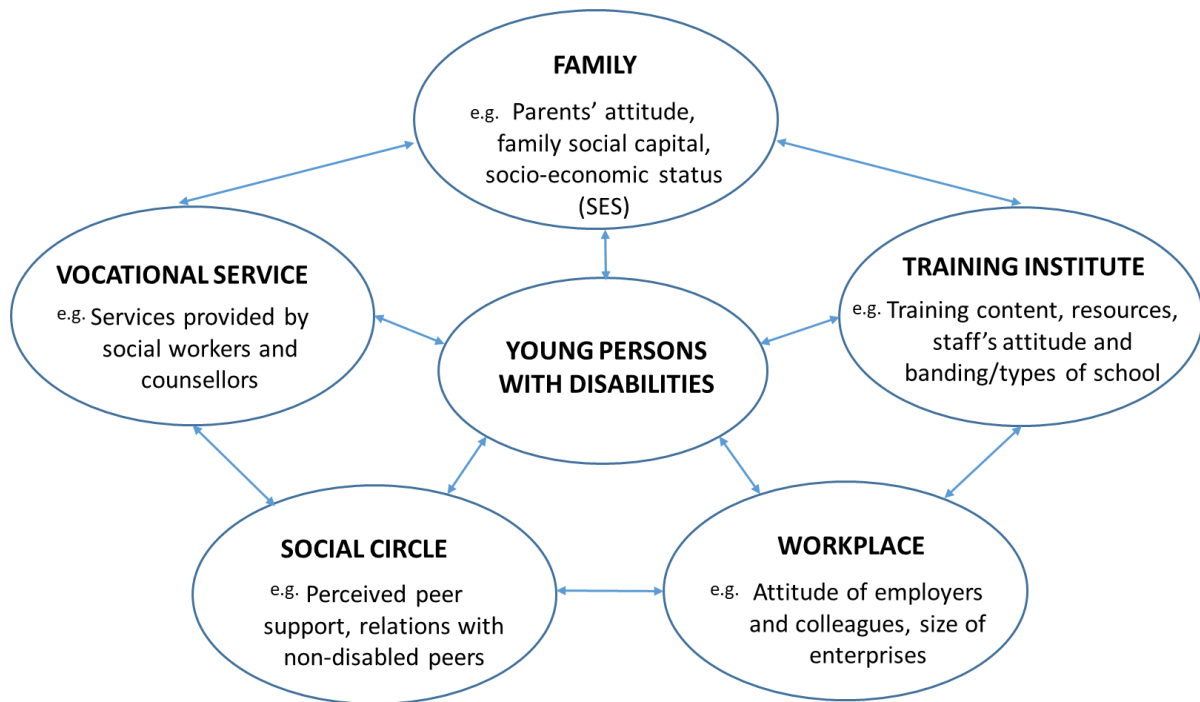
Specific objectives of the study are as follows:

- (a) To give an overview of the local and overseas policies and approaches to facilitate PWDs’ access to post-secondary education and school-to-work transition, as well as the outcomes of post-secondary education (e.g., rates of completion) and the labour market outcomes (e.g., duration of employment, wage, training and promotion opportunities);
- (b) To gauge the views from young PWDs and their parents, teachers/school administrators, and employers concerning the education and employment of PWDs;
- (c) To examine the educational and occupational aspirations of young PWDs, the strategies they adopt to achieve their academic and career goals and the effectiveness of these strategies;
- (d) To investigate the experiences of young PWDs in transitioning to post-secondary education and to the labour market;
- (e) To identify the mechanisms facilitating successful transitions as well as the obstacles inhibiting these transitions;
- (f) To evaluate the effectiveness of subsidies, allowances, and related employment support services provided by Government departments/bureaux and other stakeholders in facilitating the labour market integration of young PWDs; and
- (g) To make concrete policy recommendations on institutional support to facilitate young PWDs’ transition to post-secondary education and to the labour market.

1.5 Theoretical approach

To identify the issues and root determinants of difficulties facing young PWDs’ school-to-work transition, an ecological perspective was used to study the interplay of the different domains affecting young PWDs’ school-to-work transition (see Figure 1).

Figure 1. An Interactionist Model of School-to-Work Transition of Young Persons with Disabilities



1.6 Structure of the report

This report includes 7 chapters. Chapter 1 provides the background and objectives of the study. Chapter 2 offers a literature review of the experiences of school-to-work transition in local and overseas contexts, and current relevant interventions facilitating school-to-work transition adopted by Hong Kong, Mainland China, Japan, Taiwan, the United Kingdom, Australia, and Canada. Chapter 3 explains the research methodology for the study, which includes individual interviews, focus group interviews, and online self-administered questionnaire surveys. Chapters 4 to 6 report the findings from individual interviews, focus group interviews, and online self-administered questionnaire surveys respectively. Chapter 7 provides discussion and recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

School-to-work transition refers to “a process which enables young people to move from education to productive and decent work” (Wilson-Clark & Saha, 2019, p. 3). This process can be particularly challenging for young PWDs. Efforts have been made to support this population in this transition. This chapter gives an overview of a) current education and the labour market outcomes of young PWDs and their counterparts without disabilities, b) the policies and approaches used in Hong Kong and other regions to facilitate young PWDs’ school-to-work transition.

This chapter has four sections. The first section provides a comparison of education and the labour market outcomes of young PWDs and their counterparts without disabilities. The remaining three sections provide current interventions to facilitate the school-to-work transition of young PWDs from Hong Kong and that of other regions. A three-level framework with micro, mezzo, and macro levels is adopted to categorize those relevant interventions. Interventions related to facilitating education and employment of young PWDs are categorized based on their size of the target system. In the study, the target system of micro-level interventions is small and usually refers to individuals (i.e., young PWDs), that of macro-level intervention is large and may refer to the Government and its relevant legal system and policies, and that of mezzo-level intervention is medium-sized (i.e., schools, enterprises, and NGOs) and may include institutional and organisational changes (Kwan, 2021).

With reference to Wilson-Clark and Saha (2019)’s model for school-to-work transition, the process of school-to-work transition is broken down into two categories. The first category refers to “the process of preparing young people for transition” (p. 3). This concerns whether young people have access to and are able to develop the skills required by the labour market, and thus they “secure, retain, and thrive productive and decent employment, and adapt to the evolving economy” (p. 3). The second category refers to “the process of making the actual transition” (p. 3). This concerns whether “young people are able to smoothly access productive and decent work opportunities that make effective use of their skills” (p. 3).

To illustrate the current practices of school-to-work transition of young PWDs in Hong Kong and in other regions, this study defines the starting point of the school-to-work transition of young PWDs as the stage of senior secondary education (Secondary 4–6), with seeking and securing employment as the end point. A framework (refer to Table 1) consisting of the above-mentioned two categories, three pathways, and three-level interventions, with details about each pathway of transition is adopted to categorize relevant practices throughout this report. The first category of school-to-work transition is denoted as “preparation for pathway (1, 2, 3) transition”, while the second category of school-to-work transition is denoted as “actual pathway (1, 2, 3) transition”.

Table 1. Pathways of School-to-work Transition by Levels of Intervention and Categories and Transition

| Pathways | Level(s) | Category | Description |
|---|----------|--------------------------------------|--|
| All Pathways | Macro | N/A | |
| Pathway 1a (i.e., young PWDs in secondary schooling) | Mezzo | Preparation for Pathway 1 transition | From secondary education to post-secondary education |
| Pathway 1b (i.e., young PWDs in post-secondary schooling) | Micro | Actual Pathway 1 transition | |
| Pathway 2 | Mezzo | Preparation for Pathway 2 transition | From secondary education to work |
| | Micro | Actual Pathway 2 transition | |
| Pathway 3 | Mezzo | Preparation for Pathway 3 transition | From post-secondary education to work |
| | Micro | Actual Pathway 3 transition | |

2.2 Current education and the labour market outcomes of young persons with and without special educational needs

Table 2. Enrolments of Students with and without Special Educational Needs in UGC-funded Institutions (All Years) (Academic Years 2012/13-2021/22)

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Enrolments of Students with Special Educational Needs (N (%)) | | | | | | | | | | |
| Male | 160 (62.0) | 158 (59.8) | 178 (56.0) | 191 (54.1) | 224 (58.2) | 285 (59.0) | 357 (60.7) | 449 (62.6) | 455 (60.8) | 546 (57.1) |
| Female | 98 (38.0) | 106 (40.2) | 140 (44.0) | 162 (45.9) | 161 (41.8) | 198 (41.0) | 231 (39.3) | 268 (37.4) | 293 (39.2) | 411 (42.9) |
| Total | 258 (100) | 264 (100) | 318 (100) | 353 (100) | 385 (100) | 483 (100) | 588 (100) | 717 (100) | 748 (100) | 957 (100) |
| Year-on-year percentage change in Enrolment (+/-%) | - | +2.3 | +20.5 | +11.0 | +9.1 | +25.5 | +21.7 | +21.9 | +4.3 | +27.9 |
| Enrolments of Students without Special Educational Needs (N (%)) | | | | | | | | | | |
| Male | 43490 (46.7) | 43740 (46.3) | 44494 (46.1) | 45036 (45.8) | 45987 (46.2) | 46507 (46.6) | 46816 (46.7) | 47444 (47.1) | 48113 (47.6) | 48113 (47.9) |
| Female | 49646 (53.3) | 50631 (53.7) | 52099 (53.9) | 53399 (54.2) | 53511 (53.8) | 53326 (53.4) | 53462 (53.3) | 53318 (52.9) | 52936 (52.4) | 52397 (52.1) |
| Total | 93136 (100) | 94371 (100) | 96593 (100) | 98435 (100) | 99498 (100) | 99833 (100) | 100278 (100) | 100762 (100) | 101049 (100) | 100510 (100) |
| Year-on-year percentage change in Enrolment (+/-%) | - | +1.3 | +2.4 | +1.9 | +1.1 | +0.3 | +0.4 | +0.5 | +0.3 | -0.5 |
| Total Enrolments of Students (N (%)) | | | | | | | | | | |
| Male | 43650 (46.7) | 43898 (46.4) | 44672 (46.1) | 45227 (45.8) | 46211 (46.3) | 46792 (46.6) | 47173 (46.8) | 47893 (47.2) | 48568 (47.7) | 48659 (48.0) |
| Female | 49744 (53.3) | 50737 (53.6) | 52239 (53.9) | 53561 (54.2) | 53672 (53.7) | 53524 (53.4) | 53693 (53.2) | 53586 (52.8) | 53229 (52.3) | 52808 (52.0) |
| Total | 93394 (100) | 94635 (100) | 96911 (100) | 98788 (100) | 99883 (100) | 100316 (100) | 100866 (100) | 101479 (100) | 101797 (100) | 101467 (100) |
| Year-on-year percentage change in Enrolment (+/-%) | - | +1.3 | +2.4 | +1.9 | +1.1 | +0.4 | +0.5 | +0.6 | +0.3 | -0.3 |

Source: University Grants Committee (UGC)

Table 3. Percentage of Enrolments of Students with Special Educational Needs in UGC-funded Institutions (All Years) by Sex (Academic Years 2012/13–2021/22)

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Percentage of Male Students with Special Educational Needs in Total Enrolment of Male Students (%) | 0.37 | 0.36 | 0.40 | 0.42 | 0.48 | 0.61 | 0.76 | 0.94 | 0.94 | 1.12 |
| Percentage of Female Students with Special Educational Needs in Total Enrolment of Female Students (%) | 0.20 | 0.21 | 0.27 | 0.30 | 0.30 | 0.37 | 0.43 | 0.50 | 0.55 | 0.78 |
| Percentage of Total Students with Special Educational Needs in Total Enrolment of Students (%) | 0.28 | 0.28 | 0.33 | 0.36 | 0.39 | 0.48 | 0.58 | 0.71 | 0.73 | 0.94 |

Source: University Grants Committee (UGC)

Tables 2 and 3 show enrolment of students with and without special educational needs in UGC-funded institutions in the past decade. It is observed that despite fluctuations in percentage of enrolment of students with and without special educational needs by sex, there were an increasing representation of students with special educational needs in UGC-funded institutions, in which male students with special educational needs had a slightly higher representation than their female counterparts. It is also observed that local universities in Hong Kong have introduced relevant measures to support students with special educational needs (refer to 2.4.3), which contributed to the increasing representation of students with special educational needs and their rate of completion.

Table 4. Percentage of Employed Persons Aged 15 or Over with Disabilities (2000–2020)

| | 2000 | 2007 | 2013 | 2020 |
|--|------------------|------------------|------------------|------------------|
| Number of Persons Aged 15 or Over with Disabilities (N) ¹ | 260 500 | 347 900 | 558 000 | 490 800 |
| Employed Persons with Disabilities in Total Population of Persons with Disabilities (N (%)) ¹ | 52 500 (20.1) | 41 000 (11.8) | 76 200 (13.6) | 86 300 (17.6) |
| Percentage of Employed Persons with Disabilities in Total Population | 1.6% | 1.2% | 2.0% | 2.4% |

Source: Census and Statistics Department

¹ Excluding persons with intellectual disabilities

Table 4 shows the figures of employed PWDs in the past two decades. First, there was a drop in percentage of employed PWDs in total population of PWDs aged 15 or over and that of the total population in 2007, which was likely due to economic downturn. Second and overall, the representation of PWDs aged 15 or over in employment was relatively small in total population in the past two decades despite a slight increase.

Table 5. Percentage of Employed Persons Aged 15 or Over with Disabilities by Type of Disability (2020)

| Type of disability | Total Number of Persons with Respective Type of Disability (N) | Total Number of Employed Persons (N) | Employed Persons in Total Number of PWDs with Respective Type of Disability (%) | Employed Persons with Respective Type of Disabilities in Total Employed Population (%) |
|--|--|--------------------------------------|---|--|
| Physical disability | 242 800 | 11 300 | 4.7 | 0.3 |
| Visual impairment | 47 000 | 4 800 | 10.1 | 0.1 |
| Hearing impairment | 47 600 | 4 400 | 9.3 | 0.1 |
| Communication difficulty | 46100 | 2 600 | 5.7 | 0.1 |
| Mental illness/mood disorder | 248 900 | 60 900 | 24.5 | 1.7 |
| Autism spectrum disorder | 10 500 | 2 500 | 23.5 | 0.1 |
| Specific learning difficulties | 18 000 | 4 800 | 26.6 | 0.1 |
| Attention deficit hyperactivity disorder | 15400 | 3 900 | 25.2 | 0.1 |
| Total ¹ | 490 800 | 86 300 | 17.6 | 2.4 |

Source: Census and Statistics Department

¹ Excluding persons with intellectual disabilities

Table 5 shows the figures of employed PWDs by type of disability in 2020. It is observed that the first four categories of disability with a high proportion of employed PWDs were specific learning difficulties (26.6%), attention deficit hyperactivity disorder (25.2%), mental illness/mood disorder (24.5%), and autism spectrum disorder (23.5%). The proportion of employed PWDs was the lowest in “physical disability” category (4.7%).

2.3 The experiences of other regions

Due to the increasing global awareness of protecting the rights of PWDs, various interventions were introduced at macro, mezzo, and micro levels to facilitate their transition from different stages of life. For the school-to-work transition of young PWDs, this section discusses the experiences from mainland China, Japan, Taiwan, the United Kingdom (UK), Australia, and Canada.

2.3.1 Macro level interventions

The six regions enforced legal frameworks on protecting PWDs from discrimination throughout the process of school-to-work transition at the macro level (refer to Table 6). Legal frameworks pertaining to the school-to-work transition for young PWDs have three main components: i) laws on general protection, ii) designated laws for protection on the education front, and iii) designated laws for protection on the work front. To prepare young PWDs to embrace the school-to-work transition as well as the actual transition at the macro level, the six regions have established policy frameworks for facilitation. Policy frameworks on the education front generally have three components: i) special education, ii) integrated education, and iii) vocational education, including specified policies and measures for each component for implementation at the mezzo and micro levels (refer to Table 7).

Anti-discrimination laws and an employment quota system are the two dominant legal approaches to protect the rights of PWDs (Hao & Li, 2020). An employment quota system is implemented in many regions (e.g., mainland China, Japan, Australia, Italy, and Germany).

This requires companies to employ a minimum percentage or a designated number of PWDs, ranging from 1.5% in mainland China to 7% in Australia in companies with more than 50 employees. Failure to fulfil the quota will result in penalty or taxation. A new approach has been introduced to expand the scope of PWDs' protection. For instance, the Public Service (Social Value) Act of the United Kingdom has been in force since 2013. It requires those involved in the public procurement process to take further consideration for the "wider social, economic, and environmental benefits" (Cabinet Office of the United Kingdom, 2021, para. 1) prior to the procurement process. A similar practice is used in mainland China (National People's Congress of the PRC, 2011), Japan (Cabinet Office of Japan, 2020), and Taiwan (Ministry of Justice of Taiwan, 2021).

For policy approaches to protect PWDs, the mandatory provision of the Individualized Education Plan (IEP) to students with disabilities in the UK, the United States (US), and Taiwan is worth further attention. Students with disabilities in these regions have their own IEP to cater for their own special educational needs. In the US, transition plans are considered part of the IEPs for students with disabilities aged 14 to 22. Their school and vocational rehabilitation service providers join hands to set post-secondary goals for these students, based on designated age-appropriate and disability-appropriate transition assessments. The IEP emphasizes students' needs and preferences in the learning process. Accordingly, individualized transition services are provided to help prepare these students for transition from school to work. Relevant support is provided by a job coach to help acquire necessary skills (Disability Rights North Carolina, 2017).

Table 6. Highlights of Macro Level Intervention for Young PWDs from the Practices of Other Regions

| Region | Types of Intervention | | | |
|----------------|---|--|---|---|
| | a. Key Legal Frameworks and Approaches | | | |
| Mainland China | 1 | Law of the PRC on Protection of Persons with Disabilities ¹ | | |
| | 2 | The PRC Disabled Persons Security Law ^{2,3} | | |
| | 3 | Regulation of the PRC on the Employment of Persons with Disabilities ^{2,3} | | |
| | 4 | Regulations on Education for Individuals with Disabilities ⁴ | | |
| | 5 | Employment Quota Scheme: minimum of no less than 1.5% of total employees ⁵ | | |
| | 6 | Disability Employment Security Fund: employers pay an amount for hiring fewer PWDs than the statutory quota ⁵ | | |
| Japan | 1 | Basic Act for Persons with Disabilities ⁶ | | |
| | 2 | Act for Eliminating Discrimination against Persons with Disabilities ⁷ | | |
| | 3 | Law on Employment Promotion etc. of Persons with Disabilities ⁸ | | |
| | 4 | Employment Quota System: minimum of 2.3% of total employees for private entities, 2.6% of total employees for public entities and bodies ⁹ | | |
| | 5 | Payment System: reward or penalise private companies with respect to number of persons with disabilities employed ⁹ | | |
| | 6 | Mandatory Disclosure Appointment and Removal of Personnel with Disabilities (for national and local public entities) ⁹ | | |
| Taiwan | 1 | People with Disabilities Rights Protection Act ¹⁰ | 2 | The Special Education Act and its Enforcement Rules ^{11, 12} |
| | 3 | Act to Implement the Convention on the Rights of Persons with Disabilities ¹³ | | |
| | 4 | Employment Quota System: minimum 3% of total employees for public entities with no fewer than 34 people, minimum 1% of total employee for private entities with no fewer than 67 employees (Article 38, People with Disabilities Rights Protection Act) ¹⁰ | | |
| United Kingdom | 1 | The Equality Act 2010 ¹⁴ | 2 | The Care Act 2014 ¹⁵ |
| | 3 | Mental Capacity Act 2005 ¹⁵ | 4 | The Special Educational Needs and Disability Regulations 2014 ¹⁵ |
| Australia | 1 | Discrimination Act 1991 ¹⁶ | 2 | Disability Discrimination Act 1992 ¹⁶ |
| Canada | 1 | Canadian Human Rights Act ¹⁷ | 2 | Employment Equity Act ¹⁸ |
| | b. Key Policy Frameworks | | | |
| Mainland China | 1 | National Human Rights Action Plan ¹⁹ | 2 | Special Education Promotion Plan ¹⁹ |
| | 3 | Opinions on Reserving a Certain Proportion of Employment Positions for Persons with Disabilities ¹⁹ | | |
| | 4 | Opinions on Promoting Supported Employment for Persons with Disabilities ¹⁹ | | |

| | | |
|----------------|---|---|
| Japan | 1 | Basic Program for Persons with Disabilities ²⁰ |
| | 2 | Basic Policies for Employment Measures of Persons with Disabilities ⁹ |
| Taiwan | 1 | White Paper on the Protection of the Rights for People with Disabilities ²¹ |
| | 2 | Code of Practice on Special Education Curriculum ²² |
| United Kingdom | 1 | Special Educational Needs and Disability (SEND) code of practice: 0 to 25 years ¹⁵ |
| Australia | 1 | National Disability Strategy ²³ |
| | 2 | Disability Standards for Education 2005 and its Guidance Notes ^{24,25} |
| | 3 | National Disability Employment Strategy ²⁶ |
| Canada | 1 | Federal Disability Reference Guide ²⁷ |

¹National People's Congress of the PRC (2011); ²Hao & Li (2020); ³Tong (2017); ⁴Ministry of Education of PRC (2021); ⁵EURObiz (2016); ⁶Ministry of Justice of Japan (2014); ⁷Ministry of Justice of Japan (2017); ⁸International Labour Organisation (n.d.); ⁹Cabinet Office of Japan (2020); ¹⁰Ministry of Justice of Taiwan (2021); ¹¹Ministry of Justice of Taiwan (2019); ¹²Ministry of Justice of Taiwan (2020); ¹³Ministry of Justice of Taiwan (2014); ¹⁴Equality and Human Rights Commission (2018); ¹⁵Department of Education & Department of Health of the United Kingdom (2015); ¹⁶Australian Human Rights Commission (2014); ¹⁷Department of Justice of Canada (2021a); ¹⁸Department of Justice of Canada (2021b); ¹⁹State Council Information Office of PRC (2019); ²⁰Cabinet Office of Japan (2018); ²¹Social and Family Administration of Taiwan (2015); ²²National Special Education Information Network (2019); ²³Department of Social Services of Australia (2017); ²⁴Federal Register of Legislation of Australia (2005); ²⁵Department of Education, Skills and Employment of Australia (2012); ²⁶Department of Social Services of Australia (2021); ²⁷Government of Canada (2013)

2.3.2 Mezzo level interventions

To prepare young PWDs for school-to-work transition and actual transition, the six regions implemented measures at the mezzo level for supporting different stakeholders involved in the process, such as relevant Government units, enterprises, schools, non-governmental organisations (NGOs), and parents, as well as fostering multi-party collaboration between these stakeholders. Approaches to support these stakeholders are: i) provision of subsidies, benefits, and special taxation to designated institutions as incentives and ii) provision of special support and training courses for designated individuals for better handling of PWDs' school-to-work transition. Approaches to foster multi-party collaboration are: i) multi-party collaborative projects for designated purposes and ii) a platform for information sharing and communication.

With the presence of a coordination unit through collaborative projects or platform mentioned above, services and resources offered by different departments and organisations could be managed in a more coordinated manner. The National Disability Coordination Officer Programme funded by the Australian Government is one of the examples. The programme offers a broad range of projects at national, state, and local levels, and works strategically with stakeholders to address the systemic barriers experienced by PWDs in post-secondary education and subsequent employment (Australian Disability Clearinghouse on Education and Training, n.d.).

Although enterprises should be regarded as important stakeholders, existing literature often discusses the employment of PWDs from the angle of welfare or social service rather than the business perspective (Giermanowska et al., 2020). Regarding the roles of enterprises in promoting the well-being of PWDs in the workplace, it was emphasized that if the recruitment process and human resources practices could make appropriate accommodation for PWDs, it would help the latter to unleash their potential (Schloemer-Jarvis, Bader & Böhm, 2021). The notion of workplace inclusion is still largely unelaborated. As Bersin and Enderes (2021) pointed out, "Diversity, equity and inclusion are a much-discussed topic, but without clear guidelines on how to move the needle" (p. 36). Little is known about how PWDs can create value for enterprises from employers' perspectives (Luecking, 2008).

There has been support for enterprises to promote inclusive workplace. For example, Disability Rights UK provides disability confidence training for enterprise managers and other staff to be more skilful in managing and working with PWDs in the workplace. The training is conducted by people with lived experience of disability and is delivered in a jargon-free manner. It provides a greater understanding of disability equality and disability rights and builds confidence for managers. It helps address employers' concerns over hiring and working with PWDs, such as gaining access to explore talented PWDs, identifying issues facing them and providing appropriate support, and motivating members of company to build an inclusive workplace, etc. (Disability Rights UK, n.d). In mainland China, an online job-matching platform was created by China Disabled Persons Federation for enterprises and PWDs. More than 30 000 enterprises have participated, providing 45 000 job positions for PWDs (Changtan Town Disabled Persons Federation, 2018). Highlights of mezzo-level interventions are summarized in Table 7.

2.3.3 Micro level interventions

At the micro level, the six regions implemented measures for supporting PWDs in different pathways of school-to-work transition. Approaches to support PWDs include: i) provision of

subsidies and allowance, ii) provision of skills training and support with respect to their needs, and iii) accommodation and adjustment in education and workplace arrangements.

For the provision of job-related skills training, although “place-then-train” is a commonly accepted approach to delivering vocational rehabilitation service (Corrigan & McCracken, 2005), there are also some proactive approaches to helping young PWDs to seize opportunities promptly. For example, EmployAbilities, a non-profit organisation in Canada introduced a programme called “Learn 2 Earn”, which supported a high school in Edmonton, Alberta, through helping students with disabilities to transit from school to work. As the organisation recognized a service gap in supporting PWDs in their transition from school to work, a 10-week paid employability skills training was added to the programme. Young PWDs aged between 15 and 30 with mental health issues such as depression and anxiety are eligible for the programme (EmployAbilities, n.d.).

For the provision of life-related skills, Canada offers an example. Independent living skills are emphasized in some training programmes for young PWDs. The Independence Programme (TIP) offers young PWDs aged 17 to 21 assistances in acquiring day-to-day independent living skills such as grocery shopping and cooking (Kingsnorth et al., 2019).

There are also measures to facilitate the school-to-work transition of tertiary-educated young PWDs. The National Disability Coordination Officer Programme funded by the Australian Government mentioned in 2.3.2 also operates at the micro level. It promotes equal opportunity for PWDs to access and participate in and achieve their goals in tertiary education and subsequent employment (Department of Education, Skills, and Employment of Australia, n.d.). University support staff can identify and help students in need and focus on points of transition in the student lifecycle from application to graduation (Hamlet et al., 2014). Highlights of micro-level interventions are summarized in Table 7.

Table 7. Highlights of Mezzo and Micro Level Interventions for Young PWDs from the Practices of Other Regions

| Region | School-to-Work Transition Strategy/Employment Support | | Pathway of Transition | | |
|----------------|---|---|--|----------------------------------|---------------------------------------|
| | | | Pathways 1a and 1b | Pathway 2 | Pathway 3 |
| | | | From secondary education to post-secondary education | From secondary education to work | From post-secondary education to work |
| Mainland China | 1 | Accommodation in University Admission Examinations ¹ | ✓ | | |
| | 2 | Personalised Case Management (「一人一檔」、「一人一策」) for School-to-work Transition ² | | ✓ | |
| Japan | 1 | Career Exploration Program ³ | | ✓ | ✓ |
| | 2 | Youth Independence and Challenge Plan: Entrepreneurship education at junior and senior high schools, internships ³ | | ✓ | ✓ |
| Taiwan | 1 | Individualised Education Plan (IEP) and Individualised Guidance Plan (IGP) ⁴ | ✓ | | |
| | 2 | Adapted vocational education with an emphasis on life and employment ⁴ | | ✓ | |
| | 3 | Youth Education and Employment Savings Account Program—Youth Employment Pilot Project ⁴ | | ✓ | |
| | 4 | Youth Education and Employment Savings Account Program—Self-Planning Learning Experience Project ⁵ | ✓ | ✓ | ✓ |
| | 5 | Employment Transition Service: Assist students with disabilities graduating from junior high school, high (vocational) school or college to move from school to work ⁶ | | ✓ | ✓ |
| United Kingdom | 1 | Individualized Education Plan (IEP) ⁷ | ✓ | | |
| | 2 | Initial Vocational Education and Training (IEVT) at lower-secondary level through short periods of work experience, career education, and development of enterprise and employability skills ⁸ | | ✓ | |
| | 3 | Apprenticeship System with six levels (Intermediate, Advanced, Higher, Degree, Postgraduate, and Apprenticeship) ⁹ | | ✓ | ✓ |
| Australia | 1 | The Preparing Secondary Students for Work Framework: to encourage schools to integrate vocational learning and vocational education and training (VET) into secondary education ¹⁰ | | ✓ | |
| | 2 | Future Ready: Support for career education in schools ¹¹ | | ✓ | |
| | 3 | Trade Training Centres in Schools Program ¹² | | ✓ | |

| | | | | | |
|--------|---|--|---|---|---|
| | 4 | Family, School Partnerships Framework: to promote parental engagement in supporting students' learning ¹³ | ✓ | | ✓ |
| | 5 | National Disability Coordination Officer Program ¹⁴ | ✓ | ✓ | ✓ |
| Canada | 1 | Apprenticeship Program ¹⁵ | | ✓ | ✓ |
| | 2 | Student Work Placement Program: Paid work experience related to one's field of study for post-secondary students ¹⁶ | | | ✓ |
| | 3 | Federal Student Work Experience Program for Students with Disabilities ¹⁷ | | ✓ | ✓ |
| | 4 | Young Canada Works ¹⁸ | | ✓ | ✓ |

¹State Council Information Office of the PRC (2019); ²State Council of the PRC (2022); ³International Labour Organization (2016); ⁴National Special Education Information Network (2019); ⁵Ministry of Education of Taiwan (2021); ⁶Workforce Development Agency of Taiwan (2017); ⁷Department of Education & Department of Health of the United Kingdom (2015); ⁸Cuddy & Leney (2005); ⁹British Council (n.d.). ¹⁰Department of Education, Skills and Employment of Australia (2020a); ¹¹Department of Education, Skills and Employment of Australia (2021); ¹²Department of Education, Skills and Employment of Australia (2020b); ¹³Department of Education, Skills, and Employment of Australia (2020c); ¹⁴Department of Education, Skills and Employment of Australia (n.d.); ¹⁵Employment and Social Development Canada (2021a); ¹⁶Employment and Social Development Canada (2021b); ¹⁷Public Service Commission of Canada (2021); ¹⁸Government of Canada (2021)

2.4 Hong Kong Experiences

Table 8. Highlights of Macro Level Interventions for PWDs in Hong Kong

| |
|--|
| Macro Level Interventions |
| a. Legal Framework |
| Disability Discrimination Ordinance ¹ |
| b. Policy Framework |
| Persons with Disabilities and Rehabilitation Program Plan ² |

¹ Equal Opportunities Commission (2021a); ² Labour and Welfare Bureau (2021)

2.4.1 Macro level interventions

To protect young PWDs throughout the transitions in life, including the school-to-work transition examined in the study, an enabling environment is a prerequisite. The People’s Republic of China, including the HKSAR, ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The HKSAR Government promulgated the Disability Discrimination Ordinance (DDO) (Cap. 487) and Persons with Disabilities and Rehabilitation Programme Plan (formerly known as Hong Kong Rehabilitation Plan), a legal and a policy framework (Rehabilitation Advisory Committee, 2020; Equal Opportunities Commission, 2021a).

The DDO protects PWDs from all forms of discrimination, harassment, and victimisation along their journey of school-to-work transition in prescribed fields under the DDO. It ensures equal opportunities in access to local education and employment (Equal Opportunities Commission, 2001), specifies the rights of PWDs and their associates, e.g., parents or carers, and legal protection in prescribed public sphere, such as employers and school and other educational units. The DDO also delineates the obligations of schools and employers in providing support and reasonable accommodation unless such provision would cause unjustifiable hardship.

The Persons with Disabilities and Rehabilitation Programme Plan lays out a policy framework with relevant directions for policy formulation and implementation with a lifespan approach, which includes support for students with special educational needs (SEN), vocational rehabilitation training and vocational training, and employment support pertaining to the school-to-work transition for young PWDs. Government-led employment support initiatives have three components. The first includes training and retraining in the form of a pre-employment training program, job trial, and placement, etc. It offers PWDs exposure to open employment (employment opportunities in the labour market). The second component includes a designated amount of incentive pay to encourage participation from the business sector. The third component includes a subsidy for supporting PWDs to sustain employment.

It is worth pointing out that the existing DDO in Hong Kong is not consistent with international standards regarding the provision of accommodation. In Hong Kong, although the DDO suggests that an employer should provide reasonable accommodation to a job applicant or an employee with a disability, there is currently no positive duty on an employer. The introduction of a duty to make reasonable accommodation in the DDO is still under review by the Government. In other common law jurisdictions where anti-discrimination laws are in force, employers have a legal duty to accommodate the needs of PWDs. Under the Americans with Disabilities Act of 1990, Equality Act 2010 of the United Kingdom, and Disability Discrimination Act 1992 of Australia, failure to make reasonable adjustments is illegal. However, in Hong Kong, the introduction of “a duty to make reasonable accommodation” has

not been included in the DDO (Equal Opportunities Commission, 2016).

There is also a concern about a mismatch between the support given by mainstream schools and the extent to which it fits the needs of the students with SEN. Since the introduction of integrated education in 1997, parents of PWDs have hoped their child(ren) to attend mainstream schools, believing that the prospect of the latter could be enhanced through leveraging the advantages of the standard curriculum and having peers without disabilities as their role models (Wong et al., 1999). In addition, the use of IEPs is not mandatory in Hong Kong. Not all students with disabilities, either attending special or mainstream schools, have IEPs to address their SEN (Cheung et al., 2019).

In comparison with Taiwan and the US, where legislation imposes statutory requirements on the qualifications of SEN teachers, requiring them to be adequately equipped with knowledge and skills to serve students with disabilities (Subcommittee on Integrated Education, 2014), Hong Kong has a relatively loose regulation for the qualifications of SEN teachers. Government and Government-aided schools are only required to meet the target numbers of teachers completing basic, advanced, and thematic (BAT) courses at different levels set by the Education Bureau ((a) 5%–25% of staff completing Basic Course; (b) at least 6–9 teachers completing Advanced Course; and (c) at least 6–9 teachers completing Thematic Courses) (Education Bureau, 2021m). By the end of 2020/21, it was reported that around 43% of primary school teachers and 33% of secondary school teachers from public sector mainstream schools received 30 hours or more of the training in special education (Education Bureau, 2021n). As such, less than half of serving teachers at public schools received 30-hour basic SEN training, which is insufficient to embrace the diverse needs of students with disabilities in an inclusive classroom. The preparedness of local SEN teachers is thus relatively low compared with their counterparts in Taiwan who have received pre-service SEN training and completed a practicum. Without adequate practical experience, local SEN teachers might have little knowledge and skills on supporting students with disabilities in career planning and hence in facilitating the latter's transition from school to work.

2.4.2 Mezzo level interventions

Mezzo level interventions target organisational changes. Regarding to school-to-work transition of young PWDs, it refers to collaboration between schools, enterprises, NGOs, and other relevant organisations. Table 9 highlights some interventions.

Table 9. Highlights of Mezzo Level Interventions for PWDs in Hong Kong

| Mezzo Level Interventions | | | | | |
|---|---|--|------------|----------------------------------|---------------------------------------|
| School-to-Work Transition Strategy/Employment Support | | Pathway of Transition | | | |
| | | Pathways 1a and 1b | | Pathway 2 | Pathway 3 |
| | | From secondary education to post-secondary education | | From secondary education to work | From post-secondary education to work |
| | | Pathway 1a | Pathway 1b | | |
| a. Government-initiated interventions | | | | | |
| 1 | School Partnership Scheme ^{1*} | ✓ | | | |
| 2 | Whole School Approach (WSA) to Integrated Education (IE) ^{2*} | ✓ | | | |
| 3 | Business-School Partnership Program (BSPP) ^{3*} | | | ✓ | |
| 4 | Work Orientation and Placement Scheme (WOPS) ^{4*} | | | ✓ | ✓ |
| 5 | “Enhancing Employment of People with Disabilities through Small Enterprise” Project ^{5*} | | | ✓ | ✓ |
| b. NGO-initiated interventions | | | | | |
| 1 | Jockey Club Project COMPASS ^{6*} | ✓ | ✓ | ✓ | ✓ |
| 2 | Jockey Club Collaborative Project for Inclusive Employment ^{7*} | | | ✓ | ✓ |
| 3 | Co-creation Programme by Heep Hong Society ^{7*} | | | ✓ | ✓ |
| 4 | Thriving Grass Career Development Program by CareER ^{7*} | | | | ✓ |
| 5 | “Diversity Works”: Internship Portal for Youth with Special Educational Needs (SEN) by The Spastics Association of Hong Kong (SAHK) ^{7*} | | | ✓ | ✓ |
| 6 | Inclusive Career Platform by the Centre for Civil Society and Governance of the University of Hong Kong ^{7*} | | | ✓ | ✓ |
| 7 | Project WORKS by Ebenezer School & Home for the Visually Impaired ^{8*} | | | ✓ | |

*Provides support at both the mezzo and micro levels.

¹ Education Bureau (2019); ² Education Bureau (2014;2021b); ³ Education Bureau (2021h); ⁴ Labour Department (2014); ⁵ Social Welfare Department (2021a); ⁶ TWGHs Ho Yuk Ching Educational Psychology Service Centre (2019); ⁷ The Hong Kong Jockey Club (2021); ⁸ Ebenezer School & Home for the Visually Impaired (n.d.)

For the interventions at the secondary education level (preparation for Pathway 1 transition), a dual-track mode consisting mainstream schools and special schools, with the School Partnership Scheme (Education Bureau, 2019) were introduced to enable collaboration between special schools and mainstream schools to support students with SEN.

Two support modes are currently available under the School Partnership Scheme. The first mode enables special schools to serve as the “Special School cum Resource Centres (SSRCs)” (Education Bureau, 2021g, para. 2), which share their experience and expertise in supporting students with disabilities to the concerned mainstream schools. The second support mode enables schools for social development (SSD) to serve as SSRC(SSD)s to support students with disabilities in their first year returning to mainstream schools and the mainstream schools concerned after the former’s completion of a short-term adjustment programme (Education Bureau, 2021g).

In addition, the Whole School Approach (WSA) to Integrated Education (IE) with the Three-tier Intervention Model were introduced to offer systematic support to students with disabilities in mainstream education settings (Education Bureau, 2016; 2021b). Schools are encouraged to collaborate with other stakeholders through home-school co-operation and cross-sector collaboration (Education Bureau, 2021b; 2021i).

To allow early identification and early intervention, a Student Support Team (SST) led by the Special Educational Needs Coordinator (SENCO), with participation of key school members, such as principal, vice-principal or senior teacher, class teachers, subject teachers of students with SEN, and parents of students with disabilities, if a student with disabilities is assigned with Tier 2 or 3 support under the Three-tier Intervention Model (Education Bureau, 2014, 2016, 2021j). Professional specialists are also involved in the planning of designated assessments and support services when necessary. An “Individual Education Plan Meeting” held by schools” is arranged if a students assigned with Tier 3 support (Education Bureau, 2021b; 2021i).

For the interventions in the transition from secondary education to post-secondary education (actual Pathway 1 transition), the Jockey Club Project COMPASS launched by Tung Wah Group of Hospitals is an example of support to young PWDs at both the mezzo and micro levels. At the mezzo level, it collaborates with schools and offers helps to young PWDs aged 14–24 with attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD) one year before their completion of secondary education through workshops facilitating their transition to school life at the post-secondary levels and supporting their parents and/or caregivers (refer to 2.4.3 for its implementation at the micro level). The Project also collaborates with enterprises for support services on work front (refer to below paragraph) (TWGHs Ho Yuk Ching Educational Psychology Service Centre, 2019).

For the interventions in the transition from secondary education or post-secondary education to work (Pathways 2 and 3 transitions), both Government-initiated and NGO-initiated interventions are available. For the Government-initiated interventions, the Business-School Partnership Programme (BSPP) and “Enhancing Employment of People with Disabilities through Small Enterprise” Project are some examples. The BSPP enables collaboration between schools, business sector, Government departments, and community organisations. It offers career exploration opportunities for primary and secondary students and launches the Work Experience Programme for senior secondary students (Education Bureau, 2021h). The Programme serves as part of the Life Planning Education (refer to 2.4.3), in which students are encouraged to explore their educational and career aspirations in their senior secondary education.

The “Enhancing Employment of People with Disabilities through Small Enterprise” Project

facilitates actual Pathways 2 and 3 transitions of young PWDs at both the mezzo and micro levels. A market-driven approach to creating employment opportunities for persons with disabilities was implemented. Eligible NGOs are granted a designated amount of seed money through establishing small enterprises or businesses to facilitate the employment of PWDs (Social Welfare Department, 2021a).

For the NGO-initiated interventions, the Jockey Club Project COMPASS and Project WORKS by Ebenezer School & Home for the Visually Impaired are some examples. The Jockey Club Project COMPASS collaborates with enterprises by enhancing their understanding of young PWDs aged 14–24 with ADHD and ASD to facilitate the integration of the concerned young PWDs into workplace (i.e., preparation for Pathways 2 and 3 transitions).

Regarding the Project WORKS by Ebenezer School & Home for the Visually Impaired, it is an in-school career supporting unit for young persons with visual impairment studying at the Ebenezer School & Home for the Visually Impaired. The Project supports young persons with visual impairment at both the mezzo and micro levels (refer to 2.4.3). At the mezzo level, it collaborates with and supports employers through i) enhancing understanding about young persons with visual impairment, ii) encouraging inclusive employment, and iii) creating diversified job opportunities for young persons with visual impairment (Ebenezer School & Home for the Visually Impaired, n.d.).

For the interventions in the transition from post-secondary education to work (preparation for Pathway 3 transition), in addition to the Jockey Club Project COMPASS (refer to the paragraph above), the Jockey Club Collaborative Project for Inclusive Employment is another example. The Project enables collaboration between universities and NGOs. It collaborates with the Centre for Civil Society and Governance of the University of Hong Kong and launched the InclusiveCareer Platform to gauge stakeholders' views on inclusive employment and social inclusion. In addition, it collaborates with CareER (an NGO which aims to facilitate the school-to-work transition process of highly educated young PWDs), Heep Hong Society, The Spastics Association of Hong Kong (SAHK), and St. James' Settlement, and launched various programmes in collaboration with schools and enterprises at both the mezzo and micro levels (refer to 2.4.3) (The Hong Kong Jockey Club, 2021). Programmes launched by the NGOs mentioned at both the mezzo and micro levels include Thriving Grass Career Development Program by CareER, Co-creation Programme by Heep Hong Society, "Diversity Works": Internship Portal for Youth with Special Educational Needs (SEN) by The Spastics Association of Hong Kong (SAHK). "eXperiencing Delightful" Slashie Career Project launched by St. James Settlement operates at the micro level and helps young PWDs develop a diversified career path through art (refer to 2.4.3).

There are also further efforts from NGOs and the business sector to facilitate the school-to-work transition of young PWDs. For instance, eight local NGOs launched the eConnect employment network for the promotion of disability inclusion in workplace. CareER promoted the CareER Disability Inclusion Index (CareER DII) as an assessment tool for organisations to evaluate workplace disability inclusion, formulate suitable strategies, identify areas of improvement, and learn inclusive practices (CareER, n.d.).

In the business sector, some responsibility- and value-driven awareness-raising initiatives were introduced to promote disability inclusion in workplace, such as commitment to disability inclusion as corporate social responsibility (CSR), Creating Shared Values (CSV) through disability employment, and enhancement in Environmental, Social, Governance (ESG)

Reporting through disability inclusion disclosure. There are also some incentive-based initiatives, such as Talent-Wise Employment Charter and Inclusive Organisations Recognition Scheme, which promotes the role of enterprises in workplace inclusion. However, the effectiveness of these schemes is questionable (Kwan & Lee, 2020).

2.4.3 Micro level interventions

Micro level interventions primarily target individuals (i.e., young PWDs). As regards school-to-work transition of young PWDs, it refers to specific support measures for young PWDs, teachers, parents, employers, and employees, etc. Table 10 highlights some interventions for young PWDs.

Table 10. Highlights of Micro Level Interventions for PWDs in Hong Kong

| Micro Level Interventions | | | | | |
|---|--|--|------------|----------------------------------|---------------------------------------|
| School-to-Work Transition Strategy/Employment Support | | Pathway of Transition | | | |
| | | Pathways 1a and 1b | | Pathway 2 | Pathway 3 |
| | | From secondary education to post-secondary education | | From secondary education to work | From post-secondary education to work |
| | | Pathway 1a | Pathway 1b | | |
| a. Government-initiated interventions | | | | | |
| 1 | Adapted New Senior Secondary (NSS) Curriculum ¹ | ✓ | | | |
| 2 | Individualized Education Plan (IEP) ^{2#} | ✓ | | | |
| 3 | Life Planning Education ³ | ✓ | ✓ | ✓ | ✓ |
| 4 | On-Campus Training Programme by the Jockey Club Youth Academy of Special Educational Needs (JCYASEN) at the Education University of Hong Kong ⁴ | ✓ | | | |
| 5 | Applied-Learning (ApL) and vocational education in secondary schooling ^{5,6,7} | ✓ | | | |
| 6 | Special Examination Arrangements for the Hong Kong Diploma of Secondary Education (HKDSE) ⁸ | | ✓ | | |
| 7 | Special Consideration for Joint University Programmes Admissions System (JUPAS) ⁹ | | ✓ | | |
| 8 | Special Grant for Enhancing Support for Students with SEN at Universities ^{10*} | | ✓ | | |
| 9 | Work Experience Programmes (WEP) ¹¹ | | | ✓ | |
| 10 | Internship Scheme for Students with Disabilities ¹² | | | ✓ | ✓ |
| 11 | Youth Employment Start ¹³ | | | ✓ | ✓ |
| 12 | Youth Employment and Training Program ¹⁴ | | | ✓ | ✓ |
| 13 | Work Orientation and Placement Scheme (WOPS) ^{15*} | | | ✓ | ✓ |
| 14 | Supported Employment ¹⁶ | | | ✓ | ✓ |
| 15 | On the Job Training Program for People with Disabilities ¹⁷ | | | ✓ | ✓ |
| 16 | Sunnyway—On the Job Training Program for Young People with | | | ✓ | ✓ |

| | | | | | |
|---------------------------------------|--|---|---|---|---|
| | Disabilities ¹⁸ | | | | |
| 17 | “Enhancing Employment of People with Disabilities through Small Enterprise” Project ¹⁹ | | | ✓ | ✓ |
| b. NGO-initiated interventions | | | | | |
| 18 | Jockey Club Project COMPASS ^{20*} | ✓ | ✓ | ✓ | ✓ |
| 19 | “Own My Path” Skills Transformation Training Program ²¹ | | | ✓ | ✓ |
| 20 | Project Bridge by the Hong Kong Federation of Youth Groups ²² | ✓ | ✓ | ✓ | |
| 21 | Project BRIGHT by Hong Kong PHAB Association ²³ | | | ✓ | ✓ |
| 22 | Jockey Club “Project LEGEND” Employment Support Project by Hong Kong PHAB Association ²⁴ | | | ✓ | ✓ |
| 23 | Project P.I.L.O. – Transition to Workplace Counselling & Supporting Service for Youth with Learning Difficulties by Hong Kong PHAB Association ²⁵ | | | ✓ | ✓ |
| 24 | Project WORKS by Ebenezer School & Home for the Visually Impaired ^{26*} | | | ✓ | |
| 25 | Jockey Club Collaborative Project for Inclusive Employment ^{27*} | | | ✓ | ✓ |
| 26 | Co-creation Programme by Heep Hong Society ^{27*} | | | ✓ | ✓ |
| 27 | Thriving Grass Career Development Program by CareER ^{27*} | | | | ✓ |
| 28 | “Diversity Works”: Internship Portal for Youth with Special Educational Needs (SEN) by The Spastics Association of Hong Kong ^{27*} | | | ✓ | ✓ |
| 29 | Inclusive Career Platform by the Centre for Civil Society and Governance of the University of Hong Kong ^{27*} | | | ✓ | ✓ |
| 30 | “eXperiencing Delightful” Slashie Career Project by St. James Settlement ²⁷ | | | ✓ | ✓ |

*Provides support at both mezzo and micro levels. #Interventions under the WSA to IE

¹Education Bureau (2009); ²Education Bureau (2014;2021b); ³ Education Bureau (2021e); ⁴Centre for Special Educational Needs and Inclusive Education (n.d.); ⁵Education Bureau (2009); ⁶Education Bureau (2021c); ⁷Vocational Training Council (2021b); ⁸Subcommittee on Integrated Education (2014a); ⁹Joint University Programmes Admissions System (JUPAS) (2021); ¹⁰Census and Statistics Department (2019); ¹¹Education Bureau (2021h); ¹²Panel on Public Service (2021); ¹³Labour Department (2021); ¹⁴Labour Department (2009); ¹⁵Labour Department (2014); ¹⁶Social Welfare Department (2021b); ¹⁷Social Welfare Department (2021c); ¹⁸Social Welfare Department (2021d); ¹⁹Soical Welfare Department (2021a); ²⁰TWGHs Ho Yuk Ching Educational Psychology Service Centre (2019); ²¹The HKFYG Leadership Institute (2021); ²²The Hong Kong Federation of Youth Groups (2022); ²³Hong Kong PHAB Association (n.d.a); ²⁴Hong Kong PHAB Association (n.d.b); ²⁵Hong Kong PHAB Association (n.d.c); ²⁶Ebenezer School & Home for the Visually Impaired (n.d.); ²⁷The Hong Kong Jockey Club (2021)

For the interventions at the secondary education level (preparation for Pathway 1 transition), young PWDs receive educational support with respect to the education settings they choose for their secondary schooling.

In mainstream education settings, WSA to IE (refer to 2.4.2 for its implementation at the mezzo-level) was introduced as the key approach to facilitate the integration of young PWDs in the mainstream education settings. Based on the Three-tier Intervention Model, support

services for students at the micro level cover support plans (i.e., Individualized Education Plan) formulated by the SST led by the SENCO (refer to 2.4.2), with curriculum (i.e., New Senior Secondary (NSS) curriculum) adaptation, support strategies for learning and teaching, and assessment accommodation and provision of special examination arrangements (SEA) (Education Bureau, 2014).

In special education settings, students with disabilities, when necessary, are offered an adapted New Senior Secondary (NSS) curriculum. Adapted Applied Learning courses are also available to cater for those who opt for the Applied Learning course(s) as elective subject(s) (Education Bureau, 2009). To better cater for the diverse learning needs of students with disabilities in special education settings, IEP was developed by schools, teachers, and specialists to help identify the individual learning and development needs of students (Hong Chi Association, 2021; Vocational Training Council, 2021b).

Teachers also receive relevant training, such as the Teacher Professional Development on Catering for Students with Special Educational Needs, the Basic, Advanced, and Thematic (BAT) Courses, and the Professional Development Programme for the Special Educational Need Coordinators (SENCO), the Training Course for Special School Teachers (TCSST) and the Leadership Development Programme for Middle Leaders of Special Schools (LDP-LMSS) were introduced to support students with disabilities in mainstream, special, and vocational education settings, respectively (Education Bureau, 2021k; 2021l).

In vocational education and training in secondary schooling, students with disabilities are offered three routes. For the first route, those without intellectual disabilities receiving secondary education in mainstream education settings can opt for the Applied Learning course(s) as their elective subject(s) via the standard route offered by their schools (Education Bureau, 2009). For those in pursuit of vocational education via the second or third route, normally an IEP is prepared by educational psychologists to facilitate young PWDs' "sustainable personal development for both work-preparedness and personal well-being" (Vocational Training Council, 2021b, p. C). The second and third routes of vocational education are more practical-oriented, and those routes offer corresponding articulation paths in designated vocational fields.

For the second route, Secondary 4 students with mild intellectual disabilities or more capable moderate intellectual disabilities receiving education in special educational settings can opt for the adapted Applied Learning courses from four designated course providers, which include Hong Chi Association, Chinese Young Men's Christian Association (YMCA) of Hong Kong, Caritas Hong Kong, Vocational Training Council, and by school referral. Fourteen Applied Learning courses are offered by these course providers, covering three areas of studies (creative studies, applied science, and services) (Education Bureau, 2021c). The courses complement the NSS curriculum but "with stronger elements of practical learning linked to broad professional and vocational fields" (Vocational Training Council, 2021b, p. 20). Students can enrol in a maximum of two adapted Applied Learning courses as their elective subjects in Secondary 5 and 6 (Education Bureau, 2021c). Schools offering vocational education via the second route may use two modes of implementation to cater for different learning needs of their students. The first mode is mainly implemented by outside course providers. Students are required to attend classes at the venues and based on class schedules arranged by the providers. The second mode is jointly implemented by schools and course providers. The classes mainly take place in school. Schools and course providers collaborate and compromise on the overall teaching arrangements. Schools may also collaborate with other schools if they use the second

implementation mode (Education Bureau, 2021d). Practical training in a simulated workplace setting is also provided to equip students with necessary generic skills and vocational knowledge.

For the third route, young PWDs aged 15 or above with mild or moderate disabilities can enrol in either full-time or part-time courses offered by designated institutions on their own or by referral from social workers, teachers, or institutions (Vocational Training Council, 2021a, 2021b). Relevant training is also provided to equip students with necessary skills and enhance their employability.

For the interventions in the transition from secondary education to post-secondary education (actual Pathway 1 transition), there are both Government-initiated interventions and NGO-initiated interventions. Their points of interventions were partly different but complement each other in facilitating such transition.

For Government-initiated interventions, there are two points of interventions to facilitate the preparation for the transition. For the first point of intervention (usually begins at Secondary 4), Life Planning Education and Work Experience Programme were introduced. For Life Planning Education, students at the junior secondary levels are encouraged to set study goals and connect their “career aptitudes with subject selection” (Education Bureau, 2021f, para. 5). Schools may help students at senior secondary levels to reflect on and review their goals, and to guide them in setting goals for study (Pathway 1) or career (Pathway 2 or 3) development (Education Bureau, 2021f). The Work Experience Programme is a micro-level initiative of the BSPP from the mezzo level. The programme offers students an opportunity of career exploration through collaboration between “business entities, professional bodies, and community organisations” (Information Services Department, 2016, para. 6), which helps students to identify direction(s) when they transit from secondary education to post-secondary education or work.

For the second point of intervention (usually begins at latter phase of Secondary 5 or completion of Secondary 6), programmes such as the On-Campus Training Programme by the Jockey Club Academy of Special Educational Needs (JCYASEN) at the Education University of Hong Kong were introduced. The programme offers secondary school leavers and their parents, teaching professionals from special schools, SEN coordinators and social workers, as well as pre-service teachers receiving training at the University with relevant practical courses and training opportunities. It provides an alternative route for young PWDs in pursuit of continuing education after completing secondary education, especially those who might not be able to proceed to the post-secondary levels through university entrance examinations (i.e., Hong Kong Diploma of Secondary Education) (Centre for Special Educational Needs and Inclusive Education, n.d.). The programme also serves as an extended life planning education for young PWDs completing secondary education.

The Special Examination Arrangements for the HKDSE and the Special Consideration for Joint University Programmes Admissions System (JUPAS) were introduced when young PWDs make the actual transition from Pathway 1a to 1b. For the Special Examination Arrangements for the HKDSE, students concerned are given the following special examination arrangements with respect to their SENs (Subcommittee on Integrated Education, 2014), “such as extended examination time, ancillary aids, special forms of question papers and ways of presenting answers, special assistance in examination centres, exemption from part of an examination” (Subcommittee on Integrated Education, 2014, para. 11). For the Special Consideration for

JUPAS, students with disabilities can enter their disability information and check their eligibility for special consideration when they submit their JUPAS applications (Joint University Programmes Admissions System (JUPAS), 2021).

The Jockey Club Project COMPASS and Project Bridge by the Hong Kong Federation of Youth Groups are some examples of NGO-initiated interventions. The Jockey Club Project COMPASS supports students aged 14–24 with ADHD or ASD and their parents or caregivers. Target young PWDs are encouraged to take part in the project a year before completing secondary education. To enable a smooth school-to-work transition for these young PWDs, they are equipped with knowledge about personal planning and problem-solving skills. They are also offered an elective option—either articulation-oriented or employment-oriented programme—which equips them with skills for better preparation for post-secondary education or working life (TWGHs Ho Yuk Ching Educational Psychology Service Centre, 2019). The Project Bridge by the Hong Kong Federation of Youth Groups targets Secondary 3 to 6 students with disabilities. Secondary 3 to 5 students with disabilities are offered support related to further articulation (Pathway 1) and career exploration (Pathway 2 or 3). Secondary 6 students with disabilities are offered support in seeking employment (Pathway 2) through pre-employment training and career guidance (The Hong Kong Federation of Youth Groups, 2022).

For the interventions at the post-secondary levels (actual Pathway 1b transition), one of the Government-initiated interventions was UGC’s provision of two phases of the one-off special grant of \$20 million to the UGC-funded universities to help students with disabilities to adapt to campus life at university. The grant can be used for “purchasing necessary aids and equipment, strengthening training among academic and administrative staff, and supporting student bodies to organise events and activities to encourage integration of students with SEN into campus life” (Census and Statistics Department, 2019, p. FC10). For instance, the University of Hong Kong provides learning support for students with SEN, such as special examination and classroom arrangement, provision of course materials in an accessible format (Centre of Development and Resources for Students of HKU, 2022a). Peer support is also available, such as note taking support for “students who have difficulties in writing their notes” (Centre of Development and Resources for Students of HKU, 2022a, para. 1). Accessible facilities were also installed for these students. Similar support services are available in other local universities.

Both Government-initiated and NGO-initiated interventions are available as interventions in the transition from secondary education or post-secondary education to work (Pathways 2 and 3 transitions). Two types of Government-initiated interventions were introduced. The first type concerns the provision of internship opportunities for students with disabilities at the secondary and the post-secondary levels (i.e., local tertiary institutes, and Shine Skills Centre of the Vocational Training Council) through the Internship Scheme for Students with Disabilities (Panel on Public Service, 2021). Students concerned are assigned to various Government bureaux and departments to “perform administrative support, clerical or other duties of diversified nature” (Panel on Public Service, 2021, para. 12).

The second type of concerns the provision of employment support services through the Labour Department and the Social Welfare Department. For employment support services provided by the Labour Department, i) Youth Employment Start, ii) Youth Employment and Training Program, and iii) Work Orientation and Placement Scheme (WOPS) were introduced. Youth Employment Start provides advisory and support services on employment and self-employment to young persons aged between 15 and 29 (Labour Department, 2021a). Youth

Employment Training Program are designated for school leavers aged 15 to 24 with educational attainment at sub-degree level or below (Labour Department, 2009). WOPS is designated for PWDs, in which PWDs are provided with an on-the-job training period for 6 to 9 months, with a monthly allowance per employee for employers during the on-the-job training period (Labour Department, 2014).

For the employment services provided by the Social Welfare Department, i) Supported Employment, ii) On the Job Training Program for People with Disabilities, iii) Sunnyway—On the Job Training Program for Young People with Disabilities under the Funding and Service Agreements (FSAs), and iv) “Enhancing Employment of People with Disabilities through Small Enterprise” Project (refer to 2.4.2) were introduced (Social Welfare Department, 2021a, 2021b, 2021c, 2021d), with the Integrated Vocational Rehabilitation Services Centres and Integrated Vocational Training Centres at the infrastructural level for the implementation of programmes mentioned above (Social Welfare Department, 2021e, 2021f). Despite these vocational rehabilitation services involving enterprises through provision of job trial or/and job attachment, they are not treated as targets in the process of intervention (Kwan, 2021). Those programmes are characterized by their provision of counselling and training for PWDs.

The Supported Employment supports persons with moderate disability but who have some possibility of entering employment in the open market. Concerned PWDs receive structured employment support of job-related training and counselling, employment training/work skills training, job attachment, job trial and post-placement. Unlike the Sheltered Workshop which offers employment support in a carefully planned setting (Social Welfare Department, 2021g), it incorporates the market element through employers’ provision of job attachment of no more than three months. Participants receive an allowance upon meeting attendance requirements and then further assistance upon proceeding to the next stage of the actual transition, such as seeking jobs in the open market or via job trials in the open market (Social Welfare Department, 2021b).

The On-the-Job Training Program for People with Disabilities supports PWDs aged 15 or above with mild disability or who are more capable moderate disability have a higher possibility of entering employment in the open market. The programme has a similar arrangement as that of the Supported Employment (Social Welfare Department, 2021c).

The Sunnyway—On the Job Training Program for Young People with Disabilities supports PWDs aged between 15 and 29 “with early signs of mental illness as assessed psychiatrist” (Social Welfare Department, 2021d, para. 3) through provision of relevant employment support services for preparation of seeking a job in the open market (Social Welfare Department, 2021d). The programme has a similar arrangement as that of the Supported Employment and the On-the-Job Training Program for People with Disabilities.

There are also some non-incentive-based initiatives for enhancing the employment opportunities of PWDs. For instance, the Selective Placement Division of the Labour Department encourages employers to employ PWDs to work at home. The initiative attempts to remove the physical barriers facing PWDs in seeking employment, such as “availability of suitable facilities and equipment at work, location of the workplace, and availability of transportation to travel to the workplace” (Labour Department, n.d., para. 1).

NGO-initiated interventions have programmes designated for i) both Pathways 2 and 3 transitions, ii) Pathway 2 transition, and iii) Pathway 3 transition. For programmes designated

for both Pathways 2 and 3 transitions, i) Project BRIGHT by Hong Kong PHAB Association, ii) Jockey Club “Project LEGEND” Employment Support Project by Hong Kong PHAB Association, iii) Project P.I.L.O. – Transition to Workplace Counselling & Supporting Service for Youth with Learning Difficulties by Hong Kong PHAB Association, iv) Jockey Club Collaborative Project for Inclusive Employment and its affiliated programmes (including Co-creation Programme by Heep Hong Society, “Diversity Works”: Internship Portal for Youth with Special Educational Needs (SEN) by The Spastics Association of Hong Kong, Inclusive Career Platform by the Centre for Civil Society and Governance of the University of Hong Kong, and “eXperiencing Delightful” Slashie Career Project by St. James Settlement), and v) Own My Path Skills Transformation Training Programme are some examples.

Regarding Project BRIGHT, the “Project LEGEND” Employment Support Project, Project P.I.L.O. - Transition to Workplace Counselling & Supporting Service for Youth with Learning Difficulties offered by the Hong Kong PHAB Association, these programmes are designated for young persons with specific categories of disabilities in their school-to-work transition through Pathway 2 and 3. For the Project BRIGHT, it supports young PWDs aged 15 to 29 with disabilities and who are in need of mental health support to strengthen their foundation of open employment through “physical training, adventure-based training, career experiential programmes and the social skill training” (Hong Kong PHAB Association, n.d.a., para. 3).

The “Project LEGEND” Employment Support Project supports young PWDs aged 17 to 35 assessed with special learning difficulties or ADHD to prepare for employment seeking through provision of internship, pre-employment training, counselling sessions, etc. (Hong Kong PHAB Association, n.d.b.).

Project P.I.L.O.—Transition to Workplace Counselling & Supporting Service for Youth with Learning Difficulties—supports young PWDs aged 15 to 29 with borderline intellectual disability or those with special learning difficulties (dyslexia, high-functioning autism, ADHD) who have completed or have yet to complete secondary education and have intention to seek employment through necessary counselling and small-group therapy sessions (Hong Kong PHAB Association, n.d.c.).

The Jockey Club Collaborative Project for Inclusive Employment and its affiliated programmes (including Co-creation Programme by Heep Hong Society, “Diversity Works”: Internship Portal for Youth with Special Educational Needs by The Spastics Association of Hong Kong, Inclusive Career Platform by the Centre for Civil Society and Governance of the University of Hong Kong, and “eXperiencing Delightful” Slashie Career Project by St. James Settlement) is a collaborative project implemented at both the mezzo- (refer to 2.4.2 for its implementation at the mezzo level) and micro levels. These programmes support young PWDs through provision of career counselling services, internship and training opportunities, and career development support services. It also supports various stakeholders (such as parents/caregivers of young PWDs, employers, NGOs, public, etc.) through workshops and relevant support services (The Hong Kong Jockey Club, 2021).

The Own My Path Skills Transformation Training Programme was introduced to provide “skills training and practical vocational experiences” (The HKFYG Leadership Institute, 2021, para. 1) to young persons aged 18 to 35 to enhance their career and financial prospects during the COVID-19 pandemic.

For programmes designated for the Pathway 2 transition, Project WORKS by Ebenezer School

& Home for the Visually Impaired is one of the examples. Through collaboration with employers at the mezzo level (refer to 2.4.2), young persons with visual impairment and studying at the Ebenezer School & Home for the Visually Impaired receive relevant school-to-work transition support at the micro level through i) promotion of inclusive employment with employers and frontline staff of corporate/organisations, ii) creation of job through a training company “Cedar Workshop”, iii) promotion of social inclusion through music inclusion programme, in which young PWDs take part in musical performances in various public occasions, and iv) discovery of their own values and abilities through a life education programme “Music Live in Hope” (Ebenezer School & Home for the Visually Impaired, n.d.).

The Thriving Grass Career Development Program by CareER is an example of programmes designated for Pathway 3 transition. It is one of the affiliated programmes of the Jockey Club Collaborative Project for Inclusive Employment implemented at both mezzo (refer to 2.4.2) and micro levels. It supports higher educated persons with disabilities and/or SEN with relevant training opportunities to build “self-confidence, improve personal competence, as well as develop leadership and communication skills” (The Hong Kong Jockey Club, 2021a, para. 3).

CHAPTER 3: RESEARCH METHODOLOGY

The study employed a mixed-method using self-administered quantitative surveys, focus group interviews, and individual interviews, to explore the experiences of young PWDs' school-to-work transition through gauging views from young PWDs and other key stakeholders. Data collection of the study included four parts: a) literature review, b) in-depth interviews with young PWDs, c) focus group interviews with other key stakeholders, and d) questionnaire surveys with young PWDs and other key stakeholders. The literature review informed the design of the interview guides for the in-depth interviews and the focus group interviews. Preliminary data collected from the in-depth interviews and the focus group interviews informed the design of the questionnaires. The study design leveraged the advantages of quantitative and qualitative methodologies to provide a more comprehensive understanding of young PWDs' school-to-work transition.

In this study, the definition of PWDs follows that of the Census and Statistics Department (2015), which includes persons who have been diagnosed with a) restrictions in body movements (hereafter referred to as “physical disability”), b) seeing difficulty (hereafter referred to as “visual impairment”), c) hearing difficulty (hereafter referred to as “hearing impairment”), d) mental illness/mood disorder (hereafter referred to as “Mental and emotional impairment”), e) Autism Spectrum Disorder (ASD), f) Specific Learning Difficulties (SpLD), and g) speech difficulty (hereafter the two categories combined and referred to as “Specific learning difficulties”), h) attention deficit hyperactive disorder (ADHD), i) intellectual disability. In addition, “multiple disabilities” is also included as one of the categories of PWDs in this study.

3.1 Literature review

The literature review provided research background by reviewing existing research and synthesizing various policies and approaches to facilitating the school-to-work transition of young PWDs in Hong Kong and that of other regions. The research team also obtained relevant information from some service operators by email. The broad range and rich data collected through the literature review allowed the research team to prepare for the in-depth interviews, focus group interviews, and questionnaire surveys.

3.2 In-depth interviews with young PWDs

The research team conducted semi-structured in-depth interviews with young PWDs to understand their experiences of school-to-work transition. Thirty in-depth interviews were conducted from January to October 2020. Ten more in-depth interviews were conducted from September to October 2021. Ethical approval was obtained from the affiliated university, and informed consent was obtained from each participant in the in-depth interviews.

The research team recruited interviewees through various NGOs and schools. The selection criteria for participants of the in-depth interviews were a) young PWDs diagnosed with disability(-ies) by a medical professional and b) aged 16 to 30 years old. Forty interviewees were recruited, of whom 19 were female, and 21 were male, with a mean age of 23.75 years old. A person's disability visibility is determined by self-identification. The representation of interviewees by nature of disability (visible or invisible disabilities) is approximately equal.

Regarding their status of the school-to-work transition, nineteen Pathway 1 interviewees were recruited, of whom 2 were in mainstream education settings of secondary schooling, 1 was in the special education setting of secondary schooling, 2 were from VTC's Shine Skills Centre, and 14 were in the post-secondary education settings. Thirteen Pathway 2 interviewees were recruited, of whom 4 were employed and 9 were unemployed. Eight Pathway 3 interviewees were recruited, of whom 6 were employed and 2 were unemployed. The socio-demographic characteristics of each interviewee can be found in Appendix 1.

Data collection was conducted by research assistants or members of the research team. The in-depth interview guides can be found in Appendices 5 and 6. In-depth interviews were conducted in Cantonese, and each lasted approximately 45 to 60 minutes. Member checks were done after the interviews, to verify the trustworthiness of the data (Birt et al., 2016).

All transcripts were recorded, professionally transcribed, and checked by the principal investigator and research assistants. Data collected from the in-depth interviews and the focus group interviews (refer to 3.3) were imported into NVivo 12 for analysis. Thematic analysis was employed. Initial codes were generated after repeated readings of the transcripts by the principal investigator and the research assistants. Initial codes were collated into potential themes related to the study. Potential themes were reviewed and assigned with meanings before the themes were collated into the final report.

3.3 Focus group interviews with other key stakeholders

The research team conducted 11 focus group interviews (2 parent/carer groups, 2 teacher/instructor groups, 2 employer groups, 2 employee groups, and 3 social worker/counsellor/social service practitioner groups) from January to October 2020. Ethical approval was obtained from the affiliated university, and informed consent was obtained from each participant of the focus group interviews. The sample size of each category of participants can be found in Table 11.

Participants included: a) parents/carers of young PWDs; b) teachers/instructors at special schools, mainstream schools, skills training centres, and integrated vocational training centres; c) employers with and without experience employing young PWDs; d) employees with and without experience working with young PWDs; and e) social workers/counsellors/social service practitioners of employment services of young PWDs. The socio-demographic characteristics of these participants are detailed in Appendix 2. Participants in the teacher/instructor focus group interviews were recruited from skills training centres, vocational training centres, NGOs, special schools, and mainstream schools. Participants in the social worker/counsellor/social service practitioner focus group interviews were recruited from vocational rehabilitation centres, counselling units of universities, and social workers/counsellors/social service practitioners with experience serving young PWDs. Parents/Carers of young PWDs in the focus group interviews were recruited from NGOs. Participants in the employer and employee focus group interviews were recruited from various industries, such as catering, IT, engineering, tourism, and finance. The respondents were recruited via a snowball sampling procedure and the research team's professional network. The rank of the employees who participated in the focus group interviews is non-managerial staff. Each focus group interview consisted of six to eight participants, as suggested by Krueger (2014), and led by a member of the research team. The data collected from the focus group interviews were analysed using the same procedure employed for analysing the data of the in-depth interviews.

Table 11. Sample Size of In-depth Interviews and Focus Group Interviews

| | Young PWDs | Teachers /Instructors | Parents/ Carers | Social workers/ Counsellors/ Social service practitioners | Employers | Employees |
|--|------------------------|-----------------------|-----------------|---|----------------|----------------|
| Type and number of interviews/ Sessions | 40 in-depth interviews | 2 Focus groups | 2 Focus groups | 3 Focus groups | 2 Focus groups | 2 Focus groups |
| Sample size | 40 | 12 | 15 | 23 | 9 | 14 |

3.4 Quantitative surveys with young PWDs and other stakeholders

A battery of self-administered questionnaires was developed for young PWDs and each type of stakeholder (parents/carers, social workers/counsellors/social service practitioners, teachers/instructors, employers, and employees). Seven versions of the questionnaires were employed for the study. Views from parents/carers, teachers/instructors, and social workers/counsellors/social service practitioners were gauged to understand their perceptions of young PWDs’ barriers to and facilitators of school-to-work transition of young PWDs, and employers’ and employees’ attitudes towards hiring and working with young PWDs were gauged. An introduction letter, consent form and batteries of questionnaires were distributed to these participants from April 2021 to October 2021. Participants were given gift certificates as a token of appreciation. The distribution and breakdown of participants in the surveys can be found in Table 12. A total of 1421 participants completed the survey: a) young PWDs in schooling ($N= 304$), b) young PWDs completed secondary education and in the labour market ($N= 223$) c) young PWDs completed post-secondary education and in the labour market ($N= 146$) (young PWDs completed either secondary or post-secondary education attempted the same questionnaire),d) parents/carers of young PWDs ($N= 193$), e) social workers/counsellors/social service practitioners serving young PWDs ($N= 111$), f) teachers/instructors of young PWDs ($N= 155$), g) employers ($N= 161$), and h) employees ($N= 128$).

Of the 304 young PWDs in schooling, 182 (59.9%) were in secondary schooling (i.e., Pathway 1a transition) and 122 (40.1%) were in post-secondary schooling (i.e., Pathway 1b transition). Of the 182 respondents in secondary schooling, 81 (44.5%) were in mainstream education settings, and 101 (55.5%) were in special education settings. The mean age of this group of young PWDs was about 19. Of the 122 respondents in post-secondary schooling, 45 (36.9%) were doing a diploma or associate degree, and 77 (63.1%) were doing a bachelor’s degree or higher. The mean age of this group of young PWDs was about 22. Of the 223 young PWDs who completed secondary education and in the labour market, 54 (24.2%) were in full-time employment, 76 (34.1%) were in part-time employment, and 93 (41.7%) were unemployed. The mean age of this group of young PWDs was about 25. Of the 146 young PWDs completed post-secondary education and in the labour market, 86 (58.9%) were in full-time employment, 29 (19.9%) were in part-time employment, and 31 (21.2%) were unemployed. The mean age of this group of young PWDs was about 26. More demographics of other categories of respondents can be found in Chapter 6.

Table 12. Sample Size of Surveys

| | | | | | |
|--------------------|--|--|---|-----------------------------|-----------------------|
| | Young PWDs in secondary/post-secondary schooling | Young PWDs completed secondary education and in the labour market | Young PWDs completed post-secondary education and in the labour market | Teachers/Instructors | Parents/Carers |
| Sample size | 304 | 223 | 146 | 155 | 193 |
| | Social workers/Counsellors/social service practitioners | Employers | Employees | | |
| Sample size | 111 | 161 | 128 | | |

Some instruments used in the study were developed by other researchers, and some were developed by the research team for the study. Details of the instruments used for each version of the questionnaires are specified in Table 13. The questionnaires for young PWDs (in schools and working or between jobs) and for other stakeholders (i.e., parents/carers, social workers/counsellors/social service practitioners, teachers/instructors, employers, and employees) can be found in Appendices 3 and 4 respectively. Existing Chinese versions were available for some instruments for the study. For instruments that were originally developed in English or for those of the Chinese version cannot be requested from the original author, the items were translated following forward-back translation methodology (Behling & Law, 2000). Items were first translated from English to Chinese and were compared with each other. Differences were reconciled through appropriate adjustments. Two bilingual professionals in the mental health field then translated the processed Chinese version back into English. Afterwards, the research team evaluated the original scales and had those scales back-translated. Items that indicated biased translation were discussed and evaluated again.

Data input and analysis was conducted by SPSS 27. Descriptive analyses, chi-square, and regression were employed to illustrate key characteristics of different categories of respondents and examine the relationships among different variables employed to understand the perceptions of young PWDs and other key stakeholders in the context of school-to-work transition of young PWDs, through identification of similarities and differences in their perception, and other factors that influence school-to-work transition of young PWDs in Hong Kong.

Table 13. Instruments Used in Surveys of Young PWDs and Different Stakeholders

| Variables | Number of Items | | | | | | | Cronbach's α in previous studies ¹ | References |
|--|-------------------------|--|-----------------|-----------------------|---|-----------|-----------|--|---------------------------------------|
| | Young PWDs in schooling | Young PWDs completed secondary/post-secondary education and in the labour market | Parents/ Carers | Teachers/ Instructors | Social workers /Counsellors/ Social service practitioners | Employers | Employees | | |
| Background Information | 21 | 24 | 16 | 6 | 7 | 15 | 16 | - | - |
| (Perceived) Self-Stigma | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 0.92 | Mak & Cheung (2010) |
| Fears of Employment and Employment Values | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 0.74 | Hielscher & Waghorn (2017) |
| Disability Discrimination | 12 | 13 | 13 | - | - | - | - | - | Morrisey (2010) |
| Disability Disclosure | 5 | 6 | - | - | - | - | - | - | - |
| (Perceived) Confidence for Schooling and Difficulty in Schooling | 21 | - | 21 | 21 | 21 | - | - | - | Parsons et al. (2009) |
| Perceived Support of Different Stakeholders | 20 | 20 | 20 | 20 | 20 | - | - | - | - |
| Accommodation and Provisions | 18 | 20 | - | - | - | 18 | 18 | - | Zwerling et al. (2003) |
| Job Search Self-efficacy* | 14 | - | - | - | - | - | - | 0.93 | Saks et al. (2015) |
| Career Decision Self-efficacy* | 22 | - | - | - | - | - | - | 0.91 | Jin et al. (2009) |
| Perceived Social Support (Family and Friends) | 5 | - | 12 | - | - | - | - | 0.86-0.94 | Chou (2000) |
| Perceived Social Support (Teachers/Instructors) | 5 | - | - | - | - | - | - | - | - |
| Educational support at schools | - | - | - | 5 | - | - | - | - | - |
| Teaching and learning arrangements at schools | - | - | - | 18 | - | - | - | - | - |
| Parental Related Career Support* | - | - | 22 | - | - | - | - | 0.92 | Cheng & Yuen (2012) |
| Attitudes of Employees with Disabilities | - | - | - | - | - | 18 | - | - | Rodriguez et al. (2020) |
| Co-worker Relationship with Disability Employees | - | - | - | - | - | 9 | - | - | Equal Opportunities Commission (2010) |
| Acceptance of Different Disability types | - | - | - | - | - | 10 | 10 | - | - |
| Co-worker Acceptance of Employees with Disabilities | - | - | - | - | - | - | 24 | 0.79 | Breen (2019) |

*Some items from these instruments were excluded by the research team for the present study

¹Cronbach's (α) value measures how closely related a set of items are as a group. A higher value indicates a higher level of reliability.

CHAPTER 4: FINDINGS OF INDIVIDUAL INTERVIEWS WITH YOUNG PWDs

Semi-structured interviews were conducted with 40 young PWDs for the following purposes: (1) to illuminate the experiences of young PWDs who were doing/completed secondary education and those who were doing/ completed post-secondary education through Pathway 1a or 1b, (2) to illuminate the experiences of young persons with visible disabilities and those with invisible disabilities in different transition pathways, and (3) to understand their experiences of school-to-work transition, such as various challenges and obstacles encountered in the process of school-to-work transition, facilitators and accommodation pertaining to their smooth school-to-work transition, and comments on the current policies related to their school-to-work transition for informing future policy improvements.

Four major pathways of transition of young PWDs are discussed in this chapter: (1) from secondary education to post-secondary education (i.e., Pathways 1a and 1b), (2) from secondary education to work (i.e., Pathway 2), and (3) from post-secondary education to work (i.e., Pathway 3).

4.1 Process of young PWDs' transition from secondary education to post-secondary education

The transition from secondary education to post-secondary education of young PWDs is critical for their future development. Although further study decisions were made by young PWDs' parents/carers in some cases, most made these decisions primarily on their own. Like other young persons, they selected study programmes with respect to their interests and career aspirations. Pragmatic considerations such as public examination results and future labour market demands also affected their choices.

The availability of support and accommodation for PWDs offered by post-secondary institutions was not mentioned by the interviewees as an influential factor affecting their choices. They had only general ideas about universities' policies to support students with SEN. Yet, Interviewee 31 reported that she stopped considering a particular university because she found some of its staff demonstrated negative attitudes towards PWDs on an information day of that university.

Due to unstable health conditions, some young PWDs had additional considerations for selecting their study path. Interviewee 35 reported that her visual impairment limited her choice of subject areas.

"I did not select science subjects [at university] because there is a requirement of accuracy in scientific experiments." [University student with visual impairment, aged 18, F, Interviewee #35]

Likewise, Interviewee 12 gave up a conditional offer of studying accounting at university. After discussing with his parents, he considered it would be too stressful for him to be in the accounting field, given that he experienced depression and was less capable of coping with stress.

Disability-related barriers discouraged some of them from pursuing further study. After finishing her Diploma Yi Jin at the Vocational Training Council (VTC)'s Shine Skill Centre, Interviewee 21 gave up the idea of pursuing further studies.

“Without provision of sign language interpretation service in the learning programme, I wouldn't understand what my teachers were talking about in class.” [Young person working full-time with hearing impairment, graduated from skills training centre, aged 30, F, Interviewee #21]

Some young PWDs considered that the selection of a learning programme was a matter of striking the right balance between usefulness and anticipated difficulty. Interviewee 4 realized that obtaining a qualification from the Institute of Vocational Education (IVE) (for mainstream students) should be more helpful for her to get a job than would a qualification from the Shine Skills Centre (for PWDs). She knew that studying at IVE may be a bit difficult for her. Although she tried to do a course at the IVE first, she considered that:

“The [Shine] Skills Centre can be a ‘hiding place’ for me. If I did not adapt to campus life at IVE, I could return to the Skills Centre. The teachers and social workers there particularly care about our needs—students with a disadvantaged background.” [Unemployed young person with physical disability and hearing impairment, finished a diploma, aged 27, F, Interviewee #4]

4.2 Factors unfavourable to young PWDs' transitioning from secondary education to post-secondary education

Despite their disabilities, there have been increasing number of young PWDs who are able to pursue post-secondary education, but their transition from secondary education to post-secondary education was far from smooth. The findings below reveal various learning challenges that young PWDs encountered in the process of school-to-work transition. Five main, interrelated factors were identified: 1) Difficulty in concentration, 2) Inconveniences encountered during the learning process, 3) Difficulties in interacting with peers at schools, 4) Issues associated with disability disclosure, and 5) Schools' rigid arrangements.

4.2.1 Difficulty in concentration

Disabilities impose various limitations for young PWDs. Difficulty in concentration was one of the challenges faced by young persons with mental and emotional impairment and ADHD. These young PWDs experienced hardships in sustaining concentration on a specific task, often leading to difficulties in learning.

Although some young PWDs obtained an offer at university, difficulty in concentration significantly affected their studies.

“When I took the [HK]DSE [Hong Kong Diploma of Secondary Education], [I] could focus on and understand the first paragraph of the text after reading it three or four times. [But] when I read the second paragraph, I didn't remember the last paragraph.” [University student with ADHD, aged 21, F, Interviewee #30]

Difficulty in concentration in university study also had negative effects on young PWDs' academic performance.

“I think ADHD affected my study at university. I was born with this disability. When comparing my performance with that of other classmates, I cannot concentrate for a long time in class. I may be able to concentrate on the lecture for the first hour. I need to take a rest for around 10–20 minutes to energise myself afterwards.” [University student with ADHD, aged 21, F, Interviewee #1]

“It’s hard to concentrate, which affects thinking, [which] affects emotions...emotions, management...when I am in post-secondary education, I feel like my reactions, responses are slower than those of my peers.” [University student with depression and psychosis, aged 21, M, Interviewee #8]

“For us as persons in mental health recovery, [learning] can be very challenging. We cannot concentrate [during learning]. If the stress level is too high, auditory hallucinations may arise which interfere and are harmful to learning.” [University student with depression, aged 23, M, Interviewee #12]

“During the manic phase, there are many thoughts in [my] mind. There are a lot of thoughts running across from [my] brain, thinking a lot of irrelevant things, unstoppably.” [University student with bipolar disorder, ADHD, and generalised anxiety disorder, aged 26, M, Interviewee #13]

4.2.2 Inconveniences encountered during the learning process

Young persons with visible disabilities, such as physical disabilities and visual impairments, often reported many inconveniences in daily life due to their disability and the associated problems that they had to overcome. These inconveniences negatively affected their learning process.

“When I was a university student, I woke up at 6:00 am for a class scheduled at 9:30 am on campus. As a wheelchair user, I had to sacrifice my sleep to commute between school and home. It was a major issue in my learning journey.” [Young person working full-time with spinal muscular atrophy, graduated from university, aged 26, F, Interviewee #18]

“Lecturers often require us to read assignments before the lectures. They sometimes upload documents without an embedded speaking function. I can’t read the articles without the speaking function. I will then lose the chance to study them before class, which hugely affects my learning at university.” [University student with visual impairment, aged 23, M, Interviewee #22]

Although living in a residence may save travelling time and reduce inconveniences experienced by students with disabilities, the campus environment might create difficulties for some of them.

“I encounter difficulty in returning to my hall [of residence] at night. I need to take four lifts from teaching buildings to my hall [of residence]. I can’t press the lift button, so I must wait for someone to enter the lift with me or bring a flashlight with me.”

[University student with visual impairment, aged 20, F, Interviewee #32]

Young PWDs who had attended special schools prior to post-secondary education found their new chapter of study life particularly challenging, because the post-secondary education settings necessitated further adaptation without much intensive and personalised support from school.

“There were indeed a lot of things to adapt to. Physically, there might be no one to rely on. A lot of things [I] need to think how to cope with [on my own]. Thus, I encountered a lot of difficulties.” [Young person working full-time with spinal muscular atrophy, graduated from university, aged 26, F, Interviewee #18]

Interviewee 33 found that there was a huge difference between special school and post-secondary education, regarding class size and teachers’ attention to her learning needs.

“In the past [attend school in special education settings], there were six students in class. It was easier for teachers to observe the progress of each student. I could ask the teacher individually when I didn’t understand what was taught in the class. I now feel uneasy and frustrated, as I now have 50 classmates. It has become a barrier to my learning.” [Higher diploma student with cerebral palsy and physical disability, aged 21, F, Interviewee #33]

Young persons with hearing impairments said that learning at university was more challenging than it was in secondary school because the existing sign language vocabularies were not updated enough to support the translation of new vocabularies they came across in their study.

“When [professors] speak without getting close to the microphone, I can hear [something] but it’s very hard for me to hear [clearly what exactly 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, aged 28, F, Interviewee #5]

“Perhaps not many persons with hearing impairment pursue university study. Hence, how can some words be expressed as sign language when they have not appeared previously?” [Young person working full-time with hearing impairment, graduated from university, aged 30, F, Interviewee #20]

Interviewee 32 mentioned the inconveniences she encountered in her learning process at university.

“It’s almost impossible for me to take notes in class. I could only ask the classmates next to me who had finished, to lend their notes to me. If I wanted to do coding, it would be very inconvenient, because I had to follow teacher [instructions] to do it, so I couldn’t see it even if he tried to enlarge it. I could only listen to my notes and try to understand [the content].” [University student with visual impairment, aged 20, F, Interviewee #32]

4.2.3 Difficulties in interacting with peers at schools

Social interaction is a critical aspect of school life. Interviewees with visible disabilities in general did not report interpersonal difficulties with their peers at schools. However, it was

common for interviewees with invisible disabilities such as depression, ADHD, autism spectrum disorder, and psychosis reported interpersonal difficulties with peers.

“The hardest thing for me was how to cooperate with others. I recall that when I worked on the final year project with my course mates, I often found I had different opinions from theirs. I could not accept their views. So, we had many conflicts.” [Young person working part-time with ASD, graduated from university, aged 27, F, Interviewee #7]

Some young PWDs worried that their disability-related limitations might not be accepted by their peers.

“I often speak more slowly when I am doing a group presentation. It has embarrassed my course mates. I know they do not like me.” [University student with depression and psychosis, aged 21, M, Interviewee #8]

Interviewee 21 mentioned her negative interpersonal experience at schools.

“I was the only student with hearing issues in class. Other classmates did not actively talk to me, as I could not have smooth communication with them. In fact, I had to do group projects with them. I was the last student to be included in a project group as usual. I could not keep up with the school curriculum.” [Young person working full-time with hearing impairment, graduated from skills training centre, aged 30, F, Interviewee #21]

Some young PWDs who were on prescribed medication also reported side effect(s) of medication (e.g., irritability and fatigue) aggravated their interpersonal difficulties.

“Conflicts with my classmates? I think I initially have problems living with my classmates. Medication makes things even worse.” [University student with ADHD, aged 21, F, Interviewee #30]

The above negative experiences in secondary schools worried young PWDs in engaging in further social interactions and collaborations with their classmates, which may hinder their motivation to pursue post-secondary education.

4.2.4 Issues associated with disability disclosure

Disability disclosure was a common issue among young PWDs. Disability is a label that confers uneasiness. The label embarrassed young PWDs when they were with their classmates.

“More than often [professors] intentionally came to me in person because they wanted to know my exam schedule or asked me if I needed more time [during exams]. I don't like the way they reached out to me—my disability may be overheard by others, as they spoke loudly.” [University student with ADHD, aged 21, F, Interviewee #1]

They felt uncomfortable about disclosing their disability to others at university, because it drew unwanted special attention.

“When filling in the admission form, there should be a question asking if you have a disability. If you indicate it, you will be treated specially. But you don’t know how they [university staff] will perceive you and don’t know how they will handle your case.” [University student with depression and psychosis, aged 21, M, Interviewee #8]

Some young PWDs worried that others may think that they wanted special treatment by disclosing their disability.

“Perhaps my academic performance at university is not bad, so some of my classmates who know my situation [my disability] said: Well, your disability is not serious, and it is hard for others to notice it. It sounded like they were saying that I wanted [use my disability] to take advantage [of my disability].” [University student with ADHD, aged 21, F, Interviewee #30]

4.2.5 Schools’ rigid arrangements

Some interviewees reported that some schools’ arrangements impeded their learning process. They mentioned that provision of some accommodation was not appropriate and sometimes did not cater for their needs stemming from their disability. Interviewee 22 mentioned his experience of preparation for the public examination.

“How can I sit the Hong Kong Diploma of Secondary Education [when I don’t know how to use Braille]? But the staff insisted that students have to do that, so I had to sit the Part I (Reading Comprehension) paper by using Braille, not by listening. I was only allowed to sit the [reading comprehension] paper by listening until declaring that I can’t really use Braille, in the last semester of Form 5.” [University student with visual impairment, aged 23, M, Interviewee #22]

Young PWDs also reported that some teaching arrangements did not take their limitations stemming from their disability into consideration, making it difficult for them to participate in learning process at university.

“As a student with disability, I can say that the attitude of the professors towards disability is very important. [For example,] it is necessary for the professor to wear a microphone in class, so that his or her voice can be directly transmitted to my hearing aid.... In the past, there was a professor who rejected wearing it [microphone] ...at that time I was quite puzzled.... At the end he agreed to wear it although he seems to be rather unwilling. The professor was not considerate. So, from my perspective as a student with disability, I’d say the professors’ awareness of disability should be strengthened and they should know how to accommodate us.” [University student with hearing impairment, aged 22, F, Interviewee #10]

“I got used to getting into classrooms via the same route every semester, but some professors preferred to conduct a class on the lawns, or they suddenly switched to another classroom by sending us an email two hours prior to class. This makes me feel panicky. I have a habit of sticking to a certain routine for things. If you suddenly want to change, you need to give me at least one day in advance to overcome anxiety.” [University student with visual impairment, aged 23, M, Interviewee #22]

4.3 Support facilitating young PWDs' transitioning from secondary education to post-secondary education

4.3.1 Use of information and assistive technologies

Despite encountering numerous challenges and obstacles, young PWDs identified support conducive to their learning at university. Assistive technologies are quite convenient nowadays, young PWDs mentioned it as one of the facilitators.

"[The arrangements of] lectures are quite good now; everything is electronic and computerized, [lecture notes] are uploaded onto Blackboard quite early before class, so we can download them ourselves. The format is often in Word file, or sometimes in PowerPoint format so we can read it easily." [University student with visual impairment, aged 23, M, Interviewee #22]

"Visual acuity is quite simple; we need to use assistive technology software on computers... according to the software [the text needs to be enlarged] to a [certain degree according to] vision level. Simply put, my software for enlarging [text] needs to enlarge the text of the whole screen to 12 times, so for PowerPoint and notes it's ok, but for the PDF journal [articles], it is rather difficult." [Young person working full-time with visual impairment, graduated from university, aged 28, M, Interviewee #24]

4.3.2 Accommodation at schools

Young PWDs mentioned that flexibility in examination arrangements and provision of assistive equipment were important facilitators in their learning journey. They generally appreciated the accommodation they had obtained. Interviewee 31 appreciated the special arrangement offered to her regarding accommodation at university.

'Each room originally should accommodate two students. My university allowed me, with my helper, to occupy a room. Renovations were made for me, and a transfer crane and shower chair were installed in the room, coupled with the provision of a wheelchair for me to use.' [University student with muscular dystrophy and physical disability, aged 23, F, Interviewee #31]

Other interviewees also recognized the importance of accommodation in facilitating their learning process.

"The university tries its best to provide study materials with a speaking function to me. I think that is warm accommodation for a visually impaired student like me." [University student with visual impairment, aged 23, M, Interviewee #22]

"I received special treatment. Usually, my university requires students to attend class according to their own class schedule. But as I need to attend medical follow-ups, the university exercises flexibility in my case, allowing me to attend other available class time slots, and I only need to inform the professor about my request just before the session." [University student with depression, aged 23, M, Interviewee #12]

Symptoms (e.g., concentration difficulties) and side effect(s) of medications affect young PWDs' overall performance. With such difficulties, young PWDs may not be able to unleash

their full potential in the learning process. Therefore, assessment accommodation was crucial to remedy the situation. Extension of examination time and assignment deadlines, and special arrangements of group projects were examples of accommodation they mentioned.

“Sometimes exams are only 2 to 3 hours long. This makes me quite nervous. Having more time would alleviate my situation by allocating 60 to 70% of the time to complete the exam. I would not use all the time. I will turn in my exam paper early. This makes me more comfortable and feel at ease. If you only give me very short periods of time to complete a task, I would be very nervous and forget the things that I had studied.” [University student with ADHD, aged 21, F, Interviewee #1]

“[Regarding] support, maybe the exam table and chair [can be considered as one]. My table [at that time] was slightly larger than the ordinary one.” [Unemployed young person with chronic illness, finished a master’s degree, aged 25, M, Interviewee #2]

“I have 50% extra time to do school exams. I am allowed to extend the deadline for my assignment submissions.” [University student with depression, aged 23, M, Interviewee #12]

“I sat exams with a take-home arrangement, so it is like I wrote an essay in a given timeframe. Yes, I was given extensions [deadline extensions], but had take-home exams. That means other students may have to attend the exam on campus, but I can [complete the exam] at home.” [Young person working full-time with visual impairment, graduated from university, aged 28, M, Interviewee #24]

Though some degree of accommodation is provided adequately by the school, interviewees as mentioned in 4.2.5 revealed limitations of some schools’ arrangements. It shows that accommodation was provided on a case-by-case, or ad-hoc basis, which is worth noting.

Despite the advancement in support and access for young PWDs entering post-secondary education, many interviewees found it difficult to gain access to employment. Often, young PWDs need additional support for job-seeking. The section below reports young PWDs’ experiences of transitioning to the labour market, providing important insights into their experiences of the transitions from secondary education or post-secondary education to work. The various challenges and obstacles they encountered in their actual transition from school to work are also discussed.

4.4 Process of young PWDs’ transition from secondary education or post-secondary education to work

Many interviewees reported that they wanted to find a job after completing secondary and/or post-secondary education. But the motivation for job-seeking varied from person to person. Expectedly, making a living was their prime reason for getting a job. Some interviewees considered entering the labour market simply because they were unable to pursue further studies. For example, Interviewee 15 had no idea about what career he wanted to pursue.

“Studying is so difficult for me. Hence, getting a job has become the only option for me.” [Young person working full-time with a slow learning disorder and ADHD, graduated from secondary school (special), aged 24, M, Interviewee #15]

Likewise, Interviewee 37, who graduated from a mainstream secondary school, was unable to catch up with his studies after making attempts at two post-secondary institutions. He therefore gave up his studies and started working. Another interviewee reported that she needed a job because this was a prerequisite for her to stay in her hostel (operated by an NGO).

Job security was another common criterion for their job selection. Many interviewees aspired to have a stable job. Nevertheless, they tended to have no concrete career plans. It seems that there have been relatively negative career aspirations among them, and some even demonstrated an “I don’t care attitude”.

“What is the job I’d like? Indeed, when I look for a job, I do it in a perfunctory way. It is okay for me to find whatever job with a computer in an office setting.” [Unemployed young person with physical disability, graduated from secondary school (special), aged 30, M, Interviewee #6]

Interviewee 16 did not limit the scope of his job-seeking for a very different reason. He wanted to conduct a broader job search to allow himself to gain a wide range of experiences.

“I am going to find a job and try it first. If I like it, I would stay. I know there are limited job opportunities. But I want to explore variety of them before I decide my career path.” [Young person working part-time with ADHD, graduated from secondary school (mainstream), aged 19, M, Interviewee #16]

Some interviewees felt frustrated with difficulties encountered in job-seeking. These experiences also discouraged them from realising their career aspirations.

“I want to work as a clerk, which allows me to apply what I learned. But it would be hard to achieve this objective. I consider I am competent to do [the clerk job], but no employers hire me [as a clerk].” [Unemployed young person with physical disability and high-functioning autism, graduated from secondary school (special), aged 25, M, Interviewee #19]

“I want to work as an office assistant, but I got no response after making several job applications. Only job positions like cleaner, and some other positions like that are available. I consider those jobs are not suitable [for me]. I became less active in making job applications.” [Unemployed young person with ASD, graduated from secondary school (mainstream), aged 30, M, Interviewee #37]

One interviewee reported that she was not going to get a full-time job in the labour market because this would lead to a deduction in her welfare payment (Ultra Expensive Drugs Programme, Community Care Fund) from the Government.

4.5 Factors unfavourable to young PWDs’ transitioning from secondary education or post-secondary education to work

Employment is vital and beneficial for young PWDs’ social and psychological development, as it facilitates full participation into mainstream society. Young PWDs can perform well in a variety of jobs and generally have a desire to work. Yet, barriers to employment are numerous. Young PWDs with post-secondary educational qualifications did not enjoy a competitive advantage compared to their counterparts without such qualifications. The barriers facing them

range from individual level to societal level, such as: 1) Limitations caused by impairments, 2) Low self-confidence, 3) Limited job options, 4) Lack of barrier-free access facilities in the workplace, and 5) Lack of acceptance of PWDs.

4.5.1 Limitations caused by impairments

Having a disability may impose limitations on young PWDs in functioning and emotional management. This may be due to the unique characteristics of different disabilities or the influence of medication. These limitations may affect young PWDs' work performance and ability to seek a job. Often, young PWDs require more time to adapt to work environment.

“[My] memory is not as good as [that of] others, so for every job [environment] I need extra time to adapt... this is a major issue.” [Young person working part-time with ADHD, graduated from secondary school (mainstream), aged 19, M, Interviewee #16]

Young PWDs also reported anticipated barriers stemming from their disabilities in the job-seeking process rendered them less likely to be considered by employers. Limitations stemming from a disability and their physical or health conditions are also issues for young PWDs who managed to make a transition from post-secondary education to work. It seems that, regardless of the level of education, this is an issue for young PWDs.

“[My] weakness is mainly due to the influence of medication; my physical fitness is poor. Physical fitness does not only refer to sports activities but also mental aspects...since medical follow-ups are required quite often, I need to take sick leave quite often.” [University student with depression, aged 23, M, Interviewee #12]

Interpersonal relationships in the workplace are also an area of concern. Some young PWDs encountered difficulties in emotional management, leading to increased likelihood of conflict with their workmates. It may be hard for them to retain their employment as a result. Such limitations stemming from the disability may affect the employers' impression of young PWDs.

“My boss complained ... my colleagues complained that I was two minutes late. I just went to the toilet, [but] he made a remark that I was late. I felt angry and got into a heated argument with my boss. In the end, I was asked to leave [the job].” [Unemployed young person with ASD and ADHD, finished secondary 3 (special), aged 18, M, Interviewee #14]

“I do things slowly. Every time I tackle a task, I make sure [clarify] how to do it. By double-confirming with the supervisor, sometimes I may ask three or four times, or if I don't hear clearly, I may ask [back and forth] five or six times. It's rather time-consuming.” [University student with hearing impairment, aged 22, F, Interviewee #10]

As there is no public psychiatric specialist outpatient clinic service in the evening or on weekends, Interviewee 38 considered it a barrier to employment.

“One thing is troublesome. I am now on medication and need to attend follow-ups every month. When I get a job, I will need to take leaves, which will be inconvenient.” [Unemployed young person with depression and psychosis, graduated from university, aged 25, F, Interviewee #38]

4.5.2 Low self-confidence

A disability may have a negative effect on self-perception. Low self-confidence was a common issue reported by interviewees. It hindered their readiness in job-seeking.

“I do not have enough competence to do a job. I am unskilled.” [Secondary student with ASD, aged 16, M, Interviewee #29]

This was also mentioned by young PWDs with post-secondary qualifications. However, the negative effect of low self-confidence was more significant on young persons with invisible disabilities, such as mental and emotional impairment and ADHD.

“[I am] quite tense. I am worried that I do not concentrate enough, as I will be inferior to my colleagues. I really want to do my part well, but I am stressed about it.” [University student with ADHD, aged 21, F, Interviewee #1]

“I tend to perceive myself in a more negative manner than positive... since a few years ago, I have felt more dissatisfied with myself. Because... my ability in handling interpersonal issues seems to be inferior to that of other people.” [University student with depression and psychosis, aged 21, M, Interviewee #8]

Young persons with intellectual disabilities generally encounter difficulties in expressing themselves. It was reported that repeated unsuccessful experiences in seeking a job jeopardised their self-confidence, especially by those who received secondary education or vocational training.

“Having a disability makes it difficult for me to find jobs. Even expressing myself [ideas] to a classmate in school makes me nervous. Then how can I communicate with colleagues at work in the future?” [Student in skills training centre with intellectual disability, aged 22, M, Interviewee #27]

“I tried three jobs. None of them lasted more than a year. I lost confidence in finding jobs because of my bad experiences at work.” [Unemployed young person with ASD and ADHD, finished secondary 3 (special), aged 18, M, Interviewee #14]

4.5.3 Limited job options

Young PWDs need to make additional considerations regarding job choices that are compatible with their disability-related limitations. This may limit their job options, and therefore become another obstacle to job-seeking. Young PWDs reported that they felt frustrated with the limited job options.

“Nowadays there should be a lot of people with disabilities who graduated. After leaving [school], they want to re-enter society, but they don’t even get a job. [We can] either do packaging or clerical work.” [Unemployed young person with physical disability and hearing impairment, finished a diploma, aged 27, F, Interviewee #4]

“If so, will there be some positions [with tasks] that are less repetitive? I learned that some visually impaired friends do massage, and others do packaging, who are limited to these kinds of jobs... Are there persons with visual impairment who have ability, but their potentials are not restricted by the limited job options?” [University student with

visual impairment, aged 23, F, Interviewee #34]

Social labelling and discrimination limit their job opportunities. Government departments and different NGOs seem to play an important part in rectifying this issue by matching young PWDs with job positions in the labour market. Yet the scope of job positions is limited, and the business sector does not seem to play its part in providing an inclusive work environment or in being aware of the needs and capabilities of young PWDs.

“There is a so-called career pilot scheme organised by the Labour Department. The staff [social workers] just helped me to seek job openings from the Labour Department. Well, I just feel, and it rather seems that the job varieties [that they offer] are sometimes rather limited.” [Young person working part-time with ADHD, graduated from secondary school (mainstream), aged 19, M, Interviewee #16]

Some young PWDs attributed their unemployment status to the COVID-19 pandemic. It is common for young PWDs to work in catering services and public libraries. Due to the pandemic, many of these services temporarily closed, and some of young PWDs were laid off. Having a disability coupled with a low level of education make it even harder to access the labour market during an economic downturn.

Though NGOs provide career support services to young PWDs with higher educational attainment, some young PWDs thought those services were not effective enough to facilitate their school-to-work transition.

“I think the social positioning of CareER [an NGO] is OK, but what seems to be the problem is all the job positions they offered are from top companies. Some young PWDs may not meet their conditions [standards] ... yet the jobs that the Labour Department [Selective Placement Scheme] offers are not really viable options, as they are jobs that pay much lower than the market wage.” [Unemployed young person with chronic illness, finished a master’s degree, aged 25, M, Interviewee #2]

Also, the engagement from the business sector is rather limited. Some young PWDs also expressed different concerns regarding providing young PWDs with job opportunities.

“Even if there are full-time job openings in the [open] market, I feel that they [employers] are not very willing to employ graduates with disabilities.” [University student with chronic illness, aged 26, M, Interviewee #25]

“Big companies, basically already have a stable workforce, but small companies have many concerns [like] efficiency, and because they have limited human resources, every staff member may have to work more; that is another concern.” [Young person working part-time with visual impairment, graduated from university, aged 29, F, Interviewee #23]

Full-time jobs are rarely offered to young PWDs due to the stigmatisation of employers. Hence, they are often stuck with part-time and low-skilled required jobs or even unemployment, unable to achieve their career aspirations despite having attained post-secondary educational levels.

4.5.4 Lack of barrier-free access facilities in the workplace

Young persons with physical disabilities mentioned that a lack of barrier-free access facilities imposed additional inconvenience, during job-seeking or adapting to the work environment.

“I don’t know whether there are barrier-free facilities there [location]. If there are no such facilities, and I only realise it when I get there then...although I wanted to attend the interview, if it turns out I can’t access [the location] there, then I can’t attend the job interview.” [Unemployed young person with physical disability, graduated from secondary school (special), aged 28, M, Interviewee #3]

“Some PWDs, like me with physical disabilities, when they go out [they] need other people to help them. When they take transportation, they need other people to help them, so [to make things easier] some family members hire domestic helpers to help them [PWDs] to go here and there. But the workplace may not have the facilities to cater for [the PWDs and the domestic helpers], so even if they [the PWDs] can cognitively handle it [the job], but facilities are not adequate, then it is very hard for them [PWDs] to achieve what they have in mind.” [Unemployed young person with physical disability, graduated from secondary school (special), aged 30, M, Interviewee #6]

Barrier-free facilities such as accessible toilets are particularly essential for young persons with physical disabilities.

“Facilities are a problem. Accessible toilets. I haven’t been to the location, so it’s impossible for me to check out [the environment] before I attend each job interview. Many people wouldn’t know about their work environment when they seek a job. You only realise when you get there; a challenge that we always encounter. Sometimes we attend an interview, then it is the facilities that let you down, and that’s frustrating. Transport is another issue... some international large firms can provide a variety of [barrier-free] facilities [for young PWDs], yet for small and medium enterprises, there are no such facilities [so it is harder to be employed] ...” [Young person working full-time with spinal muscular atrophy, graduated from university, aged 26, F, Interviewee #18]

Interviewee 31, who has spinal muscular atrophy, needs a restroom with a table, recalled her internship experience.

“I encountered difficulty when using the toilet. Although an accessible toilet was available, there was no table inside for me to change my diaper. I did not urinate for a few hours and only went to the toilet when I returned home.” [University student with muscular dystrophy and physical disability, aged 23, F, Interviewee #31]

4.5.5 Lack of acceptance of PWDs

Young PWDs, regardless of their disability type, found job-seeking extremely tough. The interviewees considered the major reasons were a lack of openness and acceptance of PWDs in the labour market.

“Imagine if the boss was aware of [the jobseeker’s] autism; they would not be confident in hiring [the PWD].” [Unemployed young person with ASD and ADHD, finished

secondary 3 (special), aged 18, M, Interviewee #14]

“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 about my situation...whether there is anything they needed to pay special attention to, and then I said I am a wheelchair user...and it turned out they asked me to wait until further notice.” [Unemployed young person with physical disability, graduated from secondary school (special), aged 30, M, Interviewee #6]

“[I] sent out roughly 1,000 [job applications], and all along [I] haven’t received any news. I wrote in the email clearly that I am deaf and can’t hear, hoping the employer would give [me] a chance to work...Actually, some jobs [considered rather simple] like administrative work, I excluded [job positions] that require a lot of talking, like taking and answering telephone calls. I would select [job positions] such as sending email. Up till now, I haven’t heard from any of them” [Young person working full-time with hearing impairment, graduated from skills training centre, aged 30, F, Interviewee #21]

Young PWDs with higher educational attainment also faced similar issues. They emphasised a lack of awareness about young PWDs in the society, and they fear that after disclosing their disability, they would not be given a job offer.

“I [disclose my] disability on CV and mentioned my special needs, such as I can’t answer the phone and prefer face-to-face communication. But I heard nothing [from the companies].” [University student with hearing impairment, aged 22, F, Interviewee #10]

“The boss arranged an interview. There were two candidates; one had no hearing impairment; and the other is deaf. So given the personality, competence, education background is the same, in the end... [the employer] would pick the candidate with no impairment.” [Young person working full-time with hearing impairment, graduated from university, aged 30, F, Interviewee #20]

Inclusive employment has not been fully realized in Hong Kong. It was reported that the public still has misconceptions about (young) PWDs. Such misconceptions remain a significant hindrance to young PWDs’ school-to-work transition, even those who seem to be on an equal footing with people with higher educational attainment were not immune from these misconceptions.

“Society talks about accepting them [young PWDs], but technically speaking they [young PWDs] can’t really integrate into mainstream society.... Other people [employers] would worry that they [PWDs] would mess up their documents, damage their facilities, or that you will get hurt and end up not allowing you to do some... tasks. But... this is only their own perception, but it’s [something] projected on us young PWDs...” [Unemployed young person with physical disability, graduated from secondary school (special), aged 30, M, Interviewee #6]

“I think it is totally a wrong mindset. It’s wrong [to think] that persons with disabilities have no skills.” [University student with hearing impairment, aged 22, F, Interviewee #10]

4.6 Support facilitating for young PWDs' transitioning from secondary education or post-secondary education to work

In addition to obstacles to achieving successful transition to work, interviewees highlighted several factors that facilitated their smooth school-to-work transition.

4.6.1 Career support services

Support provided by social workers and counsellors was often mentioned by the interviewees as a source of support in school-to-work transition:

“Social workers reviewed my abilities and assessed my suitability to work in the labour market or to continue my studies. I think that was useful, as I got guidance from them.” [Secondary school (special) student with intellectual disability, aged 18, M, Interviewee #9]

“Social workers in the youth employment training programs understand my situation and referred me to suitable vocational training programs.” [Unemployed young person with physical disability and high-functioning autism, graduated from secondary school (special), aged 25, M, Interviewee #19]

“It is a requirement for social workers to follow up on my condition throughout my educational journey. I think their advice is useful for guiding my studies and career plans.” [Student in skills training centre with intellectual disability, aged 22, M, Interviewee #27]

Interviewees also reported that their social workers or counsellors provided instrumental support and advice for their job searches:

“Their opinions are crucial, especially in my journey of job-seeking.” [Unemployed young person with ASD and ADHD, finished secondary 3 (special), aged 18, M, Interviewee #14]

Some university students with disabilities considered the career support services provided by their university were not relevant to their special needs.

“The career centre does have some workshops which provide opinions [to us], like the one offered by the Labour Department, but I think there is nothing special and I am not impressed.” [University student with ADHD, aged 21, F, Interviewee #1]

They considered that employers' understanding and acceptance of young PWDs are of utmost importance. Hence, they suggested it might not be helpful to merely refer some job openings to them.

“They [career centre] forwarded job advertisements to me and I tried a few job interviews. But whether you will be employed still depends on the employer.” [University student with chronic illness, aged 26, M, Interviewee #25]

They found that universities' career support centres have relatively less practical service

experience in providing job-seeking support for students with disabilities. Therefore, there is a tendency for these career support centres to rely on external organisations.

“The university seems... from my point of view, tends to outsource my case and other similar cases to CareER [an NGO].” [Unemployed young person with chronic illness, finished a master’s degree, aged 25, M, Interviewee #2]

These young PWDs with higher educational attainment consistently appreciated the useful services provided by an NGO which specifically supports their employment.

“Like an agency helping students with SEN, to coordinate and communicate between employers and job seekers. The impact is great, and it performs a back-up role.” [University student with ADHD, aged 21, F, Interviewee #1]

“They referred my case to other companies. These employers have some basic understanding of the candidate, like the type of disability and special needs required. [Therefore,] the procedures become smoother with their referral.” [University student with hearing impairment, aged 22, F, Interviewee #10]

“The companies know CareER [an NGO] and they are quite nice. They know about disabilities, and so they hire us. If we suddenly contacted companies on our own, the outcome would be different. I have learnt that in some cases, some candidates might receive a disrespectful response.” [Young person working full-time with spinal muscular atrophy, graduated from university, aged 26, F, Interviewee #18]

Although they considered the career support services provided by universities were not very helpful, but some of them appreciated the latter’s provision of internship opportunities, which offered them an opportunity to gain practical experiences. One interviewee valued the internship opportunities and considered that these experiences prepared him for transitioning to work.

“I made use of the winter or summer holidays to work as an intern. So, by counting these experiences together, I have a year of work experience before graduation. That will be helpful for my future career development.” [University student with depression, aged 23, M, Interviewee #12]

Despite limited practical support from post-secondary institutions, they were able to make referrals to other NGOs to seek better support for young PWDs, which has facilitated their transition from post-secondary education to work. The connection between the post-secondary institutions and NGOs are pivotal in this transition.

4.6.2 Flexible work arrangements

Interviewees also considered flexible work arrangements helpful for their enhancing their adaptability in the workplace. When their special needs were taken care of, they enjoyed greater flexibility in meeting personal and work responsibilities.

“The company nicely accommodates my situation. As I have to attend consultations in hospital every week, I have to take a day off every week, and my company allows me to take sick leave.” [Young person working full-time with visual impairment, graduated from university, aged 28, M, Interviewee #24]

It was reported that there was a difference in the level of accommodation offered to the young PWDs in the workplace. In general, larger enterprises tended to provide better accommodation.

“My workplace provides sufficient support to me because it is a famous and big company. For example, the company adjusted the toilet sink lower to accommodate my height. I do not need to meet with customers because of my visual impairment.” [Young person working full-time with visual impairment, graduated from university, aged 28, M, Interviewee #24]

However, interviewees reported that provision of accommodation tended to be limited in scale in small and medium-sized enterprises:

“Companies sometimes do not have resources to improve their facilities to accommodate employees with disabilities, especially small and medium enterprises. I attended a job interview. It was a small company; I could not even use the lift on that day as a wheelchair user because there is a high step right before it.” [Unemployed young person with physical disability, graduated from secondary school (special), aged 30, M, Interviewee #6]

4.6.3 Support from family

Family was sometimes mentioned as a major source of support. Interviewees generally treasured the emotional support from their family members.

“I think my family cares about me the most. My parents care for me, and they understand my difficulties. They support me emotionally.” [Unemployed young person with physical disability and hearing impairment, finished a diploma, aged 27, F, Interviewee #4]

“My family members are all very supportive.” [University student with chronic illness, aged 26, M, Interviewee #25]

Apart from emotional support, Interviewee 10 considered that her family members offered practical support for her in preparing for job interviews.

“They [family members] have experience in attending job interviews, so I seek their advice. They know how to answer [interview questions] and get information. They worked in different fields and therefore can provide general information [about work].” [University student with hearing impairment, aged 22, F, Interviewee #10]

Although parents are an important source of emotional support, some interviewees mentioned that their parents could not provide practical support.

“My family gives me some emotional or verbal support, like saying ‘never give up’. They could not give me practical support, including a direct job referral.” [Young person working part-time with ADHD, graduated from secondary school (mainstream), aged 19, M, Interviewee #16]

“I left my studies after I graduated from secondary school. Indeed, they do not give me

much practical help besides verbal support.” [Unemployed young person with physical disability, graduated from secondary school (special), aged 30, M, Interviewee #6]

Some interviewees pointed out that their parents could not offer practical advice because of their limited knowledge about the current labour market.

“My family does not understand this issue [finding jobs]. They are not helpful.” [Unemployed young person with chronic illness, finished a master’s degree, aged 25, M, Interviewee #2]

“I seldom talk to my parents because of their relatively low level of education, and they do not know how competitive the current labour market is. We have different mindset of job-seeking.” [University student with physical disability and hearing impairment, aged 28, F, Interviewee #5]

“Indeed, I talked to my parents. Because of their low level of education, they do not understand me. We are living in different worlds.” [University student with depression, aged 23, M, Interviewee #12]

4.6.4 Support from peers and friends

Both informational and emotional support from peers is important for young PWDs who often encounter negative experiences in job-seeking processes. Some interviewees mentioned that their peers and friends provided both useful information and emotional support for them.

“My friends are quite supportive. They gave me important opinions on seeking jobs.” [Unemployed young person with physical disability, graduated from secondary school (special), aged 28, M, Interviewee #3]

“My part-time job was referred by friends, and they recommend me to do it. They provided much information about work. Perhaps, as they have work experience, they taught me what I should be aware of. Their advice was helpful.” [University student with hearing impairment, aged 22, F, Interviewee #10]

Besides providing career information, their peers and friends provided emotional support when they encountered difficulties.

“I have a best friend. We met at primary school, and we have kept our relationship for more than ten years. I always talk to him when I feel stressed about studying and finding jobs.” [Student in skills training centre with dyslexia, ADHD, and high-functioning autism, aged 19, M, Interviewee #28]

“My friends encouraged me a lot in my learning journey. I think they gave me more emotional support.” [University student with ADHD, aged 21, F, Interviewee #30]

“I think [my friends’ encouragement is] important—small but significant.” [University student with muscular dystrophy and physical disability, aged 23, F, Interviewee #31]

4.6.5 Support from colleagues

Interviewees mentioned their positive experiences in day-to-day interactions with their colleagues. Help offered by colleagues was regarded as very important for their adaptability in the workplace.

“They are so caring, regarding me as an intern and knowing that many things are new to me. They are very willing to teach me how to use different equipment in the company.” [Unemployed young person with chronic illness, finished a master’s degree, aged 25, M, Interviewee #2]

“I have no conflict with colleagues and bosses. We soon worked well together, and they know I work slowly so [they] usually give more time for me to do my tasks. They seldom blame me. My boss reads the menu for me when we have lunch together.” [Young person working full-time with visual impairment, graduated from university, aged 28, M, Interviewee #24]

They valued very much their colleagues’ understanding and awareness of their special needs.

“I am now working as a marketing intern in an NGO... I have been happy so far [because] they know my needs and are willing to accommodate me. Especially when wearing masks is needed, they are willing to take off their masks when talking with me. If I work in other companies, colleagues may not have this awareness. They may forget [that I cannot hear but rely on lip reading], so [I] need to remind them frequently, which has caused some embarrassment and trouble.” [University student with hearing impairment, aged 22, F, Interviewee #10]

4.7 Views on the impacts and relevance of educational attainment to young PWDs’ career readiness and educational aspirations

Young PWDs are known to have a harder road ahead of them. Having higher educational attainment is often regarded as a strong driver of social mobility. Although higher educational attainment is expected to bring about more employment opportunities for PWDs, it does not guarantee retention in their employment. This section explores young PWDs’ educational aspirations. Young PWDs reported diverse opinions about the usefulness of educational qualifications for their career readiness and showed diverse educational aspirations.

4.7.1 Doubt about whether more educational qualifications lead to employment opportunities

Some interviewees with higher educational qualifications perceived that obtaining more training and academic qualifications would broaden the scope of employment opportunities in the labour market.

“CareER [NGO] helped me a lot, but they are quite clear that they only want those [young PWDs] who obtained higher educational attainment, so getting into university successfully is an important milestone; otherwise, the chance of [obtaining] a job is dim.” [Young person working full-time with spinal muscular atrophy, graduated from university, aged 26, F, Interviewee #18]

Young PWDs without post-secondary educational qualifications considered their path towards

obtaining decent job rather bleak, due to their low level of education.

“[The market] puts a lot of emphasis on educational attainment. It seems to be a priority consideration rather than providing opportunities for us to try [work]. So, for graduates from Shine [skills training centre for PWDs] with lower education attainment, it’s not easy for them to find jobs. They can only seek entry-level jobs.” [Unemployed young person with physical disability and hearing impairment, finished a diploma, aged 27, F, Interviewee #4]

“With my qualifications, it’s relatively difficult [to obtain job], compared to those normal [persons without disabilities] and those with [university] graduation certificates, [those who sit] the Hong Kong Diploma of Secondary Education, it’s harder.” [Young person working full-time with slow learning disorder and ADHD graduated from secondary school (special), aged 24, M, Interviewee #15]

However, some other interviewees suggested that educational qualifications only helped young PWDs to a certain degree in job-seeking.

“It helps, at least... in meeting the job requirements [in] educational qualification, at least [you can] have an opportunity to interview. But [in] getting a job offer... it depends on [your] ability. If your abilities are high, your disability may be overlooked.” [Unemployed young person with chronic illness, finished a master’s degree, aged 25, M, Interviewee #2]

Some interviewees pointed out that there are benefits of having more educational qualifications, but social networks gained from educational institutions are far more important than the qualification itself.

“What I gained from this institution is knowledge and social networks...far more important than the graduation certificate.” [Student in skills training centre with dyslexia, ADHD, and high-functioning autism, aged 19, M, Interviewee #28]

4.7.2 Doubt about the usefulness of educational attainment

However, some young PWDs questioned the usefulness of educational attainment, leading to their unenthusiastic aspirations. They were much more susceptible to negative career aspirations and a negative outlook on the world of work, regardless of their educational attainment.

“Before, I thought higher educational attainment was useful, but...now higher educational attainment does not mean you can obtain a job [successfully].” [Unemployed young person with physical disability, graduated from secondary school (special), aged 28, M, Interviewee #3]

Those without higher educational attainment also questioned the usefulness of getting more education.

“[The difference] is just a graduation certification; [it’s just a matter] of others being aware that you completed a course...after completing the [Diploma] Yi Jin, does it help in securing a job? The answer is no!” [Young person working full-time with hearing impairment, graduated from skills training centre, aged 30, F, Interviewee #21]

Some interviewees with university educational qualifications also expressed similar concern.

“I think educational attainment does not make it easier for me in job-seeking, because even older adults who graduated from primary school can work in McDonald’s or sweep the streets. Those jobs are not for me.” [Young person working part-time with visual impairment, graduated from university, aged 29, F, Interviewee #23]

Some young PWDs mentioned that receiving more education did not make them feel optimistic about their future, not to mention their disability that put them at a huge disadvantage. Interviewee 30 recalled her attitude towards pursuing further studies. In anticipation of a sense of inferiority, it was observed that some young PWDs did not show much educational aspirations in their school-to-work transition.

“I felt... that because of [my]sickness, early on in secondary school I [felt I] was set to lose, losing on the start line; with such an impression in mind, I felt no matter how much I studied [higher educational attainment], I was inferior to others...Early on in secondary school I didn’t consider studying at university.” [University student with ADHD, aged 21, F, Interviewee #30]

To employers, practical experience is also a consideration for short-listing candidates. Therefore, internship experience is valuable to young PWDs. It helps them acquire practical skills. One interviewee who completed the Diploma Yi Jin provided insights into what was gained from school not being directly related to the world of work. Hands-on experience, such as internship opportunities, can fill this gap.

“Indeed, you can’t [just simply] apply the knowledge acquired from school to work [in reality]; you need to develop your own ways at work... [getting] more internship [experience]during studies might be better, it’s easier to apply the skills [learnt] to the work [context]. If there are no internships, then when [you] enter work, you might come across some situations you don’t know how to handle. In school, most of the time it’s about theory...there is no direct connection to [the context of work].” [Young person working full-time with hearing impairment, graduated from skills training centre, aged 30, F, Interviewee #21]

4.8 Feedback on current policies and recommendations

4.8.1 Opportunities for young PWDs to pursue further studies

No disability-related barrier to tertiary education admission was reported by the interviewees. In general, they can get admitted to a college or a university when they meet the entrance requirements. On the other hand, interviewees recognised that they have opportunities to receive education in Hong Kong:

“I do not think the education policy blocks my way to study. The university did not reject my application and offered me a place to pursue undergraduate study even though I have a disability.” [University student with chronic illness, aged 26, M, Interviewee #25]

4.8.2 Comments on the Disability Discrimination Ordinance

Many PWDs were not familiar with the DDO. But those who know the DDO tended to consider it less useful for supporting their employment.

“[The DDO] might be effective, but after hiring [the PWDs] there may be other problems. Say, for example, the boss dislikes you [the young PWD] or maybe even bullies you [the young PWD].” [University student with depression, aged 23, M, Interviewee #12]

“...in my opinion, the DDO is rather vague, because [employers] may use it as an excuse to deny discriminating against PWDs. They may explain to the Government by saying ‘I didn’t hire this person because of [his or her] incompetence rather than discrimination’. This is rather unclear what discrimination is [protected against by] the ordinance. It’s probably very hard to sue employers.” [University student with chronic illness, aged 26, M, Interviewee #25]

4.8.3 Increased effort in public education

More public education is required to enable the community to gain a better understanding of the needs and characteristics of PWDs:

“Promotion is important. The Government has to put more effort into promoting integration between the persons with and without disabilities.” [Unemployed young person with ASD and ADHD, finished secondary 3 (special), aged 18, M, Interviewee #14]

“I think the focus should not be limited to education for young PWDs but also for the public. It is questionable how an inclusive society can be built when the community does not understand the situation of persons with disabilities. We need to put more resources into promotion and education.” [University student with physical disability and hearing impairment, aged 28, F, Interviewee #5]

4.8.4 Review on the effectiveness of integrated education

Misplacing students with SENs into mainstream education settings may weaken their knowledge foundation, which adversely affects their academic performances and hinders their transition to post-secondary education or to the labour market. Some interviewees expressed concern about the effectiveness of the current integrated education:

“The Government promotes integrated education. It seems that the Government did not notice that not every child could successfully integrate into a mainstream school. How about resource allocation? How about training for teachers? I think the Government is irresponsible. It just wants to put students with SENs into mainstream schools and do nothing.” [Student in skills training centre with intellectual disorder, aged 22, M, Interviewee #27]

Interviewee 35 mentioned that more should be done by the Government to monitor schools’ performance in implementing integrated education.

“The Government is playing a role to issue guidelines, but it failed to play the role of monitoring.” [University student with visual impairment, aged 18, F, Interviewee #35]

4.8.5 Introduction of an employment quota system and flexible work hours for PWDs

Other invaluable suggestions and comments by interviewees included introducing an employment quota system and flexible working hours for PWDs:

“I think the Government needs to change its policies. For example, I think a mandatory quota for hiring PWDs is necessary. The Government perhaps can force employers to do this, through legislation.” [University student with bipolar disorder, ADHD, and generalised anxiety disorder, aged 26, M, Interviewee #13]

“If you ask me how to help students with disabilities to engage in the labour market, I think flexible working hours are needed.” [Young person working full-time with hearing impairment, graduated from skills training centre, aged 30, F, Interviewee #21]

CHAPTER 5: FINDINGS OF FOCUS GROUP INTERVIEWS WITH OTHER KEY STAKEHOLDERS

Eleven focus group interviews with other key stakeholders were held to learn about their attitudes and opinions about young PWDs' school-to-work transition. Five types of participants were included: 1) teachers/instructors, 2) social workers/counsellors/social service practitioners, 3) parents/carers of young PWDs, 4) employers, and 5) employees. These participants discussed the challenges faced by young PWDs in their school-to-work transition. Underlying causes of these challenges and possible solutions were also discussed.

5.1 Factors unfavourable to young PWDs' transitioning from secondary education to post-secondary education

5.1.1 Learning as a frustrating experience for young PWDs

Although ordinary youth may also show low motivation in learning, young PWDs are more likely to encounter frustrating experiences in their learning processes, due to their disabilities. These experiences may further lower their self-confidence and career aspirations. Based on the reports of teachers/instructors and social workers/counsellors/social service practitioners, young PWDs encountered significant learning difficulties compared with those of their peers without disabilities.

"I handled a case of a young person with visual impairment. The school provided good learning materials to him, but he still needed to put in 10 times more effort in studying." [Social service practitioner in an NGO, M, Participant #44]

Teachers/Instructors reported that many young PWDs have low motivation to study:

"Sadly, some students inherently want to give up. I asked them to do in-class exercises, but they did not even take the first step. This makes me very sad." [Instructor in a skills training centre, F, Participant #18]

"Some students with intellectual disability have a lower motivation to learn." [Teacher in a mainstream school, M, Participant #27]

Some teachers/instructors and social workers/counsellors/ social service practitioners suggested that these students have low motivation because of their weak knowledge foundation built when attending primary school, rendering them further difficulty in catching up with their learning process in secondary schools.

"Students with weaker academic performance at primary school face difficulties which affect their learning in secondary school. I recall a case. He is a young man with SEN. He was not motivated to learn when he attended primary school. So, he had very bad results. The issue persisted when he attended secondary school, but teachers did not care about his learning in school." [Social worker in a secondary school, M, Participant #43]

5.1.2 Negative effects of integrated education on young PWDs in mainstream schools

Although students with disabilities often receive more accommodation in special schools, their academic performance is not comparable to that of those studying in mainstream schools. However, the knowledge foundation of students with disabilities studying in mainstream primary schools was found weaker than that of their peers without disabilities, which adversely affects their secondary education, as well as their chances of studying at university. Social workers, teachers and instructors compared the performance of students in special schools and that of mainstream schools. Expectedly, students from mainstream schools performed better:

“Students in mainstream schools have better academic performance. Students in special schools are worse.” [Instructor in a skills training centre, F, Participant #16]

“I am a social worker in a mainstream secondary school. Some students attended special schools [primary schools]. They have weak academic performance compared to students without SEN. For example, students without SEN may know 5,000 Chinese words in Secondary 6, but those with SEN may know only 1,000 words.” [Social worker in a secondary school, F, Participant #46]

Teachers/Instructors mentioned the inclusion of young PWDs in mainstream schools has both advantages and disadvantages:

“Students in mainstream schools may receive fewer accommodation and are often treated like typical students. They need to compete with normal students.” [Teacher in a mainstream school, M, Participant #22]

Students with disabilities who study in special schools may not receive as much support when they pursue further studies in post-secondary institutions.

“Students in special schools receive more accommodation. For example, visually impaired students receive online learning materials with speaking functions in special schools. But if they graduate and proceed to further study, perhaps at university, they may not receive such accommodation.” [Social service practitioner in an NGO, M, Participant #44]

5.1.3 Misplacement of students with disabilities and low learning abilities in mainstream schools

Misplacement of students with disabilities in mainstream schools jeopardises their learning process, as does transition to post-secondary education. Given the differences in mainstream and special education settings, some parents struggled with which education setting was more suitable for the learning needs of their child(ren).

“If you ask me about her studies in school, she did not learn a lot from school, especially when she is now studying in a mainstream school. I think I may arrange her to study in a special school. She graduated from a special school [primary school]. I wanted her to learn more. So, I placed her in a mainstream secondary school, but I found it was too difficult for her.” [Mother of a daughter with a moderate intellectual disability, Participant #10]

Teachers/Instructors and social workers/counsellors/social service practitioners raised the issue of “misplacing” students with disabilities and with low learning abilities in mainstream schools:

“If you are studying in a mainstream school, but your ability may be only equivalent to the level of a special school, then it would be difficult for you to keep progressing.”
[Social worker in an NGO, M, Participant #35]

Some teachers in mainstream schools pointed out that many parents of young PWDs want their child(ren) to attend mainstream schools to avoid being labelled:

“Many parents do not want their son(s) or daughter(s) to attend special schools. This [having their child(ren) attend special schools] cannot meet their expectations. But as we know, they may be incompetent to attend mainstream schools, so it is difficult for them.” [Teacher in a mainstream school, F, Participant #26]

“Because parents are aware of others’ opinions, they do not want others know that their son(s) or daughter(s) are attending special schools. The parents want them to attend mainstream schools instead. But their child(ren) cannot keep up with the study there [in mainstream schools].” [Teacher in a mainstream school, M, Participant #27]

5.1.4 Interpersonal difficulties facing young PWDs at schools

Maintaining good interpersonal relationships can foster young PWDs’ learning and support from peers can facilitate adaptation in post-secondary institutions. Participants mentioned that students with disabilities are more prone to interpersonal difficulties.

“Students with ADHD do not get along well with their classmates. I think that is because of their symptoms.” [Teacher in a mainstream school, M, Participant #23]

“My students with autism do not want to talk with their classmates. Sometimes, I learn from my students that those with autism are weird... But in school, you cannot always be alone. You have to make friends and sometimes do homework with your friends.”
[Teacher in a mainstream school, M, Participant #27]

“The main problem is they do not know how to cooperate with others. They have no friends, and it is often difficult for them to team up with classmates for group work.”
[Social worker in an NGO, F, Participant #39]

Similar observations were reported by parents in the focus group interviews:

“He did not have many friends in school. He told me he had a small social network when he attended secondary school.” [Father of a son with psychosis, Participant #1]

“My son has autism and mild intellectual disability. He graduated from a special school. When he attended school, I think the major challenge he confronted was not knowing how to communicate with his classmates.” [Father of a son with autism and mild intellectual disability, Participant #6]

Interpersonal difficulties were apparent to stakeholders of young PWDs, showing its significance and severity. Poor interpersonal relationship at school may lower young PWDs’

motivation to pursue further education, which may hinder their transition from secondary to post-secondary education.

5.2 Factors unfavourable to young PWDs' transitioning from secondary education or post-secondary education to work

5.2.1 Difficulties in job-seeking facing young PWDs

In addition to their studies, instructors and parents raised concerns about the difficulties facing young PWDs in job-seeking. They considered it very difficult for young PWDs to obtain a job, due to the keen competition in the labour market:

“They are facing a tough situation now. The labour market does not provide enough opportunities for them.” [Instructor in a skills training centre, F, Participant #17]

“The labour market is highly competitive. Opportunities, if any, are for those without disabilities. It is much harder if you are a person with a disability.” [Instructor in a skills training centre, F, Participant #16]

“I am afraid it may not be easy for him to get a suitable and decent job. As you know, persons without disabilities are already suffering from unemployment. How about PWDs? So, my son's situation is worse.” [Mother of a son with early psychosis, Participant #15]

Employers' negative attitude towards hiring PWDs was a perceived barrier by parents for their child(ren) to obtain a job:

“From my experience, young PWDs cannot successfully integrate into society. For example, if a young person with Down syndrome applied for a job and disclosed his or her condition on the CV, I think the employer would not give a chance to employ that candidate, let alone a chance for an interview.” [Father of a son with autism and mild intellectual disorder, Participant #6]

“To be honest, I struggle with whether I should disclose [his SEN]. I know some cases from my friends—once you disclose you have SEN, perhaps no interview is given... They may not hire you even you are qualified. The job may be suitable [for my son] but he is still unemployed.” [Mother of a son with bipolar disorder, Participant #5]

Social workers in the focus group interviews highlighted the challenges faced by young persons with invisible disabilities:

“Some companies hire young PWDs to fulfil corporate social responsibility. They have a general tendency to be more willing to hire persons with physical disabilities. Those with invisible disabilities have difficulty securing a job.” [Social worker in an NGO, M, Participant #36]

Although some employers said that they tended to give more consideration to hiring young PWDs, they generally hesitate to hire PWDs. They admitted that discrimination may still substantially occur.

“Discrimination happens everywhere. Even some ordinary persons are being discriminated against, not to mention persons with disabilities.” [Employer in the IT industry, M, Participant #69]

Employers in the focus group interviews explained why they are hesitant about hiring PWDs:

“We’re working in the catering sector. I think it is quite hard for us to hire PWDs to work in restaurants. During the off-peak hours, there are not many customers. But during peak hours, we’re so busy. We can’t even take care of ourselves, as we need to respond to customers quickly. How can we have extra manpower to take care of colleagues with disabilities? So, I am hesitant to hire PWDs.” [Employer in the catering sector, M, Participant #66]

5.2.2 Inadequate support from employment support services for young PWDs

Participants mentioned that many young PWDs can hardly find and maintain jobs without support from others:

“From my experience, many students [with SEN] fail to maintain a job if they found a job without any assistance. They often need to rely on some job-referral programmes to get a job successfully.” [Teacher in a mainstream school, M, Participant #27]

“I would say it is a disaster if a student with SEN is going to seek a job without any assistance from the school or the Government.” [Teacher in a special school, M, Participant #24]

One parent mentioned that the employment support services offered for university students with disabilities are limited.

“My daughter is not studying at university. Regarding support for them [university students with disabilities], so far, I have not observed much employment support for them [university students with disabilities].” [Mother of a daughter with depression, psychosis and ADHD, Participant #14]

An HR manager said that more services are required not only to support the young PWDs but also the employers.

“Often employers have worries about whether colleagues can work together with a newly hired employee with a disability. Hence, NGOs need to give more support in this aspect.” [HR manager in the financial services sector, F, Participant #67]

5.2.3 Difficulties in meeting the work requirements of the labour market

Participants from skills training centres and special schools tended to consider young PWDs have limited capabilities and have trouble fulfilling job requirements in the labour market:

“Some students [with disabilities] cannot control their emotions at work, affecting their work performance.” [Instructor in a skills training centre, F, Participant #18]

Some teachers even hold a pessimistic attitude towards the open employment opportunities for their students with disabilities.

“To be honest, most of my students worked in sheltered workshops. They can at least find some tasks that match their competencies. I think this is rather important.” [Teacher in a special school, M, Participant #24]

A parent in the focus group interviews also expressed similar concerns:

“She is not smart, but hard working. I think she needs more time to finish a small task. She is not suitable for work in this highly competitive society.” [Mother of a daughter with depression, psychosis, and ADHD, Participant #14]

Participants in the employers’ focus group interviews emphasised that some young PWDs may not be suitable for white-collar jobs. Jobs that require lower education attainment may be more suitable.

“As I work in the catering sector, I know that they [young PWDs] may perform fine in repetitive tasks, including washing dishes or being a waiter/waitress. But I do not think they can work in an office setting.” [Employer in the catering sector, M, Participant #66]

Although difficulties encountered by young PWDs at work may be related to their limitations stemming from their disabilities, parents in the focus group interviews attributed the situation to enterprises’ inadequate accommodation.

“I think young PWDs need accommodation in both software and hardware. I realise that enterprises are progressing in their hardware. For example, there are more accessible facilities in companies. But for software, such as improving communication in the workplace, I think businesses can do much more.” [Mother of a daughter with depression, psychosis, and ADHD, Participant #14]

5.2.4 Conflicts with employers and colleagues in the workplace

Participants reported that young PWDs, sometimes have conflicts with colleagues or their supervisors in the workplace. Some teachers attributed the problem to the attitudes of young PWDs’ employees:

“I think colleagues may ignore them. Direct discrimination or even physical assault may not be obvious. But there are still conflicts between employers and colleagues at work.” [Teacher in a mainstream school, M, Participant #27]

Participants in the employees’ focus group interviews emphasised that conflicts between young PWDs and other colleagues are due to a lack of understanding towards PWDs.

“I believe conflict is an outcome of misunderstanding between persons with and without disabilities. The point is we do not have much understanding of disabilities, so, we may have conflicts with them.” [Employee in an NGO, M, Participant #51]

Employers also highlighted some issues they discovered from young PWDs in the workplace.

“As an employer, I think the issue is young PWDs do not know how to work with others in the workplace. For example, I work in the IT industry. We arranged for a colleague with disability [ADHD] to work with female colleagues. But he treated her like a girlfriend with inappropriate gestures.” [Employer in the IT industry, M, Participant #69]

Employees in the focus group interviews also mentioned that young PWDs lack interpersonal skills, which is an area of concern:

“You cannot always just work on your own. Sometimes, you need to socialise with others, solving problems through informal dialogue. But I think those with disabilities may have fewer opportunities [to be involved in social life] due to their impairments, which in turn affects their work.” [Employee in a marketing company without colleagues with disabilities, F, Participant #53]

“Some colleagues are naturally biased against PWDs. They do not like PWDs as a whole and are not really willing to have communication and ultimately have conflicts with them.” [Employee in an insurance company without colleagues with disabilities, M, Participant #57]

5.2.5 Low self-confidence of young PWDs

Experience of failure at schools and workplaces have led to low self-confidence and motivation among young PWDs. These young PWDs tend to limit their career choices in job seeking. Various participants said that young PWDs have low self-confidence, which is an area of concern in their career development:

“I think young PWDs tend to have low self-confidence. They often think they cannot do this and cannot do that.” [Employee in an outsourcing company, F, Participant #54]

“Some young PWDs tried open employment, but most of them failed. I think one of the problems is they look down on themselves.” [Mother of a son with Down syndrome, Participant #8]

A social worker suggested that young PWDs' low self-confidence may be due to the way others treat them:

“They often have lower self-confidence, perhaps because of their previous experience in school. They were made fun of a lot by their peers, and some of them were even beaten by their classmates. These experiences made them look down themselves.” [Social worker in an NGO, F, Participant #37]

5.2.6 Parents' overprotective attitudes towards young PWDs

Overprotective parents of young PWDs were often considered a barrier to young PWDs' career development:

“Some students come from a wealthy family. Their parents do not need them to work.

So, those young PWDs do not need to make a living. This overprotective behaviour means young PWDs have low motivation to work.” [Instructor in a skills training centre, F, Participant #17]

“I have a student who come from a wealthy family. He had a job as a cleaner at a bus terminus. But his mum did not suggest him to work there, as she thought this was a low-skilled job, so that student quit the job.” [Instructor in a skills training centre, F, Participant #18]

“Many parents are overprotective. They think their children cannot work at certain jobs, as they have an illness.” [Social worker in an NGO, F, Participant #37]

“Some students want to work, but their parents tell them not to get a job. The point is parents become an obstacle for young PWD to realise their good intention to work.” [Social worker in an NGO, F, Participant #49]

5.3 Policy recommendations

5.3.1 Allocating more resources in training to better support PWDs

Besides vocational training, some participants suggested that more resources should be allocated to improve current integrated education (e.g., SEN training for teachers). Instructors, social workers, and counsellors proposed increasing human resources for training to enable the provision of holistic support:

“More specialists and professionals are needed. It is our duty to teach students. But we do not have much time to take care of students’ other issues. For example, some students have sensitive emotions. But we cannot [always] focus on their emotions, as we need to focus on teaching. So, I think the Government needs to hire more specialists or professionals for vocational training centres.” [Instructor in an NGO, M, Participant #21]

“The Government has implemented integrated education, but it has been criticized for lacking resources. If the Government wants to improve integrated education, please put more resources into it.” [Teacher in a mainstream school, M, Participant #27]

“I think the Government needs to fund more money for special schools and vocational training centres, like VTC [Vocational Training Council]. The difficulty for counsellors is we do not have money. We cannot provide more suitable services if we do not have enough resources.” [Counsellor at a university, F, Participant #33]

“In my opinion, an increase in teacher-student ratio in schools is helpful for young PWDs’ learning.” [Social worker in an NGO, M, Participant #41]

5.3.2 Improving employment support services for young PWDs

Participants expressed their thoughts on current employment services for young PWDs. They found that most jobs referred by the Selective Placement Division of the Labour Department were unsuitable for young PWDs.

“There is a job-matching service called the Selective Placement Division in the Labour Department. It is useless, as some of my students used this service. They told me that it never refers them to a suitable job. I think NGOs are more helpful in some sense.” [Teacher in a special school, M, Participant #24]

The “job mismatch” is particularly problematic for young PWDs with higher educational attainment.

“I recall a case...a young PWD with a master’s degree. He has SEN, so he sought help from the Selective Placement Division (SPD) of the Labour Department. Ironically, the SPD referred him to a waiter job in a restaurant.’ [Counsellor at a university, F, Participant #30]

They acknowledged several Government departments are providing service for young PWDs. Still, they expected a better interdepartmental coordination:

“The employment policy for young PWDs in Hong Kong is in chaos, as the Labour Department oversees mainly employment issues. The Labour Department is responsible for addressing the employment issues of PWDs, rather than the Social Welfare Department. But the Labour Department is less familiar with the needs [of PWDs].” [Social worker in an NGO, M, Participant #41]

The Work Orientation and Placement Scheme provides financial support to employers who employ PWDs. But there was a concern that some employers may abuse the scheme.

“I know there is a scheme under the Labour Department to fund employers to hire PWDs... But what I know is that some [employers] applied for this funding and then fired the employee with disabilities after the subsidy period. So, I think the Government may need to monitor employers closely, to make sure that they will not abuse the scheme.” [Employer in the IT industry, M, Participant #73]

5.3.3 Introducing an employment quota system and tax incentives for employing PWDs

Participants considered an employment quota system and tax incentives for employing PWDs are possible policy recommendations. Although these target PWDs of all ages, young PWDs can benefit through creating more job opportunities for them:

“Can the Government provide tax incentives to companies if they hire PWDs?” [Social worker in an NGO, M, Participant #36]

“Would it be possible if the Government enforces a law to mandate businesses—if they have a certain scale—to hire a certain percentage of PWDs?” [Social worker in an NGO, F, Participant #45]

“I support a mandatory quota scheme. But my consideration is the Government needs to set up prerequisites. For example, some small businesses may not be possible to hire PWDs, as they do not have enough employees [for their daily operation], not to mention hiring PWDs.” [Employee in an NGO, F, Participant #56]

5.3.4 Reviewing the minimum wage system for employees with disabilities

Although the statutory minimum wage applies to all employees, PWDs may get less than the minimum wage under the current productivity assessment mechanism, particularly those with little track record and work experience, which render them lower bargaining power during salary negotiations. This arrangement was considered problematic.

“It is unfair to have the productivity assessment...Some persons without disabilities also have low productivity, but the Government does not make the assessment compulsory for them.” [Mother with a son with Down syndrome, Participant #8]

“My daughter was once assessed for a wage of \$20. I was sad about it. She has to be re-assessed whenever she changes jobs. Why does the Government treat my daughter so unfairly? She has moderate intellectual disability, but she does not deserve this.” [Mother of a daughter with moderate intellectual disability, Participant #9]

“Those with SENs may need to be assessed by the Government for how much salary they are entitled to. If I remember correctly...one of my students was entitled to only \$20 per hour. So, she sometimes could only receive under \$100 a day. How can she survive with such an amount of money?” [Teacher in a special school, M, Participant #24]

5.3.5 Fostering mutual understanding through public education

Increasing public awareness on inclusive education was a common theme addressed by participants in the focus group interviews:

“The Government should serve as a role model and walk the walk, not just talk the talk...” [Father of a son with autism spectrum disorder and mild intellectual disability, Participant #6]

“Indeed, I think education for the public is vital. My daughter has bipolar disorder; she is on medication. But many people in Hong Kong do not even know the name of this disorder. So, the Government has a responsibility to inform the public about this disorder.” [Mother of a daughter with bipolar disorder, Participant #2]

“We can’t name what policy the Government has in place for helping their [PWDs’] employment. So, it shows public education is vital.” [Employee in a bookstore without colleague with disabilities, M, Participant #61]

“I would suggest improving public education. All these recommendations are useless, without mutual understanding between persons with and without disabilities.” [Employer in the IT industry, M, Participant #73]

“The Government needs to take the lead to promote social inclusion. Many sectors are laying off their employees under the economic recession because of COVID-19; the employment situation is already bad. So, my suggestion is more promotion.” [Employee in a marketing company without colleague with disabilities, F, Participant #53]

5.3.6 Introducing a case management system to better support PWDs

Some parents said that a case management system should be introduced. Having a case manager with a thorough understanding of the needs and characteristics of the PWDs can provide ongoing support and career guidance in school-to-work transition of young PWDs.

“If the Government wants every young PWDs to have a smooth employment experience, then a case manager is needed. That’s more comprehensive. A manager, who knows well the background of that person, can provide appropriate support.” [Father of a son with autism and mild intellectual disability, Participant #6]

“I am just wondering if my son can have an individual case manager to follow his situation. He can receive support from that manager.” [Mother a son with Down syndrome, Participant #8]

5.3.7 Strengthening enforcement of the Disability Discrimination Ordinance

Participants in the parents’, social workers’ and counsellors’ focus group interviews revealed that the DDO is not very helpful. Employers may use excuses to reject job applications. Having a disability is normally not a reason to reject job applications by employers.

“The DDO certainly provides a legal solution to regulate disability discrimination in the workplace. I think it may be very well written by the Government. How about the implementation? I think employers are aware of how to avoid violating this law.” [Mother of a son with mild intellectual disability and autism spectrum disorder, Participant #11]

“Employers may give applicants with disabilities a chance to attend a job interview. But it does not mean that they can successfully get job offers after attending an interview. Employers have many excuses to reject candidates with disabilities.” [Counsellor at a university, F, Participant #30]

“Well, employers are smart. This legislation [the DDO] has little impact on them. They can come up with other lawful reasons to reject job applications.” [Social worker in an NGO, M, Participant #42]

A social worker suggested the Government should use incentives to encourage employers to hire PWDs, rather than enforce punishment for those not abiding by legislation.

“I think the Government has adopted a legal approach to solve the unemployment issue of PWDs. However, can we use incentives to attract employers employing PWDs, including more tax incentives or subsidies [instead]? I think that can help graduates with SEN to find jobs.” [Social worker in a secondary school, F, Participant #46]

CHAPTER 6: SURVEY RESULTS

This chapter reports the findings from the surveys with the nine categories of respondents. It begins with summaries of regression analyses of young PWDs and different key stakeholders in the four pathways of school-to-work transition (refer to Table 1 for details). It is followed by detailed regression analyses and chi-square tests (for young PWDs, employers and employees only) of the nine categories of respondents. The first four categories cover young PWDs in different pathways of school-to-work transition: i) young PWDs in Pathway 1a transition (covered in 6.2 and 6.6), ii) young PWDs in Pathway 1b transition (covered in 6.3 and 6.6), iii) young PWDs in Pathway 2 transition (covered in 6.4 and 6.6), and iv) young PWDs in Pathway 3 transition (covered in 6.5 and 6.6). The remaining five categories cover key stakeholders: i) employers and employees (covered in 6.7), ii) parents/carers (covered in 6.8), iii) teachers/instructors (covered in 6.9), and iv) social workers/counsellors/social service practitioners (covered in 6.10).

Three areas of young PWDs' school-to-work transition are examined in this chapter. The first area covers the perceptions of young PWDs and that of different key stakeholders through selected variables related to different pathways of school-to-work transition, i) Pathway 1a transition, ii) Pathway 1b transition, iii) Pathway 2 transition, and iv) Pathway 3 transition (covered in 6.2–6.5 and 6.8–6.10). The second area covers disability discrimination at schools (young PWDs in Pathways 1a and 1b transitions) and that in the workplace (young PWDs in Pathways 2 and 3 transitions) (covered in 6.6). The third area covers the views of employers and employees on disability employment (covered in 6.7).

The following categories of perceptions are examined in this chapter. The first category illustrates young PWDs' and key respondents' (perceived) experiences of young PWDs' Pathways 1a and 1b transitions, which are measured by two dependent variables, "(perceived) confidence for schooling" and "(perceived) difficulty in schooling" (refer to Figure 2 for details). The two variables are derived from the "educational concerns and priorities" scale developed by Parsons et al. (2009). It helps understand respondents' perceptions in five areas: i) parents/carers' involvement in making decisions and choices throughout their schooling, ii) their experience of educational environments (e.g., campus accessibility, accommodation for their study), iii) their views on others' attitudes and behaviours towards disability in school, iv) their awareness of disability legislation in Hong Kong, and v) their ambition and aspirations in view of their disability identity and others' support for their study (Parsons et al., 2009). Respondents giving a higher mark for "(perceived) confidence for schooling" are considered having a smooth Pathway 1a or 1b transition, and vice versa. Respondents giving a higher mark for "(perceived) difficulty in schooling" are considered having either a difficult Pathway 1a or 1b transition, and vice versa.

The second category of perception illustrates young PWDs' experiences of i) Pathway 1a to 1b transitions, ii) Pathway 1a to 2 transitions, iii) Pathway 1b transition, and Pathway 1b to 3 transitions, which are measured by two dependent variables: "Career Decision Self-Efficacy (CDSE)" and "Job Search Self-Efficacy (JSSE)" (refer to Figure 2 for details).

The "CDSE" variable helps understand respondents' perception of their "ability to make educational and vocational decisions" (Lo Presti et al., 2013, p. 337) in the abovementioned pathways of school-to-work transitions. Five factors pertaining to educational and vocational decisions are examined by the "CDSE" variable: i) Self-appraisal, ii) Occupational information, iii) Goal selection, iv) Planning and v) Problem solving (Lo Presti et al., 2013). Respondents

giving a higher mark for “CSDE” are considered more capable of making educational and vocational decisions during the abovementioned pathways of school-to-work transitions, and vice versa.

The “JSSE” variable helps understand respondents’ perceived confidence for performing selected job search behaviour (e.g., find jobs on the internet, prepare a resume) and that of achieving selected outcomes of their job search (e.g., be invited to job interview, getting a job offer) (Saks et al., 2015) in Pathway 1a to 2 transitions and Pathway 1b to 3 transitions. Respondents giving a higher mark for JSSE are considered being more confident of job search and that of achieving outcomes of job search (more likely to experience either a smooth Pathway 1a to 2 transitions or Pathway 1b to 3 transitions), and vice versa.

The third category of perception illustrates young PWDs’ and key stakeholders’ (perceived) experiences of Pathways 2 and 3 transitions, which are measured by two variables, “(perceived) employment values” and “(perceived) fears of employment” (refer to Figure 2 for details). The two variables aim to understand whether self-stigma (i.e., disability) increases respondents’ (perceived) “fears of employment and impact on employment goals and on attaining employment” (Hielscher & Waghorn, 2017, p.699). Respondents giving a higher mark for “fears of employment” are considered encountering more disability-related barriers to employment (i.e., less likely to embark on either Pathways 2 or 3 transition), or vice versa. Respondents giving a higher mark for positively associated questions items under “(perceived) employment values” are considered being more motivated to start employment (i.e., more likely to embark on either Pathways 2 or 3 transition), and vice versa.

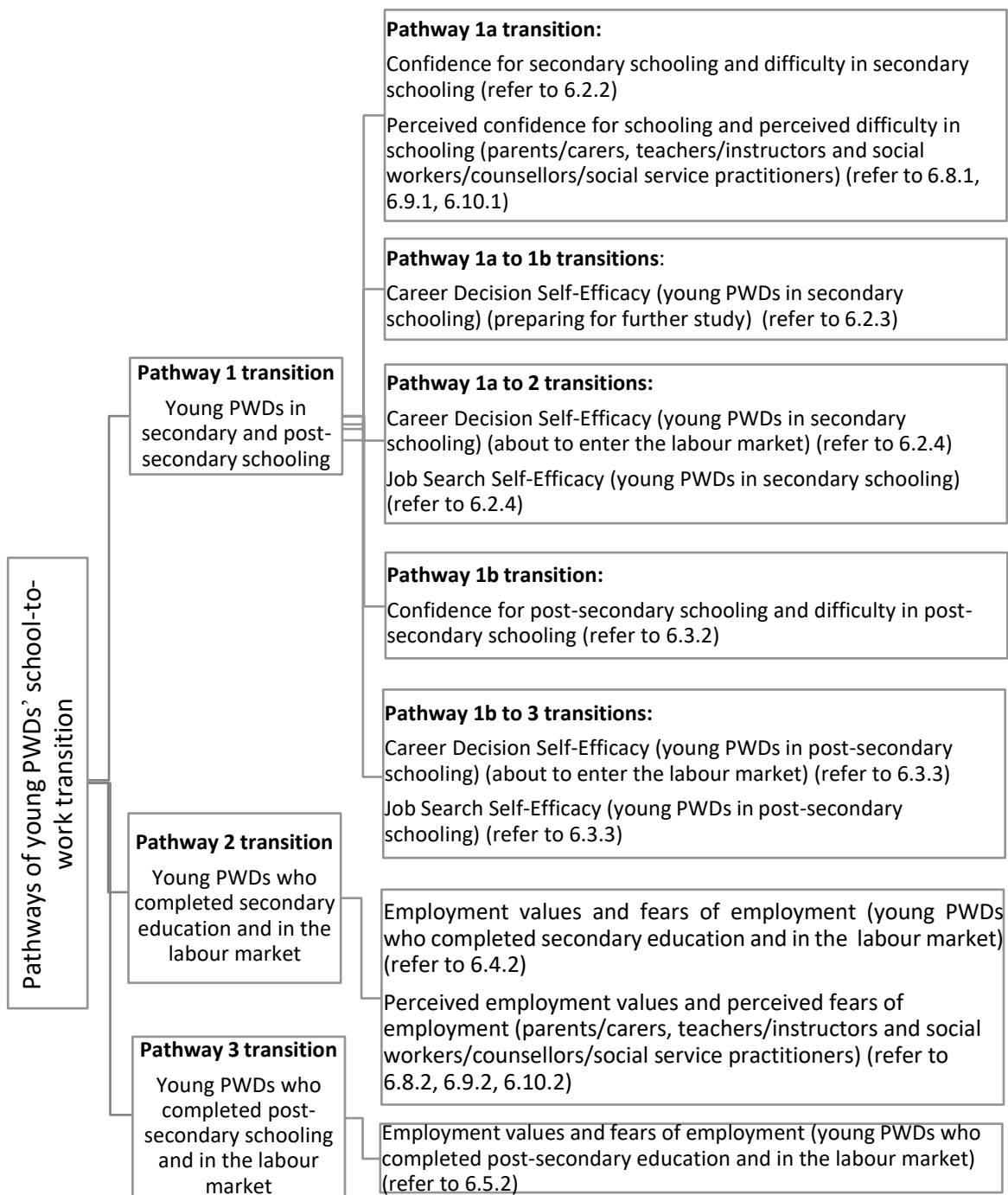
The perceptions of young PWDs and key stakeholders with respect to four pathways of school-to-work transition mentioned above are examined by regression analyses with two dimensions (educational characteristics and disability situations), and three levels (micro, mezzo, and macro) of variables employed as predictors of analyses. Respondents were asked to rate their views on selected areas of school-to-work transition on a 4-point scale, in which “1” indicates the lowest mark or “strongly disagree”, and “4” indicates the highest mark or “strongly agree”. They were also asked to attempt “Yes” or “No” and multiple-choice questions. Statistical tests used in this chapter are elaborated below. To examine young PWDs’ experiences of disability discrimination at schools and that in the workplace, chi square tests are employed to examine the relation between relevant variables (refer to 6.6).

Of the perceptions examined in this chapter, facilitating factors, and hindering factors of young PWDs’ school-to-work transition were identified. The composition of facilitating and hindering factors is based on the two dimensions and three levels of variables mentioned in the previous paragraph. For the two dimensions of variables, educational characteristics refer to i) young PWDs’ education settings in secondary schooling (mainstream education settings and special education settings) and ii) their level of educational attainment (sub-degrees and degrees). Disability situations are i) young PWDs’ perceived level of disability on a three-level scale (mild, moderate, severe), and ii) young PWDs’ declaration on the nature of their disability (visible and invisible).

For the three levels of variables, the micro-level variables refer to i) young PWDs’ perception of their disability identity, which is represented by the “self-stigma” variable, and ii) support from stakeholders at the individual level, represented by the “perceived support (parents)” variable, “perceived support (peers)” variable, and “perceived support (teachers)” variable. The mezzo-level variables refer to support to young PWDs at the organisational level, represented

by the “perceived support (schools)” variable and “perceived support (social organisations)” variable. The macro-level variables refer to the policy and legal environments supporting young PWDs, represented by the “perceived support (government)” variable, “perceived legal support (education)” variable, and “perceived legal support (employment)” variable. These variables are predictors of the regression analyses employed in this chapter. For each pathway of school-to-work transition, relevant regression analyses are employed to examine the areas of perceptions shown in Figure 2.

Figure 2. Overview of regression analyses by pathways of school-to-work transition of young PWDs



6.1 Summaries of regression analyses of Pathways 1, 2 and 3 transitions

6.1.1 Pathway 1 transition: regression analyses of young PWDs in schooling

Table 14. Summary of regression analyses: Young PWDs in Pathway 1a and its related transitions

| | Pathway 1a transition | | Pathway 1a to 1b transitions | Pathway 1a to 2 transitions | |
|--|--|---|--|--|---|
| | Table 23 Confidence for secondary schooling | Table 24 Difficulty in secondary schooling | Table 25 Career Decision Self-Efficacy (CDSE) (preparing for further study) | Table 26 Career Decision Self-Efficacy (CDSE) (about enter the labour market) | Table 27 Job Search Self-Efficacy (JSSE) |
| Predictors^{1,2} | | | | | |
| Educational Characteristics | | | | | |
| Education settings ³ | | | | | |
| Disability Situation | | | | | |
| Level of disability | | H3 | | | H1 |
| Nature of disability ⁴ | | | | | |
| Micro Level Variables | | | | | |
| Self-stigma | | H2 | | | |
| Perceived support (parents/carers) | | | | | |
| Perceived support (teachers/instructors) | | F1 | F2 | F2 | F3 |
| Perceived support (peers) | | | F1 | F1 | F1 |
| Mezzo Level Variables | | | | | |
| Perceived support (social organisations) | | | | | |
| Perceived support (schools) | | | F3 | F3 | F2 |
| Macro Level Variables | | | | | |
| Perceived support (government) | | | | | |
| Perceived legal support (education) | F1 | H1 | | | |
| Perceived legal support (employment) | | | | | |

¹ "F" denotes a selected predictor is a facilitating factor of school-to-work transition of young PWDs. "H" denotes a selected predictor is a hindering factor of school-to-work-transition of young PWDs.

² Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared with that of other predictors ("1" means the most significant/important predictor).

³ Education setting is categorised by mainstream education settings (ref. category) and special education settings.

⁴ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

Table 14 shows the summary of regression analyses for Pathway 1a and its related transitions. For preparation for school-to work transition (i.e., Pathway 1a transition), young PWDs in secondary schooling generally considered support from teachers/instructors facilitated their Pathway 1a transition (i.e., alleviated their difficulty in secondary schooling). They also considered the legal support stipulated under the DDO facilitated their Pathway 1a transition (i.e., enhanced their confidence for secondary schooling).

Regarding hindering factors of Pathway 1a transition, they generally considered self-stigma and severity of their disability hindered their Pathway 1a transition (i.e., aggravated their difficulty in secondary schooling). It is worthy of further attention that young PWDs in secondary schooling considered legal support stipulated under the DDO was both the

facilitating factor and hindering factor of their Pathway 1a transition.

For making the actual school-to-work transition (Pathway 1a to 1b transitions and/or Pathway 1a to 2 transitions), young PWDs in secondary schooling considered support from teachers/instructors, peers, and schools facilitated both their Pathway 1a to 1b transitions and Pathway 1a to 2 transitions did enhance their i) ability to make educational and vocational decisions and ii) confidence for job seeking and achieving outcomes. For the hindering factor, they considered severity of their disability hindered their actual school-to-work transition.

Table 15. Summary of regression analyses: Young PWDs in Pathway 1b and its related transitions

| | Pathway 1b transition | | Pathway 1b to 3 transitions | |
|--|---|--|--|---|
| | Table 31 Confidence for post-secondary schooling | Table 32 Difficulty in post-secondary schooling | Table 33 Career Decision Self-Efficacy (CDSE) (about to enter the labour market) | Table 34 Job Search Self-Efficacy (JSSE) |
| Predictors^{1,2} | | | | |
| Educational Characteristics | | | | |
| Education settings ³ | | | | |
| Disability Situation | | | | |
| Level of disability | | H1 | | H1 |
| Nature of disability ⁴ | | | | |
| Micro Level Variables | | | | |
| Self-stigma | | H2 | F5 | |
| Perceived support (parents/carers) | | | | F4 |
| Perceived support (teachers/instructors) | F1 | | F1 | |
| Perceived support (peers) | | | F3 | F2 |
| Mezzo Level Variables | | | | |
| Perceived support (social organisations) | | | F4 | F3 |
| Perceived support (schools) | F3 | | F2 | F1 |
| Macro Level Variables | | | | |
| Perceived support (government) | | | | |
| Perceived legal support (education) | F2 | H3 | | |
| Perceived legal support (employment) | | | H1 | H2 |

¹“F” denotes a selected predictor is a facilitating factor of school-to-work transition of young PWDs. “H” denotes a selected predictor is a hindering factor of school-to-work-transition of young PWDs.

²Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared with that of other predictors (“1” means the most significant/important predictor).

³Education setting is categorised by mainstream education settings (ref. category) and special education settings.

⁴Nature of disability is categorised by invisible disability (ref. category) and visible disability.

Table 15 shows the summary of regression analyses for Pathway 1b and its related transitions. For preparation for school-to-work transition (Pathway 1b transition), young PWDs in post-secondary schooling generally considered support from teachers/instructors, schools, and legal support stipulated under the DDO facilitated their Pathway 1b transition (i.e., enhanced their confidence for post-secondary schooling).

Regarding hindering factors of Pathway 1b transition, they considered self-stigma, and their severity of disability did aggravate their difficulty in secondary schooling. It is noteworthy that young PWDs in post-secondary schooling considered legal support stipulated under the DDO was both the facilitating factor and hindering factor of their Pathway 1b transition.

For making the actual school-to-work transition (Pathway 1b to 3 transitions), young PWDs in post-secondary schooling generally considered support from peers, social organisations, and schools did enhance: i) their ability to make vocational decisions and ii) confidence for job seeking and achieving outcomes. It is noteworthy that young PWDs in post-secondary schooling considered support from teachers/instructors did enhance their ability to make vocational decisions, and they considered support from their parents/carers did enhance their confidence for job seeking and achieving outcomes. Moreover, self-stigma was considered one of the facilitating factors, as they were required to make a suitable job choice with respect to their disability situation. For the hindering factors, they considered their severity of disability and the legal support stipulated under the DDO hindered their actual school-to-work transition.

6.1.2 Pathway 2 transition: regression analyses of young PWDs completed secondary education and in the labour market

Table 16. Summary of regression analyses: Young PWDs in Pathway 2 transition

| Predictors ^{1,2} | Table 37 Employment values | Table 38 Fears of employment |
|--|-------------------------------|---------------------------------|
| Educational Characteristics | | |
| Education settings ³ | | |
| Disability Situation | | |
| Level of disability | H1 | |
| Nature of disability ⁴ | F2 | F1 |
| Micro Level Variables | | |
| Self-stigma | | H1 |
| Mezzo Level Variables | | |
| Perceived support (social organisations) | | |
| Perceived support (schools) | F1 | |
| Macro Level Variables | | |
| Perceived support (government) | | |
| Perceived legal support (employment) | | |

¹ “F” denotes a selected predictor is a facilitating factor of school-to-work transition of young PWDs. “H” denotes a selected predictor is a hindering factor of school-to-work-transition.

² Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared with that of other predictors (“1” means the most significant/important predictor).

³ Education setting is categorised by mainstream education settings (ref. category) and special education settings.

⁴ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

Table 16 shows the summary of regression analyses for Pathway 2 transition. Young PWDs who completed secondary education and were in the labour market generally considered support from schools did enhance their motivation for achieving employment goals and attaining employment. It is noteworthy that these young PWDs considered the nature of the disability one of the facilitating factors. Despite an invisible disability identity, their needs are easier to notice and thus can be accommodated more easily. Moreover, some of them worked in non-private enterprises (e.g., sheltered workshops, non-governmental organisations, and social enterprises) (refer to 6.6.2 and 6.6.3 for details). These work settings also allow their needs to be noticed and accommodated appropriately. As a result, they encountered fewer disability-related barriers to employment. For the hindering factors, they considered the self-stigma and severity of their disability did increase their disability-related barriers to employment.

6.1.3 Pathway 3 transition: regression analyses of young PWDs completed post-secondary education and in the labour market

Table 17. Summary of regression analyses: Young PWDs in Pathway 3 transition

| Predictors ^{1,2} | Employment values ⁶ | Table 41 Fears of employment |
|--|--------------------------------|---------------------------------|
| Educational Characteristics | | |
| Education settings ³ | | |
| Level of attainment ⁴ | | |
| Disability Situation | | |
| Level of disability | | |
| Nature of disability ⁵ | | |
| Micro Level Variables | | |
| Self-stigma | | H1 |
| Mezzo Level Variables | | |
| Perceived support (social organisations) | | |
| Perceived support (schools) | | |
| Macro Level Variables | | |
| Perceived support (government) | | |
| Perceived legal support (employment) | | |

¹ “F” denotes a selected predictor is a facilitating factor of school-to-work transition of young PWDs. “H” denotes a selected predictor is a hindering factor of school-to-work-transition.

² Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared with that of other predictors (“1” means the most significant/important predictor).

³ Education setting is categorised by mainstream education settings (ref. category) and special education settings.

⁴ Level of attainment is categorised by sub-degrees (ref. category) and degrees (ref. category).

⁵ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁶ Neither a facilitating nor a hindering factor was identified.

Table 17 shows the summary or regression analyses for Pathway 3 transition. Young PWDs who completed post-secondary education and were in the labour market generally did not consider the existing sources of support facilitated their Pathway 3 transition. They also considered that the self-stigma did increase their disability-related barriers to employment.

6.1.4 Pathways 1–3 transitions: regression analyses of parents'/carers', teachers'/instructors', and social workers'/counsellors'/social service practitioners' perceptions of young PWDs' school-to-work transition

Table 18. Summary of regression analyses: Stakeholders' perceptions of facilitating and hindering factors of school-to-work transition (Pathway 1 transition)

| Predictors ^{1,2} | Pathway 1 transition | | | | | |
|--|------------------------------------|---------------------------------|---|-----------------------------------|---------------------------------|---|
| | Perceived confidence for schooling | | | Perceived difficulty in schooling | | |
| | Parents /Carers (Table 55) | Teachers/Instructors (Table 58) | Social workers/Counsellors /Social service practitioners (Table 62) | Parents /Carers (Table 56) | Teachers/Instructors (Table 59) | Social workers/Counsellors /Social service practitioners (Table 63) |
| Educational Characteristics | | | | | | |
| Education settings (of the young PWDs) ³ | | | | F2 | | |
| Disability Situation | | | | | | |
| Level of disability | | | | | | |
| Nature of disability ⁴ | | | | | | |
| Micro Level Variables | | | | | | |
| Perceived self-stigma | | | | | | H2 |
| Perceived support (family) | | | | | | |
| Perceived support (teachers/instructors) | | | | | | |
| Perceived support (peers) | | | | F1 | | |
| Mezzo Level Variables | | | | | | |
| Perceived support (social organisations) | | | | | | |
| Perceived support (schools) | | | | | | |
| Teaching and learning arrangements at schools ⁵ | | F2 | | | | |
| Educational support at schools | | | | | | |
| Macro Level Variables | | | | | | |
| Perceived support (government) | | | | | | |
| Perceived legal support (education) | F1 | F1 | F1 | H1 | H1 | H1 |
| Perceived legal support (employment) | | | | | | |

¹“F” denotes a selected predictor is a facilitating factor of school-to-work transition of young PWDs. “H” denotes a selected predictor is a hindering factor of school-to-work-transition.

²Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared with that of other predictors (“1” means the most significant/important predictor).

³Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents' child(ren)'s secondary schooling.

⁴Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁵“Teaching and learning arrangements at schools” refer to the following four areas: i) adaptation of school curriculum, ii) provision of special teaching and learning guidance, iii) provision of learning-related support, iv) design of special assessment methods.

Table 18 shows the summary or regression analyses for Pathway 1 transition in the eyes of parents/carers, teachers/instructors, and social workers/counsellors/social service practitioners. They generally considered the legal support stipulated under the DDO facilitated young PWDs' school-to-work transition as it strengthened their confidence in schooling. In addition, parents/carers considered the special education settings and support from peers did alleviate young PWDs' difficulty in schooling. Teachers/instructors considered the teaching and learning arrangement at schools did enhance young PWDs' confidence for schooling.

For the hindering factors, they generally considered the legal support stipulated under the DDO hindered young PWDs' school-to-work transition as it made them feel difficult in completing schooling. It is noteworthy that they also considered it one of the facilitating factors. In addition,

social workers/counsellors/social service practitioners considered young PWDs' self-stigma did aggravate their difficulty in schooling.

Table 19. Summary of regression analyses: Stakeholders' perceptions of facilitating and hindering factors of school-to-work transition (Pathways 2 and 3 transitions)

| Predictors ^{1,2} | Pathways 2 and 3 transitions | | | | | |
|---|------------------------------|---------------------------------|--|-------------------------------|---------------------------------|--|
| | Perceived employment values | | | Perceived fears of employment | | |
| | Parents /Carers ⁵ | Teachers/Instructors (Table 60) | Social workers/Counsellors/Social service practitioners (Table 64) | Parents /Carers (Table 57) | Teachers/Instructors (Table 61) | Social workers/Counsellors/Social service practitioners (Table 65) |
| Educational Characteristics | | | | | | |
| Education settings (of the young PWDs) ³ | | | | | | |
| Disability Situation | | | | | | |
| Level of disability | | | | | | |
| Nature of disability ⁴ | | | | | | |
| Micro Level Variables | | | | | | |
| Perceived self-stigma | | | | H1 | H1 | H1 |
| Perceived support (family) | | | | | | |
| Perceived support (teachers/instructors) | | | | | | |
| Perceived support (peers) | | | | | | |
| Mezzo Level Variables | | | | | | |
| Perceived support (social organisations) | | F1 | F1 | | | H3 |
| Perceived support (schools) | | | | | | H2 |
| Teaching and learning arrangements at schools | | | | | | |
| Educational support at schools | | | | | | |
| Macro Level Variables | | | | | | |
| Perceived support (government) | | | | | | |
| Perceived legal support (education) | | | | | | |
| Perceived legal support (employment) | | | | | | |

¹“F” denotes a selected predictor is a facilitating factor of school-to-work transition of young PWDs. “H” denotes a selected predictor is a hindering factor of school-to-work-transition.

²Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared with that of other predictors (“1” means the most significant/important predictor).

³Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents' child(ren)'s secondary schooling.

⁴Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁵Neither a facilitating nor a hindering factor was identified.

Table 19 shows the summary or regression analyses for Pathways 2 and 3 transitions in the eyes of parents/carers, teachers/instructors, and social workers/counsellors/social service practitioners. Teachers/instructors and social workers/counsellors/social service practitioners generally considered support from social organisations did enhance young PWDs' motivation for achieving employment goals and attaining employment.

For the hindering factors, parents/carers, teachers/instructors, and social workers/counsellors/social service practitioners generally considered self-stigma of young PWDs did increase disability-related barriers to employment faced by young PWDs. It is worth further attention that social workers/counsellors/social service practitioners believed support from social organisations and that from schools did increase disability-related barriers to employment faced by young PWDs, given they considered support from social organisations was also the facilitating factor of young PWDs' Pathways 2 and 3 transitions.

Details of the survey and regression findings are presented in the following sections.

6.2 Young PWDs in secondary schooling

6.2.1 Pathway 1a transition: characteristics of young PWDs in secondary schooling

Table 20. Demographics of young PWDs in secondary schooling (N (%))

| Characteristics | N | % | Mean | Standard Division (S.D.) |
|-----------------|-------|-------|-------|--------------------------|
| Sex | | | | |
| Male | 107 | 58.8 | | |
| Female | 75 | 41.2 | | |
| Total | (182) | (100) | | |
| Age | | | 18.56 | 2.77 |

Table 20 shows the demographic details with a slight overrepresentation of male (58.8%). The mean age of young PWDs in secondary schooling was about 19.

Table 21. Disability situation of young PWDs in secondary schooling (N (%))

| Characteristics ¹ | N | % |
|---|-------|-------|
| Type of Disability | | |
| Physical | 20 | 11.0 |
| Specific learning difficulties ² | 31 | 17.0 |
| Visual impairment | 5 | 2.7 |
| Hearing impairment | 6 | 3.3 |
| Mental and emotional impairment | 8 | 4.4 |
| Intellectual | 21 | 11.5 |
| Autism | 19 | 10.4 |
| ADHD | 15 | 8.2 |
| Multiple | 57 | 31.3 |
| Total | (182) | (100) |
| Level of Disability³ | | |
| Mild | 120 | 65.9 |
| Moderate | 48 | 26.4 |
| Severe | 14 | 7.7 |
| Total | (182) | (100) |
| Nature of Disability | | |
| Visible | 60 | 33.0 |
| Invisible | 122 | 67.0 |
| Total | (182) | (100) |
| Use of Assistive Tools | | |
| Yes | 33 | 18.1 |
| No | 149 | 81.9 |
| Total | (182) | (100) |

¹ Due to the rounding effect, the aggregated total percentage may not add up to 100%.

² Specific learning difficulties include dyslexia and speech and language impairment.

³ Level of disability is determined by the respondents' perception.

Table 21 shows the disability situation of young PWDs in secondary schooling. The four major types of disabilities included multiple disabilities (31.3%), specific learning difficulties (17.0%), intellectual disability (11.5%), and physical disability (11.0%). Among the young

PWDs in secondary schooling, 67.0% of them had invisible disabilities and 33.0% had visible disabilities. In severity level, 65.9% belonged to a mild level of severity, 26.4% to moderate, and 7.7% to severe. The majority, 81.9%, did not need any assistive tools (such as wheelchair, cane, and hearing aids), and 18.1% required use of an assistive tool.

Table 22. Educational characteristics of young PWDs in secondary schooling (N (%))

| Characteristics | N | % |
|-------------------------------------|-------|-------|
| Secondary Education Settings | | |
| Mainstream | 81 | 44.5 |
| Special | 101 | 55.5 |
| Total | (182) | (100) |

Table 22 shows the education settings of young PWDs in secondary schooling with a slight overrepresentation of young PWDs in special education settings (55.5%).

6.2.2 Pathway 1a transition: regression analyses of young PWDs in secondary schooling

Table 23. Regression analysis of confidence for secondary schooling

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|--|---|---------------------|--------|-------------------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | T | t ² =F | Rank |
| Constant | 1.496*** | .333 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | -.123 | .090 | -1.365 | 1.863 | |
| Disability Situation | | | | | |
| Level of disability | .042 | .069 | .613 | .376 | |
| Nature of disability ³ | .098 | .094 | 1.039 | 1.080 | |
| Micro level Variables | | | | | |
| Self-stigma | -.038 | .069 | -.543 | .295 | |
| Perceived support (parents/carers) | .030 | .064 | .473 | .224 | |
| Perceived support (teachers/instructors) | .147 | .075 | 1.956 | 3.826 | |
| Perceived support (peers) | .114 | .063 | 1.810 | 3.276 | |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | .041 | .082 | .507 | .257 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ⁴ | .161*** | .037 | 4.410 | 19.448 | F1 |
| | <i>R</i> ² | | 0.220 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Confidence for secondary schooling (young PWDs in secondary schooling)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents' secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors ("1" means the most significant/important predictor). "F" and "H" denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 23 shows the regression model for the “confidence for secondary schooling” variable. The model explains 22.0% of the variance. One statistically significant predictor, the “perceived legal support (education)” variable ($B=.161, p<.001$), was identified as the facilitating factor. It indicated young PWDs considered an increase in legal protection stipulated under the DDO did enhance their confidence for secondary schooling.

Table 24. Regression analysis of difficulty in secondary schooling

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|--|---|---------------------|--------|---------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | $t^2=F$ | Rank |
| Constant | -.141 | .363 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | -.175 | .098 | -1.786 | 3.190 | |
| Disability Situation | | | | | |
| Level of disability | .213** | .078 | 2.739 | 7.502 | H3 |
| Nature of disability ³ | .124 | .102 | 1.213 | 1.471 | |
| Micro level Variables | | | | | |
| Self-stigma | .399*** | .076 | 5.256 | 27.626 | H2 |
| Perceived support (parents/carers) | .093 | .071 | 1.308 | 2.816 | |
| Perceived support (teachers/instructors) | -.212* | .082 | -2.592 | 6.718 | F1 |
| Perceived support (peers) | .116 | .069 | 1.678 | 2.816 | |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | .130 | .089 | 1.460 | 2.132 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ⁴ | .263*** | .040 | 6.563 | 43.073 | H1 |
| R^2 | | | 0.380 | | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Difficulty in secondary schooling (young PWDs in secondary schooling)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents’ secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 24 shows the regression model for the “difficulty in secondary schooling” variable. The model explained 38.0% of the variance. One statistically significant predictor was identified as the facilitating factor. Three statistically significant predictors were identified as the hindering factors. For the facilitating factor, the “perceived support (teachers/instructors)” variable ($B=-.212, p<.05$) was identified. It indicated an increase in teachers’/instructors’ support (e.g., teaching and learning support and accommodation) did alleviate their difficulty in secondary schooling.

The “perceived legal support (education)” variable ($B=.263, p<.001$) was identified as the most significant hindering factor. It indicated young PWDs in secondary schooling considered the legal protection stipulated under the DDO was a double-edged sword, which would unintentionally aggravate their difficulty in schooling when the level of legal protection

increased.

The “self-stigma” variable ($B=.399, p<.001$) was identified as the second most significant hindering factor. It indicated young PWDs with a more negative perception of their disability identity perceived more difficulty in secondary schooling.

The “level of disability” variable ($B=.213, p<.01$) was identified as the third most significant hindering factor. It indicated young PWDs with a more severe level of disability perceived more difficulty in secondary schooling.

6.2.3 Pathway 1a to 1b transitions: regression analysis of young PWDs in secondary schooling

Table 25. Regression analysis of Career Decision Self-Efficacy (CDSE) of young PWDs in secondary schooling (preparing for further study)

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|--|---|---------------------|--------|---------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | $t^2=F$ | Rank |
| Constant | .569 | .319 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | -.101 | .086 | -1.170 | 1.369 | |
| Disability Situation | | | | | |
| Level of disability | -.054 | .066 | -.811 | .658 | |
| Nature of disability ³ | -.035 | .091 | -.388 | .151 | |
| Micro level Variables | | | | | |
| Self-stigma | -.047 | .066 | -.712 | .507 | |
| Perceived support (parents/carers) | -.030 | .061 | -.490 | .240 | |
| Perceived support (teachers/instructors) | .311*** | .072 | 4.340 | 18.836 | F2 |
| Perceived support (peers) | .281*** | .061 | 4.638 | 21.511 | F1 |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | .253** | .078 | 3.230 | 10.433 | F3 |
| Macro level Variables | | | | | |
| Perceived legal support (education) ⁴ | -.040 | .035 | -1.136 | 1.290 | |
| R^2 | | | 0.402 | | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Career Decision Self-Efficacy (CDSE) (young PWDs in secondary schooling)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents’ secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 25 shows the regression model for the “Career Decision Self-Efficacy (CDSE) (preparing for further study)” variable of young PWDs in secondary schooling. The model explains 40.2% of the variance. Three statistically significant predictors were identified as the facilitating factors. The “perceived support (peers)” variable ($B=.281, p<.001$) was identified as the most important facilitating factor. It indicated an increase in peers’ support (e.g., emotional support, career advice, labour market information) did enhance young PWDs’ perceived ability to make

educational and vocational decisions.

The “perceived support (teachers/instructors)” variable ($B=.311, p<.001$) was identified as the second most important facilitating factor. It indicated an increase in teachers’/instructors’ support (e.g., career advice/guidance, labour market information) did enhance young PWDs’ perceived ability to make educational and vocational decisions.

The “perceived support (schools)” variable ($B=.253, p<.01$) was identified as the third most important facilitating factor. It indicated an increase in support from the schools’ support system (e.g., career guidance and counselling) did enhance young PWDs’ perceived ability to make educational and vocational decisions.

6.2.4 Pathway 1a to 2 transitions: regression analyses of young PWDs in secondary schooling

Table 26. Regression analysis of Career Decision Self-Efficacy (CDSE) of young PWDs in secondary schooling (about to enter the labour market)

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|---|---|---------------------|--------|-------------------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | .526 | .319 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | -.091 | .086 | -1.060 | 1.124 | |
| Disability Situation | | | | | |
| Level of disability | -.047 | .066 | -.719 | .517 | |
| Nature of disability ³ | -.017 | .090 | -.191 | .036 | |
| Micro level Variables | | | | | |
| Self-stigma | -.049 | .066 | -.752 | .566 | |
| Perceived support (parents/carers) | -.009 | .061 | -.147 | .022 | |
| Perceived support (teachers/instructors) | .307*** | .072 | 4.294 | 18.438 | F2 |
| Perceived support (peers) | .262*** | .061 | 4.301 | 18.499 | F1 |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | -.162 | .100 | -1.620 | 2.624 | |
| Perceived support (schools) | .278** | .094 | 2.959 | 8.756 | F3 |
| Macro level Variables | | | | | |
| Perceived support (government) | .077 | .096 | .806 | .650 | |
| Perceived legal support (employment) ⁴ | .043 | .070 | .623 | .388 | |
| | <i>R</i> ² | | 0.405 | | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Career Decision Self-Efficacy (CDSE) (young PWDs in secondary schooling)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents’ secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 26 shows the regression model for the “Career Decision Self-Efficacy (CDSE) (about to enter the labour market)” variable of young PWDs in secondary schooling. The model explains 40.5% of the variance. Three statistically significant predictors were identified as the facilitating factors. The “perceived support (peers)” variable ($B=.262, p<.001$) was identified as the most important facilitating factor. It indicated an increase in peers’ support (e.g., emotional support, career advice, labour market information) did enhance young PWDs’ perceived ability to make educational and vocational decisions.

The “perceived support (teachers/instructors)” variable ($B=.307, p<.001$) was identified as the second most important facilitating factor. It indicated an increase in teachers’/instructors’ support (e.g., career advice/guidance, labour market information) did enhance young PWDs’ perceived ability to make educational and vocational decisions.

The “perceived support (schools)” variable ($B=.278, p<.01$) was identified as the third most important facilitating factor. It indicated an increase in support from the schools’ support system (e.g., career guidance and counselling) did enhance young PWDs’ perceived ability to make educational and vocational decisions.

Table 27. Regression analysis of Job Search Self-Efficacy (JSSE) of young PWDs in secondary schooling

| Selected Predictors ¹ | Regression coefficient (B) ⁵ | Standard Error (SE) | Ranking ⁶ of Predictors | | |
|---|---|---------------------|------------------------------------|-------------------|------|
| | | | t | t ² =F | Rank |
| Constant | -.023 | .458 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | -.154 | .124 | -1.244 | 1.548 | |
| Disability Situation | | | | | |
| Level of disability | -.269** | .093 | -2.884 | 8.317 | H1 |
| Nature of disability ³ | .027 | .131 | .208 | .043 | |
| Micro level Variables | | | | | |
| Self-stigma | .008 | .094 | .082 | .007 | |
| Perceived support (parents/carers) | .130 | .090 | 1.441 | 2.076 | |
| Perceived support (teachers/instructors) | .221* | .103 | 2.139 | 4.575 | F3 |
| Perceived support (peers) | .322*** | .088 | 3.678 | 13.528 | F1 |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | -.089 | .144 | -.617 | .381 | |
| Perceived support (schools) | .340* | .135 | 2.511 | 6.305 | F2 |
| Macro level Variables | | | | | |
| Perceived support (government) | .085 | .139 | .609 | .371 | |
| Perceived legal support (employment) ⁴ | .012 | .099 | .117 | .014 | |
| | <i>R</i> ² | | 0.356 | | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Job Search Self-Efficacy (JSSE) (young PWDs in secondary schooling)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents’ secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the

outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 27 shows the regression model for the “Job Search Self-Efficacy (JSSE)” variable of young PWDs in secondary schooling. The model explains 35.6% of the variance. Three statistically significant predictors were identified as the facilitating factors. One statistically significant predictor was identified as the hindering factor.

The “perceived support (peers)” variable ($B=.322, p<.001$) was identified as the most important facilitating factor. It indicated an increase in peers’ support (e.g., emotional support, career advice, labour market information) did enhance young PWDs’ preparedness for job seeking.

The “perceived support (schools)” variable ($B=.340, p<.05$) was identified as the second most important facilitating factor. It indicated an increase in support from the schools’ support system (e.g., career guidance and counselling) did enhance young PWDs’ preparedness for job seeking.

The “perceived support (teachers/instructors)” variable ($B=.221, p<.05$) was identified as the third most important facilitating factor. It indicated an increase in teachers’/instructors’ support (e.g., career advice/guidance, labour market information) did enhance young PWDs’ preparedness for job seeking.

For the hindering factor, the “level of disability” variable was identified ($B=-.269, p<.01$). It indicated young PWDs in secondary schooling with a more severe level of disability perceived less preparedness for job seeking.

6.3 Young PWDs in post-secondary schooling

6.3.1 Pathway 1b transition: characteristics of young PWDs in post-secondary schooling

Table 28. Demographics of young PWDs in post-secondary schooling (N (%))

| Characteristics | N | % | Mean | S.D. |
|-----------------|-------|-------|-------|------|
| Sex | | | | |
| Male | 63 | 51.6 | | |
| Female | 59 | 48.4 | | |
| Total | (122) | (100) | | |
| Age | | | 21.66 | 2.82 |

Table 28 shows the demographic details with a slight overrepresentation of male (51.6%). The mean age of young PWDs in post-secondary schooling was about 22.

Table 29. Disability situation of young PWDs in post-secondary schooling (N (%))

| Characteristics¹ | N | % |
|---|----------|----------|
| Type of Disability | | |
| Physical | 9 | 7.4 |
| Specific learning difficulties ² | 12 | 9.8 |
| Visual impairment | 6 | 4.9 |
| Hearing impairment | 11 | 9.0 |
| Mental and emotional impairment | 23 | 18.9 |
| Autism | 8 | 6.6 |
| ADHD | 13 | 10.7 |
| Multiple | 40 | 32.8 |
| Total | (122) | (100) |
| Level of Disability³ | | |
| Mild | 68 | 55.7 |
| Moderate | 41 | 33.6 |
| Severe | 13 | 10.7 |
| Total | (122) | (100) |
| Nature of Disability | | |
| Visible | 29 | 23.8 |
| Invisible | 93 | 76.2 |
| Total | (122) | (100) |
| Use of Assistive Tools | | |
| Yes | 22 | 18.0 |
| No | 100 | 82.0 |
| Total | (122) | (100) |

¹ Due to the rounding effect, the aggregated total percentage may not add up to 100%.

² Specific learning difficulties include dyslexia and speech and language impairment.

³ Level of disability is determined by the respondents' perception.

Table 29 shows the disability situation of young PWDs in post-secondary schooling. The four major types of disabilities included multiple disabilities (32.8%), mental and emotional impairment (18.9), ADHD (10.7%), and specific learning difficulties (9.8%). Among the young PWDs in post-secondary schooling, 76.2% of them had invisible disabilities and 23.8% had visible disabilities. In severity level, 55.7% belonged to a mild level of severity, 33.6% to moderate, and 10.7% to severe. The majority, 82.0%, did not need any assistive tools (such as wheelchair, cane, and hearing aids), and 18.0% required the use of an assistive tool.

Table 30. Educational characteristics of young PWDs in post-secondary schooling (N (%))

| Characteristics | N | % |
|-------------------------------------|----------|----------|
| Level of Study | | |
| Diploma or associate degree | 45 | 36.9 |
| Bachelor's degree or higher | 77 | 63.1 |
| Total | (122) | (100) |
| Secondary Education Settings | | |
| Mainstream | 112 | 91.8 |
| Special | 10 | 8.2 |
| Total | (122) | (100) |

Table 30 shows the educational characteristics of young PWDs in post-secondary schooling. Regarding the level of study, 63.1% were doing a bachelor's degree or higher. The remaining 36.9% were doing a diploma or associate degree. Prior to their post-secondary schooling, 91.8% of young PWDs had attended mainstream schools. The remaining 8.2% had attended

special schools.

6.3.2 Pathway 1b transition: regression analyses of young PWDs in post-secondary schooling

Table 31. Regression analysis of confidence for post-secondary schooling

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|--|--|------------------------------|----------|----------------------------------|------|
| | Regression coefficient (<i>B</i>) ⁵ | Standard Error (<i>SE</i>) | <i>t</i> | <i>t</i> ² = <i>F</i> | Rank |
| Constant | 1.309*** | .322 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | NA | NA | NA | NA | |
| Disability Situation | | | | | |
| Level of disability | -.102 | .077 | -1.326 | 1.758 | |
| Nature of disability ³ | .144 | .119 | 1.208 | 1.459 | |
| Micro level Variables | | | | | |
| Self-stigma | -.068 | .074 | -.926 | .857 | |
| Perceived support (parents/carers) | -.025 | 0.75 | -.331 | .110 | |
| Perceived support (teachers/instructors) | .262*** | .077 | 3.396 | 11.533 | F1 |
| Perceived support (peers) | .111 | .091 | 1.214 | 1.474 | |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | .174* | .084 | 2.060 | 4.244 | F3 |
| Macro level Variables | | | | | |
| Perceived legal support (education) ⁴ | .101* | .041 | 2.436 | 5.934 | F2 |
| | <i>R</i> ² | | 0.353 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Confidence for post-secondary schooling (young PWDs in post-secondary schooling)

² Education settings were not included in the analysis as the sample did not contain valid responses from young PWDs whose secondary schooling was under special education settings.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (*B*) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 31 shows the regression model for the “confidence for post-secondary schooling” variable. The model explains 35.3% of the variance. Three statistically significant predictors were identified as the facilitating factors. The “perceived support (teachers/instructors)” variable ($B = .262$, $p < .001$) was identified as the most important facilitating factor. It indicated an increase in teachers’/instructors’ support (e.g., teaching and learning support and accommodation) did enhance young PWDs’ confidence for post-secondary schooling.

The “perceived legal support (education)” variable ($B = .101$, $p < .05$) was identified as the second most important facilitating factor. It indicated young PWDs considered an increase in legal protection stipulated under the DDO did enhance their confidence for post-secondary schooling.

The “perceived support (schools)” variable ($B = .174$, $p < .05$) was identified as the third important facilitating factor. It indicated an increase in support from the schools’ support system (e.g., accommodation for students with disabilities) did enhance young PWDs’

confidence for post-secondary schooling.

Table 32. Regression analysis of difficulty in post-secondary schooling

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|--|---|---------------------|--------|-------------------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | 1.636*** | .354 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | NA | NA | NA | NA | |
| Disability Situation | | | | | |
| Level of disability | .301*** | .082 | 3.676 | 13.513 | H1 |
| Nature of disability ³ | -.133 | .128 | -1.042 | 1.086 | |
| Micro level Variables | | | | | |
| Self-stigma | .240** | .079 | 3.051 | 9.309 | H2 |
| Perceived support (parents/carers) | -.023 | .080 | -.285 | .081 | |
| Perceived support (teachers/instructors) | .046 | .083 | .556 | .309 | |
| Perceived support (peers) | -.128 | .096 | -1.329 | 1.766 | |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | -.121 | .089 | -1.356 | 1.839 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ⁴ | .127** | .044 | 2.876 | 8.271 | H3 |
| | <i>R</i> ² | | 0.210 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Difficulty in post-secondary schooling (young PWDs in post-secondary schooling)

² Education settings were not included in the analysis as the sample did not contain valid responses from young PWDs whose secondary schooling was under special education settings.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 32 shows the regression model for the “difficulty in post-secondary schooling” variable. The model explains 21.0% of the variance. Three statistically significant predictors were identified as the hindering factors. The “level of disability” variable ($B=.301$, $p<.001$) was identified as the most significant hindering factor. It indicated young PWDs with a more severe level of disability perceived more difficulty in post-secondary schooling.

The “self-stigma” variable ($B=.240$, $p<.01$) was identified as the second most important hindering factor. It indicated young PWDs in post-secondary schooling with a more negative perception of their disability identity perceived more difficulty in post-secondary schooling.

The “perceived legal support (education)” variable ($B=.127$, $p<.01$) was identified as the third most significant hindering factor. It indicated young PWDs in post-secondary schooling believed the legal protection stipulated under the DDO was a double-edged sword, which would unintentionally stigmatise them when the level of legal protection increased.

6.3.3 Pathway 1b to 3 transitions: regression analyses of young PWDs in post-secondary schooling

Table 33. Regression analysis of Career Decision Self-Efficacy (CDSE) of young PWDs in post-secondary schooling (about to enter the labour market)

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|---|---|---------------------|--------|-------------------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | 2.74 | .315 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | NA | NA | NA | NA | |
| Disability Situation | | | | | |
| Level of disability | -.130 | .068 | -1.896 | 3.595 | |
| Nature of disability ³ | .092 | .107 | .859 | .738 | |
| Micro level Variables | | | | | |
| Self-stigma | .139* | .067 | 2.085 | 4.347 | F5 |
| Perceived support (parents/carers) | .070 | .068 | 1.030 | 1.061 | |
| Perceived support (teachers/instructors) | .239*** | .069 | 3.445 | 11.868 | F1 |
| Perceived support (peers) | .205* | .079 | 2.586 | 6.687 | F3 |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | .184* | .085 | 2.162 | 4.674 | F4 |
| Perceived support (schools) | .286*** | .084 | 3.401 | 11.567 | F2 |
| Macro level Variables | | | | | |
| Perceived support (government) | -.086 | .097 | -.890 | .792 | |
| Perceived legal support (employment) ⁴ | -.198* | .078 | -2.551 | 6.508 | H1 |
| | <i>R</i> ² | | 0.451 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Career Decision Self-Efficacy (CDSE) (young PWDs in post-secondary schooling)

² Education settings were not included in the analysis as the sample did not contain valid responses from young PWDs whose secondary schooling was under special education settings.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 33 shows the regression model for the “Career Decision Self-Efficacy (CDSE) (about to enter the labour market)” variable of young PWDs in post-secondary schooling. The model explains 45.1% of the variance. Five statistically significant predictors were identified as the facilitating factors. One statistically significant predictor was identified as the hindering factor. The “perceived support (teachers/instructors)” variable ($B = .239$, $p < .001$) was identified as the most important facilitating factor. It indicated an increase in teachers’/instructors’ support (e.g., career advice/guidance, labour market information) did enhance young PWDs’ perceived ability to make educational and vocational decisions.

The “perceived support (schools)” variable ($B = .286$, $p < .001$) was identified as the second most important facilitating factor. It indicated an increase in support from the schools’ support system (e.g., career guidance and counselling) did enhance young PWDs’ perceived ability to

make educational and vocational decisions.

The “perceived support (peers)” variable ($B=.205, p<.05$) was identified as the third most important facilitating factor. It indicated an increase in peers’ support (e.g., emotional support, career advice, labour market information) did enhance young PWDs’ perceived ability to make educational and vocational decisions.

The “perceived support (social organisations)” variable ($B=.184, p<.05$) was identified as the fourth most important facilitating factor. It indicated an increase in employment support services provided by social organisations did enhance young PWDs’ perceived ability to make educational and vocational decisions.

The “self-stigma” variable ($B=.139, p<.05$) was identified as the fifth most important facilitating factor. The result can be explained as follow. Young PWDs with a more negative perception of their disability identity tended to make a job choice after evaluating their disability situation. Similar situation was also observed when they made further studies decisions (refer to 4.5 for details).

For the hindering factor, the “perceived legal support (employment)” variable ($B=-.198, p<.05$) was identified. It indicated young PWDs in post-secondary schooling believed the legal protection stipulated under the DDO was a double-edged sword, which would unintentionally hinder their ability to make educational and vocational decisions when the level of legal protection increased.

Table 34. Regression analysis of Job Search Self-Efficacy (JSSE) of young PWDs in post-secondary schooling

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|---|---|---------------------|--------|-------------------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | .336 | .379 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | NA | NA | NA | NA | |
| Disability Situation | | | | | |
| Level of disability | -.196* | .082 | -2.378 | 5.655 | H1 |
| Nature of disability ³ | .079 | .128 | .616 | .379 | |
| Micro level Variables | | | | | |
| Self-stigma | .051 | .080 | .634 | .402 | |
| Perceived support (parents/carers) | .168* | .082 | 2.044 | 4.178 | F4 |
| Perceived support (teachers/instructors) | .070 | .084 | .843 | .711 | |
| Perceived support (peers) | .321** | .095 | 3.373 | 11.377 | F2 |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | .245* | .102 | 2.395 | 5.736 | F3 |
| Perceived support (schools) | .362*** | .101 | 3.571 | 12.752 | F1 |
| Macro level Variables | | | | | |
| Perceived support (government) | -.149 | .117 | -1.275 | 1.626 | |
| Perceived legal support (employment) ⁴ | -.219* | .093 | -2.347 | 5.508 | H2 |
| R² | | | 0.420 | | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Job Search Self-Efficacy (JSSE) (young PWDs in post-secondary schooling)

² Education settings were not included in the analysis as the sample did not contain valid responses from young PWDs whose secondary schooling was under special education settings.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 34 shows the regression model for the “Job Search Self-Efficacy (JSSE)” variable of young PWDs in post-secondary schooling. The model explains 42.0% of the variance. Four statistically significant predictors were identified as the facilitating factors. Two statistically significant predictor were identified as the hindering factors. The “perceived support (schools)” variable ($B=.362, p<.001$) was identified as the most important facilitating factor. It indicated an increase in support from the schools’ support system (e.g., career guidance and counselling) did enhance young PWDs’ preparedness for job seeking.

The “perceived support (peers)” variable ($B=.321, p<.01$) was identified as the second most important facilitating factor. It indicated an increase in peers’ support (e.g., emotional support, career advice, labour market information) did enhance young PWDs’ preparedness for job seeking.

The “perceived support (social organisations)” variable ($B=.245, p<.05$) was identified as the third most important facilitating factor. It indicated an increase in employment support services provided by social organisations did enhance young PWDs’ preparedness for job seeking.

The “perceived support (parents/carers)” variable ($B=.168, p<.05$) was identified as the fourth most important facilitating factor. It indicated an increase in parents’/carers’ support (e.g., emotional support, career advice, labour market information) did enhance young PWDs’ preparedness for job seeking.

For the hindering factors, the “level of disability” variable ($B=-.196, p<.05$) was identified as the most significant hindering factor. It indicated young PWDs in post-secondary schooling with a more severe level of disability perceived more difficulty in job seeking.

The “perceived legal support (employment)” variable ($B=-.219, p<.05$) was identified as the second most significant hindering factor. It indicated young PWDs in post-secondary schooling considered the legal protection stipulated under the DDO a double-edged sword, which would unintentionally hinder their preparedness for job seeking when the level of legal protection increased.

6.4 Young PWDs who completed secondary education and in the labour market

6.4.1 Pathway 2 transition: characteristics of young PWDs who completed secondary education and in the labour market

Table 35. Demographics of young PWDs who completed secondary education and in the labour market (N (%))

| Characteristics | N | % | Mean | S.D. |
|-----------------|-------|-------|------|------|
| Sex | | | | |
| Male | 120 | 53.8 | | |
| Female | 103 | 46.2 | | |
| Total | (223) | (100) | | |
| Age | | | 24.8 | 3.86 |

Table 35 shows the demographic details with a slight overrepresentation of male (53.8%). The mean age of young PWDs who completed secondary education and in the labour market was about 25.

Table 36. Disability situation of young PWDs who completed secondary education and in the labour market (N (%))

| Characteristics ¹ | N | % |
|---|-------|-------|
| Type of Disability | | |
| Physical | 15 | 6.7 |
| Specific learning difficulties ² | 15 | 6.7 |
| Visual impairment | 5 | 2.2 |
| Hearing impairment | 17 | 7.6 |
| Mental and emotional impairment | 57 | 25.6 |
| Intellectual | 22 | 9.9 |
| Autism | 9 | 4.0 |
| Chronic disease | 5 | 2.2 |
| ADHD | 9 | 4.0 |
| Multiple | 69 | 30.9 |
| Total | (223) | (100) |
| Level of Disability³ | | |
| Mild | 151 | 67.7 |
| Moderate | 50 | 22.4 |
| Severe | 22 | 9.9 |
| Total | (223) | (100) |
| Nature of Disability | | |
| Visible | 69 | 30.9 |
| Invisible | 154 | 69.1 |
| Total | (223) | (100) |
| Use of Assistive Tools | | |
| Yes | 38 | 17.0 |
| No | 185 | 83.0 |
| Total | (223) | (100) |

¹ Due to the rounding effect, the aggregated total percentage may not add up to 100%.

² Specific learning difficulties include dyslexia and speech and language impairment.

³ Level of disability is determined by the interviewees' perception.

Table 36 shows the disability situation of young PWDs who completed secondary education

and in the labour market. The four major types of disabilities included multiple disabilities (30.9%), mental and emotional impairment (25.6%), intellectual disability (9.9%), and hearing impairment (7.6%). Among these young PWDs, 69.1% of them had invisible disabilities and 30.9% had visible disabilities. In severity level, 67.7% belonged to a mild level of severity, 22.4% to moderate, and 9.9% to severe. The majority, 83.0%, did not need any assistive tools (such as wheelchair, cane, and hearing aids), and 17.0% required the use of an assistive tool.

6.4.2 Pathway 2 transition: regression analyses of young PWDs who completed secondary education and in the labour market

Table 37. Regression analysis of employment values of young PWDs who completed secondary education and in the labour market

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|---|---|---------------------|--------|-------------------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | 2.082*** | .195 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | -.090 | .063 | -1.419 | 2.014 | |
| Disability Situation | | | | | |
| Level of disability | -.092* | .042 | -2.181 | 4.757 | H1 |
| Nature of disability ³ | .156* | .064 | 2.432 | 5.915 | F2 |
| Micro level Variable(s) | | | | | |
| Self-stigma | .038 | .046 | .831 | .691 | |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | .001 | .061 | .020 | .0004 | |
| Perceived support (schools) | .115** | .043 | 2.682 | 7.193 | F1 |
| Macro level Variables | | | | | |
| Perceived support (government) | .041 | .063 | .646 | .417 | |
| Perceived legal support (employment) ⁴ | .067 | .050 | 1.358 | 1.844 | |
| <i>R</i> ² | | | 0.128 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Employment values (young PWDs who completed secondary education and in the labour market)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents' secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors ("1" means the most significant/important predictor). "F" and "H" denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 37 shows the regression model for the "employment values" variable of young PWDs who completed secondary education and in the labour market. The model explains 12.8% of the variance. Two statistically significant predictors were identified as the facilitating factors. One statistically significant factor was identified as the hindering factor.

For the facilitating factors, the "perceived support (schools)" variable ($B = .115$, $p < .01$) was identified as the most important facilitating factor. It indicated an increase in support from the schools' support system (e.g., career guidance and counselling) did enhance young PWDs'

perceived employment values (e.g., contribute to society through working, establish a sense of identity and belongingness from working).

The “nature of disability” variable ($B=.156$ $p<.05$) was identified as the second most important facilitating factor which indicated a higher the employment values perceived by young persons with visible disabilities. The result can be explained as follows. The needs of young persons with visible disabilities are easier to be noticed than are those with invisible disabilities, and thus receipt of prompt support which is conducive to one’s perception of employment values.

For the hindering factor, the “level of disability” variable ($B= -.092$, $p<.05$) was identified. It indicated young PWDs with a more severe level of disability perceived lower employment values.

Table 38. Regression analysis of fears of employment of young PWDs who completed secondary education and in the labour market

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|---|---|---------------------|--------|-------------------|-------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | 1.222*** | .264 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | -.051 | .086 | -.600 | .360 | |
| Disability Situation | | | | | |
| Level of disability | -.009 | .057 | -.157 | .025 | |
| Nature of disability ³ | -.179* | .087 | -2.062 | 4.252 | F1 |
| Micro level Variable(s) | | | | | |
| Self-stigma | .596*** | .063 | 9.525 | 90.726 | H1 |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | .073 | .082 | .889 | .790 | |
| Perceived support (schools) | -.048 | .058 | -.825 | .681 | |
| Macro level Variables | | | | | |
| Perceived support (government) | -.008 | .086 | -.097 | .009 | |
| Perceived legal support (employment) ⁴ | .022 | .067 | .327 | .107 | |
| R² | | | | | 0.315 |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Fears of employment (young PWDs who completed secondary education and in the labour market)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents’ secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 38 shows the regression model for the “fears of employment” variable of young PWDs who completed secondary education and in the labour market. The model explains 31.5% of the variance. One statistically significant predictor was identified as the hindering factor, the “self-stigma” variable ($B=.596$, $p<.001$). It indicated young PWDs with a more negative perception of their disability identity perceived more fears of employment.

In addition, the “nature of disability” variable ($B = -.179, p < .05$) was identified as a factor which alleviated the fears of employment perceived by young persons with visible disabilities. The result can be explained as follows. The needs of young persons with visible disabilities are easier to be noticed than are those with invisible disabilities, and thus receipt of prompt support which helps alleviate the fears of employment perceived by young persons with visible disabilities.

6.5 Young PWDs who completed post-secondary education and in the labour market

6.5.1 Pathway 3 transition: characteristics of young PWDs who completed post-secondary education and in the labour market

Table 39 Demographics of young PWDs who completed post-secondary education and in the labour market (N (%))

| Characteristics | N | % | Mean | S.D. |
|-----------------|-------|-------|-------|------|
| Sex | | | | |
| Male | 56 | 38.4 | | |
| Female | 90 | 61.6 | | |
| Total | (146) | (100) | | |
| Age | | | 26.07 | 2.70 |

Table 39 shows the demographic details with an overrepresentation of female (61.6%). The mean age of young PWDs who completed post-secondary education and in the labour market was about 26.

Table 40. Disability situation of young PWDs who completed post-secondary education and in the labour market (N (%))

| Characteristics | N | % |
|---|-------|-------|
| Type of Disability | | |
| Physical | 18 | 12.3 |
| Specific learning difficulties ² | 5 | 3.4 |
| Visual impairment | 7 | 4.8 |
| Hearing impairment | 21 | 14.4 |
| Mental and emotional impairment | 39 | 26.7 |
| Autism | 12 | 8.2 |
| Chronic disease | 4 | 2.7 |
| ADHD | 7 | 4.8 |
| Multiple | 33 | 22.6 |
| Total | (146) | (100) |
| Level of Disability³ | | |
| Mild | 63 | 43.2 |
| Moderate | 52 | 35.6 |
| Severe | 31 | 21.2 |
| Total | (146) | (100) |
| Nature of Disability | | |
| Visible | 46 | 31.5 |
| Invisible | 100 | 68.5 |
| Total | (146) | (100) |

Use of Assistive Tools

| | | |
|-------|-------|-------|
| Yes | 45 | 30.8 |
| No | 101 | 69.2 |
| Total | (146) | (100) |

¹ Due to the rounding effect, the aggregated total percentage may not add up to 100%.

² Specific learning difficulties include dyslexia and speech and language impairment.

³ Level of disability is determined by the interviewees' perception.

Table 40 shows the disability situation of young PWDs who completed post-secondary education and in the labour market. The four major types of disabilities included mental and emotional impairment (26.7%), multiple disabilities (22.6%), hearing impairment (14.4%), and physical disability (12.3%). Among these young PWDs, 68.5% of them had invisible disabilities and 31.5% had visible disabilities. In severity level, 43.2% belonged to a mild level of severity, 35.6% to moderate and 21.2% to severe. The majority, 69.2%, did not need any assistive tools (such as wheelchair, cane, and hearing aids), and 30.8% required use of an assistive tool.

6.5.2 Pathway 3 transition: regression analyses of young PWDs who completed post-secondary education and in the labour market

Table 41. Regression analysis of fears of employment of young PWDs who completed post-secondary education and in the labour market

| Selected Predictors ¹ | Ranking ⁷ of Predictors | | | | |
|---|---|---------------------|--------|-------------------|------|
| | Regression coefficient (B) ⁶ | Standard Error (SE) | t | r ² =F | Rank |
| Constant | 2.534*** | .421 | | | |
| Educational Characteristics | | | | | |
| Education settings ² | -.291 | .183 | -1.591 | 2.531 | |
| Level of attainment ³ | -.020 | .108 | .186 | .035 | |
| Disability Situation | | | | | |
| Level of disability | -.135 | .069 | -1.967 | 3.869 | |
| Nature of disability ⁴ | -.206 | .112 | -1.831 | 3.353 | |
| Micro level Variable(s) | | | | | |
| Self-stigma | .491*** | .088 | 5.592 | 31.270 | H1 |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | -.090 | .084 | -1.073 | 1.151 | |
| Perceived support (schools) | -.040 | .073 | -.547 | .299 | |
| Macro level Variables | | | | | |
| Perceived support (government) | -.098 | .101 | -.970 | .941 | |
| Perceived legal support (employment) ⁵ | .087 | .084 | 1.038 | 1.077 | |
| | <i>R</i> ² | | 0.249 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Fears of employment (young PWDs who completed post-secondary education and in the labour market)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents' secondary schooling.

³ Level of attainment is categorised by sub-degrees (ref. category) and degrees.

⁴ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁵ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁶ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁷ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the

outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs respectively.

Table 41 shows the regression model for the “fears of employment” variable of young PWDs who completed post-secondary education and in the labour market. The model explains 24.9% of the variance. One statistically significant factor, the “self-stigma” variable ($B=.491, p<.001$), was identified as the hindering factor. It indicated young persons with a more negative perception of their disability identity perceived more fears of employment.

6.6 Disability discrimination faced amongst young PWDs

6.6.1 Disability discrimination at schools

Table 42. Disability discrimination at schools by education settings (N (%))

| Questions (N) ² | Secondary Education | | Post-Secondary Education | | Total | | Pearson Chi Square |
|---|---------------------------|--------------------------|---------------------------|--------------------------|---------------------------|--------------------------|--------------------|
| | Yes ¹ N (%) | No ¹ N (%) | Yes ¹ N (%) | No ¹ N (%) | Yes ¹ N (%) | No ¹ N (%) | |
| 1. Have you ever been denied help by school(s)? (N=262) | 23 (14.8) | 132 (85.2) | 21 (19.6) | 86 (80.4) | 44 (16.8) | 218 (83.2) | 1.04 |
| 2. Have you ever been refused admission to primary or/and secondary school(s) because of your disability? (N=239) | 18 (13.0) | 120 (87.0) | 12 (11.9) | 89 (88.1) | 30 (12.6) | 209 (87.4) | .07 |
| 3. Have you ever been refused admission to a post-secondary college because of your disability? (N=108) | NA | NA | 10 (9.3) | 98 (90.7) | 10 (9.3) | 98 (90.7) | NA |
| 4. Have you been refused enrolment in a post-secondary course because of your disability? (N=108) | NA | NA | 9 (8.3) | 99 (91.7) | 9 (8.3) | 99 (91.7) | NA |
| 5. Have you ever received unnecessary help from a teacher because of your disability? (N=258) | 44 (30.1) | 102 (69.9) | 27 (24.1) | 85 (75.9) | 71 (27.5) | 187 (72.5) | 1.16 |
| 6. Has any teacher failed to understand or had difficulty in understanding the learning difficulties caused by your disability? (N=275) | 48 (30.2) | 111 (69.8) | 52 (44.8) | 64 (55.2) | 100 (36.4) | 175 (63.6) | 6.21* |
| 7. Have you ever been teased or rejected by classmates at school(s) because of your disability? (N=263) | 44 (28.8) | 109 (71.2) | 51 (46.4) | 59 (53.6) | 95 (36.1) | 168 (63.9) | 8.60** |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ “Yes” indicates the respondent encountered the specified category of disability discrimination. “No” indicates the respondent did not encounter the specified category of disability discrimination.

² Missing responses were excluded from this analysis.

Table 42 shows the results of the chi-square test which examined the relation between education settings and the likelihood of experiencing disability discrimination at schools. Overall, 36.4%

reported teachers had failed to understand/had difficulty in understanding the learning difficulties caused by their disabilities; 36.1% reported they had been teased or rejected by classmates because of their disabilities; 27.5% reported they had received unnecessary help from a teacher because of their disabilities; 16.8% of them reported they had been denied of help by schools; 12.6% reported refusal of admissions to primary or secondary school because of their disabilities; 9.3% had been refused admission to a post-secondary college because of their disabilities; and 8.3% had been refused enrolment in a post-secondary course because of their disabilities.

The relation of these two variables was significant. Of the seven categories of disability discrimination at schools, two categories had a significant association with education settings. The first category was “teachers’ failure to understand or difficulty in understanding the learning difficulties caused by the disability (of young PWDs)”, $X^2(1, N=275) = 6.21, p < .05$. Young PWDs in post-secondary education settings were more likely to experience the said category of disability discrimination than were those in secondary education settings: 44.8% of young PWDs in post-secondary education settings reported they experienced the said category of disability discrimination at schools.

The second category was “being teased or rejected by classmates at school(s) because of their disability”, $X^2(1, N=263) = 8.60, p < .01$. Young PWDs in post-secondary education settings were more likely to experience the said category of disability discrimination at schools than were those in secondary education settings: 46.4% of young PWDs in post-secondary education settings reported they experienced the said category of disability discrimination at schools.

Table 43. Disability discrimination at schools by nature of disability (N (%))

| Questions ¹ (N) ⁴ | Invisible Disability | | Visible Disability | | Total | | Pearson Chi Square |
|--|---------------------------|--------------------------|---------------------------|--------------------------|---------------------------|--------------------------|--------------------|
| | Yes ² N (%) | No ² N (%) | Yes ² N (%) | No ² N (%) | Yes ² N (%) | No ² N (%) | |
| 1. Have you ever been denied help by school(s)? (N=262) | 32 (17.3) | 153 (82.7) | 12 (15.6) | 65 (84.4) | 44 (16.8) | 218 (83.2) | .11 |
| 2. Have you ever been refused admission to primary or/and secondary school(s) because of your disability? (N=239) | 18 (10.4) | 155 (89.6) | 12 (18.2) | 54 (81.8) | 30 (12.6) | 209 (87.4) | 2.63 |
| 3. Have you ever been refused admission to a post-secondary college because of your disability? (N=108) ³ | 7 (8.8) | 73 (91.3) | 3 (10.7) | 25 (89.3) | 10 (9.3) | 98 (90.7) | .10 |
| 4. Have you been refused enrolment in a post-secondary course because of your disability? (N=108) ³ | 5 (6.2) | 76 (93.8) | 4 (14.8) | 23 (85.2) | 9 (8.3) | 99 (91.7) | 1.98 |
| 5. Have you ever received unnecessary help from a teacher because of your disability? (N=258) | 45 (24.3) | 140 (75.7) | 26 (35.6) | 47 (64.4) | 71 (27.5) | 187 (72.5) | 3.35 |

| | | | | | | | |
|---|--------------|---------------|--------------|--------------|---------------|---------------|-----|
| 6. Has any teacher failed to understand or had difficulty in understanding the learning difficulties caused by your disability? (N=275) | 73 (37.2) | 123 (62.8) | 27 (34.2) | 52 (65.8) | 100 (36.4) | 175 (63.6) | .23 |
| 7. Have you ever been teased or rejected by classmates at school(s) because of your disability? (N=263) | 69 (37.3) | 116 (62.7) | 26 (33.3) | 52 (66.7) | 95 (36.1) | 168 (63.9) | .37 |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Due to the rounding effect, the aggregated total percentage may not add up to 100%.

² “Yes” indicates the respondent encountered the specified category of disability discrimination. “No” indicates the respondent did not encounter the specified category of disability discrimination.

³ Only respondents in post-secondary schooling were counted.

⁴ Missing responses were excluded from this analysis.

Table 43 shows the results of the chi-square test which examined the relation between nature of disability and the likelihood of experiencing disability discrimination at schools.

The relation of these two variables was not significant in any category of disability discrimination at schools. It means neither young persons with a visible disability nor young persons with an invisible disability were more likely to experience disability discrimination at schools compared to their counterparts.

6.6.2 Disability discrimination in the workplace faced amongst young PWDs who completed secondary education and in the labour market

Table 44. Disability discrimination in the workplace faced by young PWDs who completed secondary education and in the labour market by type of enterprise (N (%))

| Questions(N) ⁴ | Private Enterprise(s) ¹ | | Non-Private Enterprise(s) ² | | Total | | Pearson Chi Square |
|--|------------------------------------|--------------------------|--|--------------------------|---------------------------|--------------------------|--------------------|
| | Yes ³ N (%) | No ³ N (%) | Yes ³ N (%) | No ³ N (%) | Yes ³ N (%) | No ³ N (%) | |
| 1. Has your employer ever refused to provide you with work adjustments? (N=139) | 23 (32.4) | 48 (67.6) | 15 (22.1) | 53 (77.9) | 38 (27.3) | 101 (72.7) | 1.87 |
| 2. Has there been any employment agreements that did not take your disability into consideration? (N=131) | 23 (34.8) | 43 (65.2) | 14 (21.5) | 51 (78.5) | 37 (28.2) | 94 (71.8) | 2.86 |
| 3. Have you ever believed you were not promoted because of your disability? (N=95) | 10 (20.4) | 39 (79.6) | 8 (17.4) | 38 (82.6) | 18 (18.9) | 77 (81.1) | .14 |
| 4. Has your employer ever ignored your disability and assigned tasks that were too difficult for you? (N=134) | 25 (35.7) | 45 (64.3) | 18 (28.1) | 46 (71.9) | 43 (32.1) | 91 (67.9) | .88 |
| 5. Has your employer ever misunderstood your disability and assigned tasks that were too simple for you? (N=141) | 24 (33.3) | 48 (66.7) | 23 (33.3) | 46 (66.7) | 47 (33.3) | 94 (66.7) | .00 |

| | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|---------------|-----|
| 6. Have you ever been teased or rejected by your colleague(s) because of your disability? (N=143) | 20 (27.0) | 54 (73.0) | 19 (27.5) | 50 (72.5) | 39 (27.3) | 104 (72.7) | .01 |
|---|--------------|--------------|--------------|--------------|--------------|---------------|-----|

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Private enterprise(s) refer(s) to general enterprises.

² Non-private enterprise(s) include(s) social enterprises, Government departments, sheltered workshops, non-governmental organisations, and schools.

³ “Yes” indicates the respondent encountered the specified category of disability discrimination. “No” indicates the respondent did not encounter the specified category of disability discrimination.

⁴ Missing responses were excluded from this analysis.

Table 44 shows the results of the chi-square test which examined the relation between type of enterprise and the likelihood of experiencing disability discrimination in the workplace faced by young PWDs who completed secondary education and in the labour market.

Overall, 33.3% reported their employer(s) had misunderstood their disability and assigned tasks that were too simple for them; 32.1% reported their employer(s) had ignored their disability and assigned tasks that were too difficult for them; 28.2% reported their employment agreements did not take their disability into consideration; 27.3% reported their employer(s) had refused to provide them with work adjustments and had been teased or rejected by the colleague(s) because of their disability; and 18.9% believed they were not promoted because of their disability.

The relation of these two variables was not significant in any category of disability in the workplace. It means neither young PWDs who had work or internship experiences in private enterprises, nor young PWDs who had work or internship experiences in non-private enterprises were more likely to experience disability discrimination in the workplace compared to their counterparts.

Table 45. Disability discrimination in the workplace faced by young PWDs who completed secondary education and in the labour market by nature of disability (N (%))

| Questions ¹ (N) ³ | Invisible Disability | | Visible Disability | | Total | | Pearson Chi Square |
|---|---------------------------|--------------------------|---------------------------|--------------------------|---------------------------|--------------------------|--------------------|
| | Yes ² N (%) | No ² N (%) | Yes ² N (%) | No ² N (%) | Yes ² N (%) | No ² N (%) | |
| 1. Has your employer ever refused to provide you with work adjustments? (N=154) | 30 (27.8) | 78 (72.2) | 13 (28.3) | 33 (71.7) | 43 (27.9) | 111 (72.1) | .00 |
| 2. Has there been any employment agreements that did not take your disability into consideration? (N=148) | 33 (32.4) | 69 (67.6) | 8 (17.4) | 38 (82.6) | 41 (27.7) | 107 (72.3) | 3.54 |
| 3. Have you ever believed you were not promoted because of your disability? (N=108) | 18 (21.4) | 66 (78.6) | 4 (16.7) | 20 (83.3) | 22 (20.4) | 86 (79.6) | .26 |
| 4. Has your employer ever ignored your disability and assigned tasks that were too difficult for you? (N=147) | 34 (32.7) | 70 (67.3) | 11 (25.6) | 32 (74.4) | 45 (30.6) | 102 (69.4) | .72 |

| | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|---------------|-------|
| 5. Has your employer ever misunderstood your disability and assigned tasks that were too simple for you? (N=153) | 32 (30.2) | 74 (69.8) | 18 (38.3) | 29 (61.7) | 50 (32.7) | 103 (67.3) | .97 |
| 6. Have you ever been teased or rejected by your colleague(s) because of your disability? (N=158) | 24 (21.8) | 86 (78.2) | 19 (39.6) | 29 (60.4) | 43 (27.2) | 115 (72.8) | 5.32* |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Due to the rounding effect, the aggregated total percentage may not add up to 100%.

² “Yes” indicates the respondent encountered the specified category of disability discrimination. “No” indicates the respondent did not encounter the specified category of disability discrimination.

³ Missing responses were excluded from this analysis.

Table 45 shows the results of the chi-square test which examined the relation between nature of disability and the likelihood of experiencing disability discrimination in the workplace faced by young PWDs who completed secondary education and in the labour market.

The relation of these two variables was significant. Of the six categories of disability discrimination in the workplace, one had a significant association with the nature of the disability. The category identified was “being teased or rejected by colleague because of disability (of young PWDs)”, $X^2(1, N=158) = 5.32, p < .05$. Young persons with visible disabilities were more likely to experience the said category of disability discrimination in the workplace than were those with invisible disabilities: 39.6% of young persons with visible disabilities reported they experienced the said category of disability discrimination in the workplace.

6.6.3 Disability discrimination in the workplace faced amongst young PWDs who completed post-secondary education and in the labour market

Table 46. Disability discrimination in the workplace faced by young PWDs who completed post-secondary education and in the labour market by type of enterprise (N (%))

| Questions(N) ⁴ | Private Enterprise(s) ¹ | | Non-Private Enterprise(s) ² | | Total | | Pearson Chi Square |
|---|------------------------------------|--------------------------|--|--------------------------|---------------------------|--------------------------|--------------------|
| | Yes ³ N (%) | No ³ N (%) | Yes ³ N (%) | No ³ N (%) | Yes ³ N (%) | No ³ N (%) | |
| 1. Has your employer ever refused to provide you with work adjustments? (N=107) | 9 (20.5) | 35 (79.5) | 14 (22.2) | 49 (77.8) | 23 (21.5) | 84 (78.5) | .05 |
| 2. Has there been any employment agreements that did not take your disability into consideration? (N=104) | 8 (18.6) | 35 (81.4) | 12 (19.7) | 49 (80.3) | 20 (19.2) | 84 (80.8) | .02 |
| 3. Have you ever believed you were not promoted because of your disability? (N=86) | 11 (31.4) | 24 (68.6) | 16 (31.4) | 35 (68.6) | 27 (31.4) | 59 (68.6) | .00 |
| 4. Has your employer ever ignored your disability and assigned tasks that were too difficult for you? (N=115) | 17 (36.2) | 30 (63.8) | 23 (33.8) | 45 (66.2) | 40 (34.8) | 75 (65.2) | .07 |

| | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|-----|
| 5. Has your employer ever misunderstood your disability and assigned tasks that were too simple for you? (N=115) | 16 (32.7) | 33 (67.3) | 20 (30.3) | 46 (69.7) | 36 (31.3) | 79 (68.7) | .07 |
| 6. Have you ever been teased or rejected by your colleague(s) because of your disability? (N=119) | 13 (26.5) | 36 (73.5) | 19 (27.1) | 51 (72.9) | 32 (26.9) | 87 (73.1) | .01 |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Private enterprise(s) refer(s) to general enterprises.

² Non-private enterprise(s) include(s) social enterprises, Government departments, sheltered workshops, non-governmental organisations, and schools.

³ “Yes” indicates the respondent encountered the specified category of disability discrimination. “No” indicates the respondent did not encounter the specified category of disability discrimination.

⁴ Missing responses were excluded from this analysis.

Table 46 shows the results of the chi-square test which examined the relation between type of enterprise and the likelihood of experiencing disability discrimination in the workplace faced by young PWDs who completed post-secondary education and in the labour market.

Overall, 34.8% reported their employer(s) had ignored their disability and assigned tasks that were too difficult for them; 31.4% believed they were not promoted because of their disability; 31.3% reported their employer(s) had misunderstood their disability and assigned tasks that were too simple for them; 26.9% reported and had been teased or rejected by the colleague(s) because of their disability; 21.5% reported their employer(s) had refused to provide them with work adjustments; and 19.2% their employment agreements did not take their disability into consideration.

The relation of these two variables was not significant in any category of disability in the workplace. It means neither young PWDs who had work or internship experiences in private enterprises nor young PWDs who had work or internship experiences in non-private enterprises were more likely to experience disability discrimination in the workplace compared to their counterparts.

Table 47. Disability discrimination in the workplace faced by young PWDs who completed post-secondary education and in the labour market by nature of disability (N (%))

| Questions (N) ² | Invisible Disability | | Visible Disability | | Total | | Pearson Chi Square |
|---|---------------------------|--------------------------|---------------------------|--------------------------|---------------------------|--------------------------|--------------------|
| | Yes ¹ N (%) | No ¹ N (%) | Yes ¹ N (%) | No ¹ N (%) | Yes ¹ N (%) | No ¹ N (%) | |
| 1. Has your employer ever refused to provide you with work adjustments? (N=110) | 9 (13.2) | 59 (86.8) | 14 (33.3) | 28 (66.7) | 23 (20.9) | 87 (79.1) | 6.34* |
| 2. Has there been any employment agreements that did not take your disability into consideration? (N=106) | 10 (14.7) | 58 (85.3) | 10 (26.3) | 28 (73.7) | 20 (18.9) | 86 (81.1) | 2.15 |
| 3. Have you ever believed you were not promoted because of your disability? (N=88) | 14 (23.0) | 47 (77.0) | 14 (51.9) | 13 (48.1) | 28 (31.8) | 60 (68.2) | 7.21** |
| 4. Has your employer ever ignored your disability and assigned tasks that were too | 23 (30.7) | 52 (69.3) | 17 (41.5) | 24 (58.5) | 40 (34.5) | 76 (65.5) | 1.37 |

| | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|-----|
| difficult for you? (N=116) | | | | | | | |
| 5. Has your employer ever misunderstood your disability and assigned tasks that were too simple for you? (N=116) | 25 (33.3) | 50 (66.7) | 11 (26.8) | 30 (73.2) | 36 (31.0) | 80 (69.0) | .52 |
| 6. Have you ever been teased or rejected by your colleague(s) because of your disability? (N=120) | 19 (24.4) | 59 (75.6) | 13 (31.0) | 29 (69.0) | 32 (26.7) | 88 (73.3) | .61 |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹“Yes” indicates the respondent encountered the specified category of disability discrimination. “No” indicates the respondent did not encounter the specified category of disability discrimination.

² Missing responses were excluded from this analysis.

Table 47 shows the results of the chi-square test which examined the relation between nature of disability and the likelihood of experiencing disability discrimination in the workplace faced by young PWDs who completed post-secondary education and in the labour market.

The relation of these two variables was significant. Of the six categories of disability discrimination in the workplace, two had a significant association with nature of disability.

The first category was “being refused to provide with work adjustments”, $X^2(1, N=110) = 6.34, p < .05$. Young persons with visible disabilities were more likely to experience the said category of disability discrimination in the workplace than were those with invisible disabilities: 33.3% of young persons with visible disabilities reported they experienced the said category of disability discrimination in the workplace.

The second category was “being not promoted because of disability (of young PWDs)”, $X^2(1, N=88) = 7.21, p < .01$. Young persons with visible disabilities were more likely to experience the said category of disability discrimination in the workplace than were those with invisible disabilities: 51.9% of young persons with visible disabilities reported they experienced the said category of disability discrimination in the workplace.

6.7 Survey with employers and employees

6.7.1 Survey with employers

Overall, most employers expressed willingness to hire PWDs, especially PWDs with post-secondary qualifications. Also, 86.3% of employers thought that for the same job requirements, employees with disabilities should receive the same remuneration as do employees without disabilities. Among them, 85.1% were willing to hire persons with disabilities with post-secondary qualifications. However, more than half (55.3%) were concerned about the cost of barrier-free facilities/ accommodation. Likewise, more than half (52.2%) feared costs associated with additional training required for employees with disabilities and not being able to discipline employees with disabilities because of potential lawsuits.

Table 48. Employers' concerns about hiring persons with disabilities by scale of company (N (%))

| Areas of concern | Small and Medium Enterprises (SME) ¹ (Fewer than 50 persons) (N= 83) | | Large Enterprises (50 persons or more) (N=78) | | Total (N=161) | | Pearson Chi Square |
|--|---|-------------------|---|-------------------|------------------|-------------------|--------------------|
| | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | |
| 1. I am willing to hire persons with disabilities with post-secondary qualifications. | 68 (81.9) | 15 (18.1) | 69 (88.5) | 9 (11.5) | 137 (85.1) | 24 (14.9) | 1.35 |
| 2. I am willing to hire persons with disabilities without post-secondary qualifications. | 58 (69.9) | 25 (30.1) | 51 (65.4) | 27 (34.6) | 109 (67.7) | 52 (32.3) | .37 |
| 3. Under the same job requirements, employees with disabilities shall receive the same remuneration as that of employees without disabilities. | 77 (92.8) | 6 (7.2) | 62 (79.5) | 16 (20.5) | 139 (86.3) | 22 (13.7) | 6.02* |
| 4. Hiring persons with disabilities increases the work burden of other employees. | 41 (49.4) | 42 (50.6) | 37 (47.4) | 41 (52.6) | 78 (48.4) | 83 (51.6) | .06 |
| 5. Hiring persons with disabilities will increase health insurance costs. | 33 (39.8) | 50 (60.2) | 41 (52.6) | 37 (47.4) | 74 (46.0) | 87 (54.0) | 2.66 |
| 6. I fear costs associated with additional training required for employees with disabilities. | 39 (47.0) | 44 (53.0) | 45 (57.7) | 33 (42.3) | 84 (52.2) | 77 (47.8) | 1.85 |
| 7. I am concerned that excessive absenteeism will result from employees with disabilities' frequent needs for doctor visits. | 32 (38.6) | 51 (61.4) | 36 (46.2) | 42 (53.8) | 68 (42.2) | 93 (57.8) | .95 |
| 8. I am concerned about the cost of barrier-free facilities/ accommodation. | 41 (49.4) | 42 (50.6) | 48 (61.5) | 30 (38.5) | 89 (55.3) | 72 (44.7) | 2.40 |
| 9. I am concerned that employees with disabilities will require more of my time, which will take away from my other responsibilities. | 42 (50.6) | 41 (49.4) | 39 (50.0) | 39 (50.0) | 81 (50.3) | 80 (49.7) | .01 |
| 10. I am concerned that employees with disabilities cannot meet the performance standards of a job. | 38 (45.8) | 45 (54.2) | 40 (51.3) | 38 (48.7) | 78 (48.4) | 83 (51.6) | .49 |
| 11. I fear not being able to discipline employees with disabilities because of potential lawsuits. | 41 (49.4) | 42 (50.6) | 43 (55.1) | 35 (44.9) | 84 (52.2) | 77 (47.8) | .53 |

¹ Based on Government's definition of small and medium enterprises

Table 48 shows the results of the chi-square test which examined the relation between the scale of company and employers' likelihood of prioritising specific concerns when hiring persons with disabilities. The relation of these two variables was significant. Of the eleven areas of concern, one had a significant association with the scale of company. The category identified was "under same job requirements, employees with disabilities shall receive the same remuneration as that of employees without disabilities", $X^2(1, N= 161) = 6.02, p < .05$.

Employers from small and medium enterprises were more likely to prioritise the said concern than were those from large enterprises when hiring persons with disabilities: 92.8% of employers from small and medium enterprises reported they prioritised the said concern when hiring persons with disabilities.

Table 49. Employers' knowledge about hiring persons with disabilities by scale of company (N (%))

| Areas of knowledge | Small and Medium Enterprises (SME) ¹ (Fewer than 50 persons) (N= 83) | | Large Enterprises (50 persons or more) (N=78) | | Total (N=161) | | Pearson Chi Square |
|---|---|-------------------|---|-------------------|------------------|-------------------|--------------------|
| | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | |
| 1. I acknowledge the incentives available to employers for hiring persons with disabilities through the internet. | 68 (81.9) | 15 (18.1) | 64 (82.1) | 14 (17.9) | 132 (82.0) | 29 (18.0) | .00 |
| 2. I understand the benefit of hiring persons with disabilities through the internet. | 53 (63.9) | 30 (36.1) | 61 (78.2) | 17 (21.8) | 114 (70.8) | 47 (29.2) | 4.01* |
| 3. I acknowledge Government programmes that subsidise the costs of hiring persons with disabilities. | 48 (57.8) | 35 (42.2) | 57 (73.1) | 21 (26.9) | 105 (65.2) | 56 (34.8) | 4.12* |
| 4. I understand the capabilities of persons with disabilities. | 50 (60.2) | 33 (39.8) | 55 (70.5) | 23 (29.5) | 105 (65.2) | 56 (34.8) | 1.87 |
| 5. I acquire knowledge about mental disorders (Schizophrenia, Learning Disorders, Bipolar Disorder, Depression etc.). | 40 (48.2) | 43 (51.8) | 39 (50.0) | 39 (50.0) | 79 (49.1) | 82 (50.9) | .05 |
| 6. I acquire knowledge about physical disabilities (Visual Impairment, Hearing Impairment, Amputation etc.). | 52 (62.7) | 31 (37.3) | 48 (61.5) | 30 (38.5) | 100 (62.1) | 61 (37.9) | .02 |

¹ Based on Government's definition of small and medium enterprises.

Table 49 shows the results of the chi-square test which examined the relation between the scale of company and employers' knowledge about hiring persons with disabilities. The relation of these two variables was significant. Of the six areas of knowledge, two had a significant association with the scale of company.

The first area identified was "understanding the benefit of hiring persons with disabilities through the internet", $X^2(1, N= 161) = 4.01, p < .05$. Employers from large enterprises were more likely to be knowledgeable about the said area of knowledge than were those from small and medium enterprises when hiring persons with disabilities: 78.2% of employers from large enterprises reported they acquired the said area of knowledge when hiring persons with disabilities.

The second area identified was "acknowledging Government programmes that subsidise the

costs of hiring persons with disabilities”, $X^2(1, N=161) = 4.12, p < .05$. Employers from large enterprises were more likely to be knowledgeable about the said area of knowledge than were those from small and medium enterprises: 73.1% of employers from large enterprises reported they acquired the said area of knowledge when hiring persons with disabilities.

Table 50. Employers’ understanding of the DDO by scale of company (N (%))

| Areas of legal knowledge | Small and Medium Enterprises (SME) ¹ (Fewer than 50 persons) (N= 83) | | Large Enterprises (50 persons or more) (N=78) | | Total (N=161) | | Pearson Chi Square |
|---|---|-------------------|---|-------------------|------------------|-------------------|--------------------|
| | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | |
| 1. I understand the DDO. | 43 (51.8) | 40 (48.2) | 48 (61.5) | 30 (38.5) | 91 (56.5) | 70 (43.5) | 1.55 |
| 2. I acquire knowledge about hiring persons with disabilities in accordance with the DDO. | 56 (67.5) | 27 (32.5) | 56 (71.8) | 22 (28.2) | 112 (69.6) | 49 (30.4) | .36 |
| 3. The organisation’s policies and accommodation comply with the requirements stipulated under the DDO. | 45 (54.2) | 38 (45.8) | 55 (70.5) | 23 (29.5) | 100 (62.1) | 61 (37.9) | 4.54* |

¹ Based on Government’s definition of small and medium enterprises.

Table 50 shows the results of the chi-square test which examined the relation between the scale of company and employers’ legal knowledge about hiring persons with disabilities. The relation of these two variables was significant. Of the three areas of legal knowledge, one had significant association with the scale of the company. The area was “compliance of organisation’s policies and accommodation with the requirement stipulated under the DDO”, $X^2(1, N=161) = 4.54, p < .05$. Employers from large enterprises were more likely to be knowledgeable about the said area of legal knowledge than were those from small and medium enterprises: 70.5% of employers from large enterprises reported they acquired the said area of legal knowledge about hiring persons with disabilities.

Table 51. Employers’ concerns about working with persons with disabilities by scale of company (N (%))

| Areas of concern | Small and Medium Enterprises (SME) ¹ (Fewer than 50 persons) (N= 83) | | Large Enterprises (50 persons or more) (N=78) | | Total (N=161) | | Pearson Chi Square |
|--|---|-------------------|---|-------------------|------------------|-------------------|--------------------|
| | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | |
| 1. My employee(s) do/does not know how to work with persons with disabilities. | 53 (63.9) | 30 (36.1) | 48 (61.5) | 30 (38.5) | 101 (62.7) | 60 (37.3) | .09 |
| 2. My employee(s) is/are not willing to work with persons with disabilities. | 15 (18.1) | 68 (81.9) | 29 (37.2) | 49 (62.8) | 44 (27.3) | 117 (72.7) | 7.39** |
| 3. My employee(s) do/does not mind working with person with disabilities. | 64 (77.1) | 19 (22.9) | 58 (74.4) | 20 (25.6) | 122 (75.8) | 39 (24.2) | .17 |

| | | | | | | | |
|---|--------------|--------------|--------------|--------------|---------------|---------------|--------|
| 4. Employee(s) with disabilities may cause danger to or have negative impacts on other employees. | 23 (27.7) | 60 (72.3) | 25 (32.1) | 53 (67.9) | 48 (29.8) | 113 (70.2) | .36 |
| 5. Employees with disabilities require close supervision to work effectively. | 52 (62.7) | 31 (37.3) | 52 (66.7) | 26 (33.3) | 104 (64.6) | 57 (35.4) | .28 |
| 6. Employees with disabilities shall be assigned simple and repetitive tasks. | 21 (25.3) | 62 (74.7) | 36 (46.2) | 42 (53.8) | 57 (35.4) | 104 (64.6) | 7.65** |
| 7. Employees with disabilities can integrate into competitive society. | 65 (78.3) | 18 (21.7) | 57 (73.1) | 21 (26.9) | 122 (75.8) | 39 (24.2) | .60 |

¹ Based on Government's definition of small and medium enterprises.

Table 51 shows the results of the chi-square test which examined the relation between the scale of company and employer's likelihood of prioritising specific concerns when working with persons with disabilities. The relation of these two variables was significant. Of the seven areas of concern, two had significant association with the scale of company.

The first area was "employee(s) not willing to work with persons with disabilities", $X^2(1, N=161) = 7.39, p < .01$. Employers from large enterprises were more likely to prioritise the said concern than those from small and medium enterprises when working with persons with disabilities: 37.2% of employers from large enterprises reported they prioritised the said concern when working with persons with disabilities.

The second area identified was "employee(s) with disabilities shall be assigned simple and repetitive tasks", $X^2(1, N=161) = 7.65, p < .01$. Employers from large enterprises were more likely to prioritise the said concern than those from small and medium enterprises when working with persons with disabilities: 46.2% of employers from large enterprises reported they prioritised the said concern when working with persons with disabilities.

6.7.2 Survey with employees

Overall, more than 80% of the employees expressed that they were willing to work with persons with disabilities, with or without post-secondary qualifications. Most (84.4%) considered that, during the interview process, PWDs should disclose the details of their disability that might affect performing job-related tasks. 72.7% believed that it is more difficult for employers to terminate the employment of employee(s) with disabilities than of employee(s) without disabilities, given unsatisfactory job performance.

Table 52. Employees' concerns about hiring persons with disabilities by scale of company (N (%))

| Areas of concern | Small-and Medium Enterprises (SME) ¹ (Fewer than 50 persons) (N= 45) | | Large Enterprises (50 persons or more) (N=83) | | Total (N=128) | | Pearson Chi Square |
|--|---|-------------------|---|-------------------|------------------|-------------------|--------------------|
| | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | |
| 1. Persons with disabilities shall disclose details of their disability that might affect them performing job-related tasks during the interview process. | 34 (75.6) | 11 (24.4) | 74 (89.2) | 9 (10.8) | 108 (84.4) | 20 (15.6) | 4.09* |
| 2. When hiring employees with disabilities, consideration should be given to how well their disability will be accepted by colleagues. | 38 (84.4) | 7 (15.6) | 69 (83.1) | 14 (16.9) | 107 (83.6) | 21 (16.4) | .04 |
| 3. I am willing to work with persons with disabilities with post-secondary qualifications. | 36 (80.0) | 9 (20.0) | 74 (89.2) | 9 (10.8) | 110 (85.9) | 18 (14.1) | 2.02 |
| 4. I am willing to work with persons with disabilities without post-secondary qualifications. | 34 (75.6) | 11 (24.4) | 74 (89.2) | 9 (10.8) | 108 (84.4) | 20 (15.6) | 4.09* |
| 5. Persons with disabilities are as capable as that of ordinary persons at work. | 33 (73.3) | 12 (26.7) | 65 (78.3) | 18 (21.7) | 98 (76.6) | 30 (23.4) | .40 |
| 6. Cost of accommodation for employees with disabilities often divert funds from other necessary expenditures. | 21 (46.7) | 24 (53.3) | 50 (60.2) | 33 (39.8) | 71 (55.5) | 57 (44.5) | .14 |
| 7. As an employee, I consider it difficult for my employer to terminate employment of employee(s) with disabilities than that of employee(s) without disabilities, given both with unsatisfactory job performance. | 31 (68.9) | 14 (31.1) | 62 (74.7) | 21 (25.3) | 93 (72.7) | 35 (27.3) | .50 |

¹ Based on Government's definition of small and medium enterprises

Table 52 shows the results of the chi-square test which examined the relation between the scale of company and employees' likelihood of prioritising specific concern when hiring persons with disabilities. The relation of these two variables was significant. Of the seven areas of concern, two had significant association with the scale of company.

The first area was "disclosing details of disability that might affect the performance of job-related tasks during the interview process", $X^2 (1, N= 128) = 4.09, p < .05$. Employees from large enterprises were more likely to prioritise the said concern than those from small and medium enterprises when hiring persons with disabilities: 89.2% of employees from large enterprises reported they prioritised the said concern when hiring persons with disabilities.

The second area identified was "willingness to work with persons with disabilities without

post-secondary qualifications”, $X^2(1, N=128) = 4.09, p < .01$. Employees from large enterprises were more likely to prioritise the said concern than those from small and medium enterprises when hiring persons with disabilities: 89.2% of employees from large enterprises reported they prioritised the said concern when hiring persons with disabilities.

Table 53. Employees’ concerns about working with persons with disabilities by scale of company (N (%))

| Areas of concern | Small-and Medium Enterprises (SME) ¹ (Fewer than 50 persons) (N= 45) | | Large Enterprises (50 persons or more) (N=83) | | Total (N=128) | | Pearson Chi Square |
|--|---|-------------------|---|-------------------|------------------|-------------------|--------------------|
| | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | |
| 1. I am not willing to have colleague(s) with disabilities as my teammate(s). | 8 (17.8) | 37 (82.2) | 14 (16.9) | 69 (83.1) | 22 (17.2) | 106 (82.8) | .02 |
| 2. I do not know how to get along with colleague(s) with disabilities in the workplace. | 19 (42.2) | 26 (57.8) | 24 (28.9) | 59 (71.1) | 43 (33.6) | 85 (66.4) | 2.32 |
| 3. I am not willing to work with an employee with a disability who does not work effectively. | 25 (55.6) | 20 (44.4) | 45 (54.2) | 38 (45.8) | 70 (54.7) | 58 (45.3) | .02 |
| 4. I am not willing to work with an employee with a disability who has unsatisfactory job performance. | 32 (71.1) | 13 (28.9) | 60 (72.3) | 23 (27.7) | 92 (71.9) | 36 (28.1) | .02 |
| 5. Persons with disabilities are less likely to be emotionally stable under work pressure. | 17 (37.8) | 28 (62.2) | 21 (25.3) | 62 (74.7) | 38 (29.7) | 90 (70.3) | 2.18 |
| 6. Colleague(s) with disabilities typically expect(s) additional help in performing their routine works. | 19 (42.2) | 26 (57.8) | 49 (59.0) | 34 (41.0) | 68 (53.1) | 60 (46.9) | 3.31 |
| 7. Colleague(s) with disabilities is/are more likely to make mistakes at work. | 10 (22.2) | 35 (77.8) | 13 (15.7) | 70 (84.3) | 23 (18.0) | 105 (82.0) | .85 |
| 8. If I had teammate(s) with disabilities, I would be concerned about the negative impact on my job performance. | 10 (22.2) | 35 (77.8) | 19 (22.9) | 64 (77.1) | 29 (22.7) | 99 (77.3) | .01 |
| 9. I would be aware of my use of language when I communicate with colleague(s) with disabilities, to avoid offending them. | 32 (71.1) | 13 (28.9) | 73 (88.0) | 10 (12.0) | 105 (82.0) | 23 (18.0) | 5.61* |

| | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|-----|
| 10. Due to side effect of medication, colleague(s) with disabilities receive accommodation at work even though this might affect other employees. | 28 (62.2) | 17 (37.8) | 49 (59.0) | 34 (41.0) | 77 (60.2) | 51 (39.8) | .12 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|-----|

¹ Based on Government's definition of small and medium enterprises

Table 53 shows the results of the chi-square test which examined the relation between the scale of company and employees' likelihood of prioritising specific concerns when working with persons with disabilities. The relation of these two variables was significant. Of the ten areas of concern, one had significant association with the scale of company.

The area identified was "being aware of the use of language when communicating with colleague(s) with disabilities to avoid offending them", $X^2(1, N=128) = 5.61, p < .05$. Employees from large enterprises were more likely to prioritise the said concern than those from small and medium enterprises when working with persons with disabilities: 88.0% of employees from large enterprises reported they prioritised the said concern when working with persons with disabilities.

Table 54. Employees' concerns about engaging and accommodating persons with disabilities in the workplace by scale of company (N (%))

| Areas of concern | Small-and Medium Enterprises (SME) ¹ (Fewer than 50 persons) (N= 45) | | Large Enterprises (50 persons or more) (N=83) | | Total (N=128) | | Pearson Chi Square |
|---|---|-------------------|---|-------------------|------------------|-------------------|--------------------|
| | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | Agree N (%) | Disagree N (%) | |
| 1. The inclusion of colleague(s) with disabilities can be detrimental to a project team. | 15 (33.3) | 30 (66.7) | 20 (24.1) | 63 (75.9) | 35 (27.3) | 93 (72.7) | 1.25 |
| 2. I would be unhappy if (my) supervisor asked me to assist a colleague with disability while performing a brief, routine task. | 9 (20.0) | 36 (80.0) | 17 (20.5) | 66 (79.5) | 26 (20.3) | 102 (79.7) | .00 |
| 3. Supervisors or colleagues may have to spare more time to assist with the needs of colleague(s) with disabilities at work. | 33 (73.3) | 12 (26.7) | 55 (66.3) | 28 (33.7) | 88 (68.8) | 40 (31.3) | .68 |
| 4. Supervisors should not accept additional responsibilities on managing employee(s) with disabilities. | 15 (33.3) | 30 (66.7) | 34 (41.0) | 49 (59.0) | 49 (38.3) | 79 (61.7) | .72 |
| 5. Supervising employee(s) with disabilities is at the risk of being accused of discrimination in the workplace. | 21 (46.7) | 24 (53.3) | 48 (57.8) | 35 (42.2) | 69 (53.9) | 59 (46.1) | 1.46 |
| 6. Mistakes at work made by employees with disabilities shall be overlooked if they make a real effort to accomplish the task. | 35 (77.8) | 10 (22.2) | 62 (74.7) | 21 (25.3) | 97 (75.8) | 31 (24.2) | .15 |

| | | | | | | | |
|---|--------------|-------------|--------------|--------------|--------------|--------------|-----|
| 7. Mistakes at work made by employees without disabilities shall be overlooked if they make a real effort to accomplish the task. | 36 (80.0) | 9 (20.0) | 61 (73.5) | 22 (26.5) | 97 (75.8) | 31 (24.2) | .67 |
|---|--------------|-------------|--------------|--------------|--------------|--------------|-----|

¹ Based on Government's definition of small and medium enterprises

Table 54 shows the results of the chi-square test which examined the relation between the scale of company and employees' likelihood of prioritising specific concerns when engaging with and accommodating persons with disabilities in the workplace. The relation of these two variables was not significant in any area of concern. It means neither employees from small and medium enterprises nor those from large enterprises were more likely to prioritise a specific concern when engaging with and accommodating persons with disabilities in the workplace, compared to their counterparts.

6.8 Survey with parents/carers

6.8.1 Pathway 1 transition: regression analyses of parents'/carers' perception of young PWDs in schooling

Table 55. Regression analysis of perceived confidence for schooling (parents/carers)

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|--|---|---------------------|--------|-------------------|-------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | 2.238** | .663 | | | |
| Educational Characteristics of their Child(ren) | | | | | |
| Education settings ² | .075 | .128 | .588 | .346 | |
| Disability Situation of their Child(ren) | | | | | |
| Level of disability | .063 | .100 | .637 | .406 | |
| Nature of disability ³ | -.003 | .121 | -.028 | .001 | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | -.063 | .117 | -.535 | .286 | |
| Perceived support (peers) | -.112 | .095 | -1.182 | 1.397 | |
| Perceived support (family) | -.152 | .135 | -1.129 | 1.275 | |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | -.124 | .089 | -1.395 | 1.946 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ⁴ | .520*** | .055 | 9.499 | 90.231 | F1 |
| <i>R</i> ² | | | | | 0.581 |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Perceived confidence for schooling (parents/carers)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents' child(ren)'s secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors ("1" means the most significant/important predictor). "F" and "H" denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of parent/carers respectively.

Table 55 shows the regression model for the “perceived confidence for schooling” variable in the eyes of parents/carers. The model explains 58.1% of the variance. One statistically significant predictor was identified as the facilitating factor, the “perceived legal support (education)” variable ($B=.520, p<.001$). It indicated parents/carers considered an increase in legal protection stipulated under the DDO did enhance young PWDs’ confidence for schooling.

Table 56. Regression analysis of perceived difficulty in schooling (parents/carers)

| Selected Predictors ¹ | Ranking ⁶ of Predictors | | | | |
|--|---|-------------------------|--------|---------|------|
| | Regression coefficient (B) ⁵ | Standard Error (SE) | t | $t^2=F$ | Rank |
| Constant | 2.898*** | .729 | | | |
| Educational Characteristics of their Child(ren) | | | | | |
| Education settings ² | -.361* | .140 | -2.574 | 6.625 | F2 |
| Disability Situation of their Child(ren) | | | | | |
| Level of disability | .134 | .109 | 1.221 | 1.491 | |
| Nature of disability ³ | -.171 | .133 | -1.288 | 1.659 | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | .144 | .129 | 1.120 | 1.254 | |
| Perceived support (peers) | -.273* | .104 | -2.610 | 6.812 | F1 |
| Perceived support (family) | -.234 | .148 | -1.578 | 2.490 | |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | -.103 | .098 | -1.051 | 1.105 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ⁴ | .332*** | .060 | 5.522 | 30.492 | H1 |
| R^2 | | | 0.458 | | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Perceived difficulty in schooling (parents/carers)

² Education settings are categorised by mainstream education settings (ref. category) and special education settings of respondents’ child(ren)’s secondary schooling.

³ Nature of disability is categorised by invisible disability (ref. category) and visible disability.

⁴ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁵ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁶ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of parent/carers respectively.

Table 56 shows the regression model for the “perceived difficulty in schooling” variable in the eyes of parents/carers. The model explains 45.8% of the variance. Two statistically significant predictors were identified as the facilitating factors. One statistically significant predictor was identified as hindering factor.

The “perceived support (peers)” variable ($B=-.273, p<.05$) was identified as the most important facilitating factor. It indicated parents/carers considered an increase in peers’ support (e.g., emotional support, career advice, labour market information) did alleviate young PWDs’ difficulty in schooling.

The “education settings” variable ($B=-.361, p<.05$) was identified as the second most important facilitating factor. It indicated parents/carers considered young PWDs in special education

settings encountered less difficulty in schooling.

The “perceived legal support (education)” variable ($B=.332, p<.001$) was identified as the hindering factor. It indicated parents/carers considered the legal protection stipulated under the DDO a double-edged sword, which would unintentionally aggravate the difficulty in schooling perceived by young PWDs when the level of legal protection increased.

6.8.2 Pathways 2 and 3 transitions: regression analyses of parents’/carers’ perception of young PWDs who completed secondary or post-secondary education and in the labour market

Table 57. Regression analysis of perceived fears of employment (parents/carers)

| Selected Predictors ¹ | Ranking ⁵ of Predictors | | | | |
|---|---|---------------------|--------|---------|------|
| | Regression coefficient (B) ⁴ | Standard Error (SE) | t | $t^2=F$ | Rank |
| Constant | .981* | .354 | | | |
| Disability Situation of their Child(ren) | | | | | |
| Level of disability | .089 | .064 | 1.393 | 1.940 | |
| Nature of disability ² | -.162* | .072 | -2.262 | 5.117 | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | .739*** | .077 | 9.656 | 93.238 | H1 |
| Perceived support (peers) | -.040 | .055 | -.732 | .536 | |
| Perceived support (family) | -.017 | .075 | -.223 | .050 | |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | .053 | .104 | .505 | .255 | |
| Perceived support (schools) | -.079 | .083 | -.947 | .897 | |
| Macro level Variables | | | | | |
| Perceived government (government) | -.018 | .100 | -.179 | .032 | |
| Perceived legal support (employment) ³ | .037 | .076 | .483 | .233 | |
| | R^2 | | | | |
| | | | | 0.376 | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Perceived fears of employment (parents/carers)

² Nature of disability is categorised by invisible disability (ref. category) and visible disability.

³ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁴ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁵ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of parent/carers respectively.

Table 57 shows the regression model for the “perceived fears of employment” variable in the eyes of parents/carers. The model explains 37.6% of the variance. One statistically significant predictor was identified as the hindering factor, the “self-stigma” variable ($B=.739, p<.001$). It indicated parents/carers considered young PWDs with a more negative perception of their disability identity perceived more fears of employment.

6.9 Survey with teachers/instructors

6.9.1 Pathway 1 transition: regression analyses of teachers'/instructors' perception of youngPWDs in schooling

Table 58. Regression analysis of perceived confidence for schooling (teachers/instructors)

| Selected Predictors ¹ | Ranking ⁵ of Predictors | | | | |
|--|--|------------------------------|----------|----------------------------------|------|
| | Regression coefficient (<i>B</i>) ⁴ | Standard Error (<i>SE</i>) | <i>t</i> | <i>t</i> ² = <i>F</i> | Rank |
| Constant | .586 | .639 | | | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | -.152 | .144 | -1.056 | 1.115 | |
| Mezzo level Variables | | | | | |
| Teaching and learning arrangements at schools ² | .665* | .249 | 2.675 | 7.156 | F2 |
| Educational support at schools | .236 | .201 | 1.174 | 1.378 | |
| Perceived support (schools) | -.176 | .112 | -1.578 | 2.490 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ³ | .200** | .063 | 3.190 | 10.176 | F1 |
| | <i>R</i> ² | | 0.412 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Perceived confidence for schooling (teachers/instructors)

² “Teaching and learning arrangements at schools” refers to the following four areas: i) adaptation of school curriculum, ii) provision of special teaching and learning guidance, iii) provision of learning-related support, and iv) design of special assessment methods.

³ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁴ Regression coefficient (*B*) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁵ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of teachers/instructors respectively.

Table 58 shows the regression model for the “perceived confidence for schooling” variable in the eyes of teachers/instructors. The model explains 41.2% of the variance. Two statistically significant predictors were identified as the facilitating factors. The “perceived legal support (education)” variable ($B=.200$, $p<.01$) was identified as the most important facilitating factor. It indicated teachers/instructors considered an increase in legal protection stipulated under the DDO did enhance young PWDs’ confidence for schooling.

The “teaching and learning arrangement at schools” variable ($B=.665$, $p<.05$) was identified as the second most important facilitating factor. It indicated teachers/instructors considered an increase in support to students with disabilities through relevant teaching and learning arrangement at schools (e.g., learning support from teachers, accommodation for students with disabilities) did enhance young PWDs’ confidence for schooling.

Table 59. Regression analysis of perceived difficulty in schooling (teachers/instructors)

| Selected Predictors ¹ | Ranking ⁵ of Predictors | | | | |
|--|---|---------------------|--------|-------------------|------|
| | Regression coefficient (B) ⁴ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | 2.590** | .821 | | | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | .166 | .186 | .895 | .801 | |
| Mezzo level Variables | | | | | |
| Teaching and learning arrangements at schools ² | -.348 | .320 | -1.088 | 1.184 | |
| Educational support at schools | -.202 | .258 | -.783 | .613 | |
| Perceived support (schools) | .062 | .143 | .435 | .189 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ³ | .265** | .081 | 3.285 | 10.791 | H1 |
| | <i>R</i> ² | | | 0.136 | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Perceived difficulty in schooling (teachers/instructors)

² “Teaching and learning arrangements at schools” refer to the following four areas: i) adaptation of school curriculum, ii) provision of special teaching and learning guidance, iii) provision of learning-related support, iv) design of special assessment methods.

³ Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

⁴ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁵ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of teachers/instructors respectively.

Table 59 shows the regression model for the “perceived difficulty in schooling” variable in the eyes of teachers/instructors. The model explained 13.6% of the variance. One statistically significant predictor was identified as the hindering factor, the “perceived legal support (education)” variable ($B = .265$, $p < .01$). It indicated teachers/instructors considered the legal protection stipulated under the DDO a double-edged sword, which would unintentionally aggravate the difficulty in schooling perceived by young PWDs when the level of legal protection increased.

6.9.2 Pathways 2 and 3 transitions: regression analyses of teachers’/instructors’ perception of young PWDs who completed secondary or post-secondary education and in the labour market

Table 60. Regression analysis of perceived employment values (teachers/instructors)

| Selected Predictors ¹ | Ranking ⁴ of Predictors | | | | |
|--|---|---------------------|-------|-------------------|------|
| | Regression coefficient (B) ³ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | 2.102*** | .0361 | | | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | .109 | .088 | 1.242 | 1.543 | |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | .213* | .105 | 2.041 | 4.166 | F1 |
| Perceived support (schools) | .039 | .078 | .495 | .245 | |
| Macro level Variables | | | | | |

| | | | | |
|---|-----------------------|------|--------|------|
| Perceived government (government) | .023 | .099 | .231 | .053 |
| Perceived legal support (employment) ² | -.113 | .071 | -1.584 | .005 |
| | <i>R</i> ² | | .050 | |

p*<.05, *p*<.01, ****p*<.001

¹ Dependent variable: Perceived employment values (teachers/instructors)

² Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

³ Regression coefficient (*B*) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁴ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of teachers/instructors respectively.

Table 60 shows the regression model for the “perceived employment value” variable in the eyes of teachers/instructors. The model explains 5.0% of the variance. One statistically significant predictor was identified as the facilitating factor, the “perceived support (social organisations)” variable (*B*=.213, *p*<.05). It indicated teachers/instructors considered an increase in employment support services from social organisations did enhance young PWDs’ perceived employment values.

Table 61. Regression analysis of perceived fears of employment (teachers/instructors)

| Selected Predictors ¹ | Ranking ⁴ of Predictors | | | | |
|---|--|---------------------|----------|----------------------------------|------|
| | Regression coefficient (<i>B</i>) ³ | Standard Error (SE) | <i>t</i> | <i>t</i> ² = <i>F</i> | Rank |
| Constant | 1.124*** | .342 | | | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | .482*** | .083 | 5.813 | 33.791 | H1 |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | -.049 | .099 | -.493 | .243 | |
| Perceived support (schools) | .081 | .074 | 1.097 | 1.203 | |
| Macro level Variables | | | | | |
| Perceived government (government) | .163 | .093 | 1.750 | 3.063 | |
| Perceived legal support (employment) ² | -.078 | .067 | -1.162 | .026 | |
| | <i>R</i> ² | | 0.190 | | |

p*<.05, *p*<.01, ****p*<.001

¹ Dependent variable: Perceived fears of employment (teachers/instructors)

² Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

³ Regression coefficient (*B*) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁴ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of teachers/instructors respectively.

Table 61 shows the regression model for the “perceived fears of employment” variable in the eyes of teachers/instructors. The model explains 19.0% of the variance. One statistically significant predictor was identified as the hindering factor, the “self-stigma” variable (*B*=.482, *p*<.001). It indicated teachers/instructors considered young PWDs with more a negative perception of their disability identity perceived more fears of employment.

6.10 Survey with social workers/counsellors/social service practitioners

6.10.1 Pathway 1 transition: regression analyses of social workers'/counsellors'/social service practitioners' perception of young PWDs in schooling

Table 62. Regression analysis of perceived confidence for schooling (social workers/counsellors/social service practitioners)

| Selected Predictors ¹ | Ranking ⁴ of Predictors | | | | |
|--|---|---------------------|-------|-------------------|------|
| | Regression coefficient (B) ³ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | .851 | .516 | | | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | -.033 | .105 | -.317 | .100 | |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | .116 | .124 | .934 | .872 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ² | .530*** | .066 | 8.002 | 64.032 | F1 |
| <i>R</i> ² | | | 0.399 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Perceived confidence for schooling (social workers/counsellors/social service practitioners)

² Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

³ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁴ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of social workers/counsellors/social service practitioners respectively.

Table 62 shows the regression model for the “perceived confidence for schooling” in the eyes of social workers/counsellors/social service practitioners. The model explained 39.9% of the variance. One statistically significant predictor was identified as the facilitating factor, the “perceived legal support (education)” variable ($B = .530$, $p < .001$). It indicated social workers/counsellors/social service practitioners considered an increase in legal protection stipulated under the DDO did enhance young PWDs’ confidence for schooling.

Table 63. Regression analysis of perceived difficulty in schooling (social workers counsellors/social service practitioners)

| Selected Predictors ¹ | Ranking ⁴ of Predictors | | | | |
|--|---|---------------------|-------|-------------------|------|
| | Regression coefficient (B) ³ | Standard Error (SE) | t | t ² =F | Rank |
| Constant | .434 | .440 | | | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | .463*** | .091 | 5.099 | 26.000 | H2 |
| Mezzo level Variables | | | | | |
| Perceived support (schools) | -.070 | .105 | -.666 | .444 | |
| Macro level Variables | | | | | |
| Perceived legal support (education) ² | .296*** | .056 | 5.270 | 27.773 | H1 |
| <i>R</i> ² | | | 0.334 | | |

* $p < .05$, ** $p < .01$, *** $p < .001$

¹ Dependent variable: Perceived difficulty in schooling (social workers/counsellors/social service practitioners)

² Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

³ Regression coefficient (*B*) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁴ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of social workers/counsellors/social service practitioners respectively.

Table 63 shows the regression model for the “perceived difficulty in schooling” variable in the eyes of social workers/counsellors/social service practitioners. The model explained 33.4% of the variance. Two statistically significant predictors were identified as the hindering factors. The “perceived legal support (education)” variable ($B=.296, p<.001$) was identified as the most significant hindering factor. It indicated social workers/counsellors/social service practitioners considered the legal protection stipulated under the DDO a double-edged sword, which would unintentionally aggravate the difficulty in schooling perceived by young PWDs when the level of legal protection increased.

The “self-stigma” variable ($B=.463, p<.001$) was identified as the second most significant hindering factor. It indicated social workers/counsellors/social service practitioners considered young PWDs with a more negative perception of their disability identity perceived more difficulty in schooling.

6.10.2 Pathways 2 and 3 transitions: regression analyses of social workers’/counsellors’/social service practitioners’ perception of young PWDs who completed secondary or post-secondary education and in the labour market

Table 64. Regression analysis of perceived employment values (social workers/counsellors/social service practitioners)

| Selected Predictors ¹ | Ranking ⁴ of Predictors | | | | |
|---|--|------------------------------|----------|----------------------------------|------|
| | Regression coefficient (<i>B</i>) ³ | Standard Error (<i>SE</i>) | <i>t</i> | <i>t</i> ² = <i>F</i> | Rank |
| Constant | 1.972*** | .404 | | | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | .085 | .072 | 1.173 | 1.376 | |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | .250* | .098 | 2.542 | 6.462 | F1 |
| Perceived support (schools) | .106 | .087 | 1.214 | 1.474 | |
| Macro level Variables | | | | | |
| Perceived support (government) | -.125 | .101 | -1.236 | 1.528 | |
| Perceived legal support (employment) ² | -.016 | .079 | -.203 | .041 | |
| <i>R</i> ² | | | | 0.054 | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Perceived employment values (social workers/counsellors/social service practitioners)

² Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

³ Regression coefficient (*B*) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁴ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of social workers/counsellors/social service practitioners respectively.

Table 64 shows the regression model for the “perceived employment values” variable in the eyes of social workers/counsellors/social service practitioners. The model explains 5.4% of the variance. One statistically significant predictor was identified as the facilitating factor, the “perceived support (social organisations)” variable ($B=.250, p<.05$). It indicated social workers/counsellors/social service practitioners considered an increase in employment support from social organisations did enhance young PWDs’ perceived employment values.

Table 65. Regression analysis of perceived fears of employment (social workers/counsellors/social service practitioners)

| Selected Predictors ¹ | Ranking ⁴ of Predictors | | | | |
|---|---|-------------------------|-------|---------|------|
| | Regression coefficient (B) ³ | Standard Error (SE) | t | $t^2=F$ | Rank |
| Constant | .717 | .370 | | | |
| Micro level Variables | | | | | |
| Perceived Self-stigma | .307*** | .066 | 4.649 | 21.613 | H1 |
| Mezzo level Variables | | | | | |
| Perceived support (social organisations) | .189* | .090 | 2.096 | 4.393 | H3 |
| Perceived support (schools) | .205* | .080 | 2.582 | 6.667 | H2 |
| Macro level Variables | | | | | |
| Perceived support (government) | .026 | .093 | .277 | .077 | |
| Perceived legal support (employment) ² | -.071 | .072 | -.989 | .978 | |
| | R^2 | | 0.232 | | |

* $p<.05$, ** $p<.01$, *** $p<.001$

¹ Dependent variable: Perceived fears of employment (social workers/counsellors/social service practitioners)

² Legal support refers to the legal protection stipulated under the DDO (Cap. 487).

³ Regression coefficient (B) indicates the effect of change in a selected predictor on the selected dependent variable with all other predictors unchanged.

⁴ Ranking of predictors indicates how significant a selected predictor can uniquely account for the change in the outcome variable compared to that of other predictors (“1” means the most significant/important predictor). “F” and “H” denote a selected predictor is a facilitating or a hindering factor of the school-to-work transition of young PWDs in the eyes of social workers/counsellors/social service practitioners respectively.

Table 65 shows the regression model for the “perceived fears of employment” variable in the eyes of social workers/counsellors/social service practitioners. The model explains 23.2% of the variance. Three statistically significant predictors were identified as the hindering factors. The “self-stigma” variable ($B=.307, p<.001$) was the most significant hindering factor. It indicated social workers/counsellors/social service practitioners considered young PWDs with more a negative perception of their disability identity perceived more fears of employment.

The “perceived support (schools)” variable ($B=.307, p<.05$) was identified as the second most significant hindering factor. It indicated social workers/counsellors/social service practitioners considered an increase in support from the schools’ support system (e.g., career guidance and counselling) did aggravate the fears of employment perceived by young PWDs.

The “perceived support (social organisations)” variable ($B=.189, p<.05$) was identified as the third most significant hindering factor. It indicated social workers/counsellors/social service practitioners considered an increase in employment support from social organisations did aggravate the fears of employment perceived by young PWDs.

The results above can be explained as follows. First, during the process of intervention from

schools and social organisations, young PWDs were more clearly informed of the issues they would face when they transition from secondary/post-secondary education to work; therefore, their support might aggravate young PWDs' perceived fears of employment. Second, support from schools and social organisations did not necessarily lead to positive outcomes (e.g., being more capable of seeking jobs independently). Some young PWDs might become more dependent on employment support from others and thus further aggravated their fears of employment perceived, as they feared of not being able to seek employment without employment support from others.

CHAPTER 7: DISCUSSION AND RECOMMENDATIONS

7.1 Discussion

This section reveals the key issues pertaining to the school-to-work transition of young PWDs by i) reviewing local relevant interventions at the micro, mezzo, and macro levels (refer to Chapter 2), and ii) pointing out key observations from the individual in-depth interviews with young PWDs transitioning from secondary education to post-secondary education, from secondary education to work, and from post-secondary education to work, respectively (refer to Chapter 4). Also, it includes key observations from the focus group interviews with various key stakeholders (parents/carers, teachers/instructors, social workers/counsellors/social service practitioners, employers of young PWDs, and employees) (refer to Chapter 5) and results of surveys with young PWDs and the key stakeholders mentioned above (refer to Chapter 6). The issues will be discussed with respect to different pathways of school-to-work transition mentioned in Table 1 of Chapter 2.

In this section, school-to-work transition at the micro, mezzo and macro levels refer to the following contexts. School-to-work transition at the micro level consists of two areas. The first area refers to young PWDs' perception of their disability identity (self-stigma). The second area refers to their receipt of support from the following key stakeholders: i) parents/carers, ii) teachers/instructors, and iii) peers and iv) social workers/counsellors/social service practitioners. School-to-work transition at the mezzo level refers to the organisational support system and associated support measures to young PWDs throughout their school-to-work transition. Two organisational support systems are covered: i) social organisations and ii) schools. School-to-work transition at the macro level refers to young PWDs' receipt of support from the Government and the relevant provisions stipulated under the DDO.

7.1.1 Pathways 1a and 1b transitions: from secondary education to post-secondary education

Factors facilitating young PWDs' Pathway 1a transition

Young PWDs in secondary schooling considered the following two sources did facilitate their Pathway 1a transition. First, the support from stakeholders was crucial for their Pathway 1a transition. Three important stakeholders were identified: i) teachers/instructors, ii) peers, and iii) schools (refer to Table 14 of 6.1.1). Teachers'/instructors' role in facilitating young PWDs' Pathway 1a transition was comprehensive, from young PWDs' preparation for the transition to experiencing the actual transition. Results of the regression analyses revealed that support from teachers/instructors did i) enhance their confidence for secondary schooling/alleviate their difficulty in schooling (refer to Table 23 and Table 24 of 6.2.2), ii) enhance their Career Decision Self Efficacy (CDSE) (refer to Table 25 of 6.2.3 and Table 26 of 6.2.4), and iii) enhance their Job Search Self Efficacy (JSSE) (refer to Table 27 of 6.2.4).

The role of peers and schools in facilitating young PWDs' Pathway 1a transition mainly focused on their actual transition. Results of the regression analyses revealed that support from peers and

schools did i) enhance their CDSE (refer to Table 25 of 6.2.3 and Table 26 of 6.2.4) and ii) enhance their JSSE (refer to Table 27 of 6.2.4).

Second, young PWDs in secondary schooling generally considered the relevant provisions stipulated under the DDO did facilitate their Pathway 1a transition (refer to Table 23 of 6.2.2), but also considered it as a hindering factor (refer to Table 24 of 6.2.2) (refer to the section below entitled “Factors hindering young PWDs’ Pathways 1a and 1b transitions” for details).

Factors facilitating young PWDs’ Pathway 1b transition

Young PWDs in post-secondary schooling considered the following three sources did facilitate their Pathway 1b transition. First is about the use of information and assistive technologies for teaching and learning (refer to 4.3.1), and the provision of accommodation at schools (refer to 4.3.2) were crucial for their Pathway 1b transition.

Second is about the support from stakeholders for their Pathway 1b transition. Five important stakeholders were identified: i) parents/carers, ii) teachers/instructors, iii) peers, iv) social organisations, and v) schools. Teachers’/instructors’ and schools’ roles in facilitating young PWDs’ Pathway 1b transition were comprehensive, from young PWDs’ preparation for the transition to their actual transition. Results of the regression analyses revealed that their support did i) enhance their confidence for post-secondary schooling (refer to Table 31 of 6.3.2) and ii) enhance their CDSE (refer to Table 33 of 6.3.3). In addition, schools played an important role in enhancing young PWD’s JSSE (refer to Table 34 of 6.3.3).

The roles of parents/carers, peers, and social organisations in facilitating young PWDs’ Pathway 1b mainly focused on their actual transition. Results of the regression analyses revealed that support from peers and social organisations did enhance their CDSE (refer to Table 33 of 6.3.3) and JSSE (refer to Table 34 of 6.3.3), and parents’/carers’ support did enhance their JSSE (refer to Table 34 of 6.3.3).

Third, young PWDs in post-secondary schooling generally considered the relevant provisions stipulated under the DDO did facilitate their Pathway 1b transition (refer to Table 31 of 6.3.2), but also considered it as a hindering factor (refer to Table 32 of 6.3.2). This calls for prompt remedial action regarding amendments to the DDO to minimise young PWDs’ negative perception of the DDO (refer to the section below entitled “Factors hindering young PWDs’ Pathways 1a and 1b transitions” for details).

Moreover, young PWDs in post-secondary schooling considered that “self-stigma” did enhance their CDSE (refer to Table 33 of 6.3.3). It might be due to some young PWDs being required to make optimal job choices with respect to their disability situation. Some young PWDs also reported that they were required to make optimal study decisions with respect to their disability situation (refer to 4.1, Interviewee #35 and 4.2.1, Interviewee #12).

Factors hindering young PWDs' Pathways 1a and 1b transitions

Some young PWDs reported difficulties when experiencing the actual Pathway 1a transition, i) preparing for public examinations (difficult examination arrangement at schools, refer to 4.2.5, Interview #22) and attending public examinations (e.g., difficulties encountered in the public examination process due to disability, refer to 4.2.1, Interviewee #30); ii) making optimal further-studies decisions (e.g., not enrolling in science subjects due to the requirement of accuracy in conducting scientific experiments, refer to 4.1, Interviewee #35), and not taking up an accounting degree conditional offer due to the stressful nature of the subject, refer to 4.2.1, Interviewee #12) to accommodate their own disability.

Difficulties were also reported by young PWDs in Pathway 1b transition. In view of the current piecemeal SEN support services arranged by local universities, some difficulties encountered by young PWDs concerned reveal policy implementation gaps, while some other difficulties were due to negative perception of disability identity.

Young PWDs' discomfort with their disability identity

Some young PWDs in post-secondary schooling reported they did not feel comfortable with their disability identity. An interviewee reported that she did not want her disability (ADHD) be mentioned aloud by professors or teachers despite confirming her special examination arrangement (refer to 4.2.4, Interview #1). Another interviewee also reported his worry about how he might be treated specially if he declared his disability on the admission application form (refer to 4.2.4, Interviewee #8). Similar results were also revealed from the regression analyses. Young PWDs in post-secondary schooling reported two hindering factors aggravating their difficulty in schooling: i) level of disability and ii) self-stigma (refer to Table 32 of 6.3.2).

Disability discrimination at university facing young PWDs

In addition to young PWDs' negative perception of their disability identity, discomfort with their disability identity was also attributed to disability discrimination at university. An interviewee with ADHD reported that classmates who knew about her disability somehow conveyed the message that "she took advantage of her disability situation" for her academic performance (refer to 4.2.4, Interviewee #30). Some interviewees also reported potential unintended discrimination from their teachers, such as i) refusal to wear a microphone when teaching (as accommodation for persons with hearing impairment) (refer to 4.2.5, Interviewee #10), ii) inadequate considerations for teaching and learning arrangements (e.g., abrupt change in classroom setting at short notice (refer to 4.2.5, Interviewee #22); provision of learning materials without adjustment for students with disabilities, such as adding speaking function (refer to 4.2.2, Interviewee #22); and note-taking and coding assistance for persons with visual impairment (refer to 4.2.2, Interview #32).

Survey results also revealed relevant observations. It showed that young PWDs in post-secondary education settings were more likely to experience disability discrimination at schools. Two categories of disability discrimination at schools were identified: i) "teachers' failure or difficulties in understanding the learning difficulties caused by the disability (of young PWDs)" and ii) "being teased or rejected by classmates at schools because of the disability (of young PWDs)" (refer to

Table 42 of 6.6.1). These results suggested disability discrimination at schools, regardless of whether unintended or intended, was prominent at the post-secondary levels and aggravated the difficulties encountered by young PWDs in their Pathway 1b transition.

Difficulties in transition from special education settings to mainstream education settings

Another issue hindering young PWDs' Pathway 1 transition is the difference in education settings adopted when they transition from secondary education to post-secondary education. In secondary schooling, a dual track mode (i.e., mainstream education settings and special education settings) is in place (refer to 2.4.2). Young PWDs can opt for either of the education settings or switch the education settings with respect to their educational needs throughout Pathway 1a transition.

However, when they transition from Pathway 1a to Pathway 1b, the dual track mode is no longer in place. This means young PWDs whose secondary schooling is in special education settings are more likely to encounter difficulties in adaptation when they transition from Pathway 1a to Pathway 1b. For instance, an interviewee mentioned that she felt uneasy and frustrated when she moved from special education settings to mainstream education settings, in which the mainstream education settings at university did not always adopt small-class teaching, not to mention teachers' observation and provision of timely feedback for her learning process. She encountered difficulties in understanding what teachers taught in class (refer to 4.2.2, Interviewee #33). A social service practitioner also pointed out such difference in support services for visually impaired students at special schools and that at universities – universities may not provide accommodation comparable to those of special schools (refer to 5.1.2, Participant #44). However, their need for support and accommodation due to disability, especially those with permanent disability will not disappear when they switch from the special education settings to the mainstream education settings along Pathway 1 transition.

Learning and interpersonal difficulties due to transitioning from special education settings to the mainstream education settings were also reported in the individual in-depth interviews. Interviewees with visual and hearing impairment reported challenges of learning in the mainstream education settings. Interviewees with ADHD and ASD reported challenges in co-operating with their classmates. At the same time, they struggled with the symptoms due to their disability and side effects of medication (refer to 4.2.3, Interviewees #7 and #30). The learning difficulties stemming from their disability hindered their adaptability in their post-secondary schooling.

Negative perceptions of the DDO among young PWDs in schooling

As mentioned, young PWDs in Pathways 1a and 1b transitions considered the relevant provisions stipulated under the DDO did hinder their school-to-work transition, given they also considered the DDO did facilitate their school-to-work transition (refer to Table 23 and Table 24 of 6.2.2 and Table 31 and Table 32 of 6.3.2). To a certain extent, it seems that their negative perceptions of the DDO were due to others' indifference to their needs and the disrespect stemming from their disability situation, which should have been protected under the DDO.

Coupled with the piecemeal SEN support services at the local universities and the unreconciled difference between the two education settings regarding the provision of support and

accommodation, and regardless the young PWDs are in mainstream education settings or special education settings, the success of their Pathway 1 transition is in question unless prompt remedial actions are taken.

Concerned remedial actions shall cover three areas. First is the introduction of positive duty to make reasonable accommodation (Equal Opportunities Commission, 2016) throughout young PWDs' school-to-work transition as far as possible under the DDO explicitly, to prevent their needs from being compromised or ignored (refer to 7.2.1). Second is strengthening legal education at schools via both formal and informal school curricula and in the community via both territory-wide and community-based programmes, to correct misconceptions about disability from the macro to micro levels (refer to 7.2.2). Third is strengthening the school support system for young PWDs at both the mezzo level and micro level, to make sure a well-coordinated support infrastructure is available throughout their school-to-work transition (refer to 7.2.3 and 7.2.6).

Factors facilitating young PWDs' Pathway 1 transition in the eyes of parents/carers, teachers/instructors, and social workers/counsellors/service practitioners.

Some facilitating factors of young PWDs' Pathway 1 transition were identified from the regression analyses in the eyes of parents/carers, teachers/instructors, and social workers/counsellors/service practitioners. These stakeholders perceived the factors differently in the facilitating factors and conveyed mixed views on legal support as a facilitating factor. Parents/Carers considered support from peers was crucial for alleviating the difficulty in schooling encountered by young PWDs in schooling (refer to Table 56 of 6.8.1), despite some of them showing reservations about placing their child(ren) in mainstream education settings (refer to 5.1.3). Teachers/Instructors considered teaching and learning arrangements at schools were crucial for enhancing young PWDs' confidence for schooling (refer to Table 58 of 6.9.1). These stakeholders also considered relevant provisions stipulated under the DDO as both the facilitating and hindering factors of Pathway 1 transition (refer to 6.8.1, 6.9.1, and 6.10.1) (refer to the section below entitled "Factors hindering young PWDs" Pathway 1 transition in the eyes of parents/carers, teachers/instructors, and social workers/counsellors/social service practitioners' for details).

Factors hindering young PWDs' Pathway 1 transition in the eyes of parents/carers, teachers/instructors, and social workers/counsellors/social service practitioners

Difficulties encountered by young PWDs in schooling

These stakeholders reported two categories of difficulties encountered by young PWDs in schooling. The first difficulty was related to young PWDs' perception of disability identity. Findings from the focus group interviews revealed that young PWDs had lower self-confidence compared to their counterparts without disabilities (refer to 5.2.5). Similar findings were also revealed from the regression analyses, in which self-stigma perceived by young PWDs was identified as one of the hindering factors of Pathway 1 transition in the eyes of social workers/counsellors/social service practitioners (refer to Table 63 of 6.10.1).

Another difficulty was related to limitations stemmed from the young PWDs' disability situation. It was reported that students with ADHD and ASD were more likely to encounter interpersonal

difficulties owing to their symptoms, such as difficulty in communicating and co-operating with their classmates (refer to 5.1.4, Participants #1, #6, #23, #27, and #39). Teachers in mainstream schools and instructors in skills training centres reported low or even no learning motivation observed from their students with disabilities (refer to 5.1.1, Participants #18 and #27). These challenges, perhaps not noticed by young PWDs in Pathway 1 transition, pose unintended hindrances when they transition from Pathway 1a to Pathway 1b.

Struggles in choosing education settings for young PWDs' schooling

In addition, these stakeholders were aware that the best of both might not be guaranteed for the choice of education settings for students with disabilities in secondary schooling. Special accommodation for students with disabilities might be compromised in mainstream education settings (refer to 5.1.2, Participant #22 and 5.1.3, Participant #10), and the “pursuit of being normal” might be compromised in special education settings (refer to 5.1.3, Participants #26 and #27). A social worker in the focus group interview added that placing students with disabilities whose ability fit better in special education settings into the mainstream education settings somehow jeopardized a smooth school-to-work transition (refer to 5.1.3, Participant #35). This necessitates remedial actions on streamlining the transition from two education settings and reconciling the difference between two education settings regarding the provision of support and accommodation as far as possible (refer to 7.2.1).

Negative perceptions of the DDO among parents, teachers/instructors, and social workers/counsellors/social service practitioners

Like young PWDs in schooling, these stakeholders considered the relevant provisions stipulated under the DDO did hinder young PWDs' school-to-work transition, given they also considered the DDO did facilitate young PWDs' school-to-work transition (refer to Table 55 of 6.8.1, Table 58 of 6.9.2 and Table 62 of 6.10.1). As these stakeholders supported young PWDs closely, it was reasonable that they were aware of others' indifference to the needs of young PWDs and the disrespect young PWDs suffered from their disability situation, which should have been protected under the DDO.

The issues mentioned above necessitate strengthening the school support system for young PWDs and teachers/instructors at both the mezzo and micro levels to help young PWDs in their whole person development and enable teachers'/instructors' timely access to adequate resources and support for adopting pedagogy that is conducive to young PWDs' learning throughout Pathway 1 transition (refer to 7.2.3 and 7.2.6).

7.1.2 Pathway 2 transition: from secondary education to work

Factors facilitating young PWDs' Pathway 2 transition

During the preparation for the Pathway 2 transition, young PWDs considered support from schools did facilitate their Pathway 2 transition (refer to Table 37 of 6.4.2). Results from the regression analyses revealed that increase in support from the school's support system (e.g., career guidance and counselling) did enhance their perceived employment values (e.g., contributing to society

through working, establishing a sense of identity and belongingness from working). An interviewee pointed out that as the skills learnt in special schools did not fit the expectation of the labour market, more internship experiences in schooling could facilitate the application of skills in the workplace (refer to 4.7.2, Interviewee #21). A young PWD graduated from mainstream schools showed reservation about the extent to which the government-initiated employment support scheme could facilitate his Pathway 2 transition (refer to 4.5.3, Interviewee #16).

Another interviewee with ASD and ADHD also reported that the employment support he received from social workers and counsellors during his secondary schooling in special education settings was crucial for his preparation for actual Pathway 2 transition (refer to 4.6.1, Interviewee #14). He also highlighted the role of the Government in fostering integration between persons with and without disabilities (refer to 4.8.3, Interviewee #14).

During the actual Pathway 2 transition, some interviewees mentioned the importance of the provision of workplace modifications and accommodation (refer to 4.6.2) was the facilitating factor of their Pathway 2 transition.

Factors hindering young PWDs' Pathway 2 transition

Difficulties in/frustration with job seeking

Young PWDs generally reported frustrating job-seeking experiences when they embarked on their actual Pathway 2 transition. The frustration encountered weakened their confidence in being able to thrive in the labour market through work. For instance, an interviewee, who was a secondary 3 leaver with ASD and ADHD mentioned he lost confidence in job seeking after his unhappy and short experiences at work, due to the symptoms of his disability. He added that employers would be hesitant about hiring young persons with ASD (refer to 4.5.2 and 4.5.5, Interviewee #14). Another interviewee with physical disability and high-functioning autism wanted to work as a clerk and apply what she learned at a special school, but she found no employers to hire her as a clerk (refer to 4.4, Interviewee #19). Some young PWDs even considered they did not have enough competence to do a job and were unskilled (refer to 4.5.2, Interviewee #29). Regression analysis also revealed young PWDs with a more negative perception of their disability identity (self-stigma) perceived more fears of employment (refer to Table 38 of 6.4.2). In addition, young persons with a more severe level of disability perceived lower employment values (refer to Table 37 of 6.4.2).

Another frustration with job seeking was the expectation gap encountered during the job-seeking process. An interviewee with ASD considered that being an office assistant was suitable for his career development, but he received no response from companies he made several job applications to. The expectation gap he learnt from his job-seeking experience resulted in less motivation in making further job applications (refer to 4.4, Interviewee #37). Another interviewee also reported a similar experience when he participated in the Government's "career pilot scheme" (Work Orientation and Placement Scheme (WOPS)), in which he found the job varieties were sometimes rather limited and did not meet his expectation (refer to 4.5.3, Interviewee #16).

Challenges stemming from disability encountered by young PWDs in the workplace

Some of the young PWDs who completed the Pathway 2 transition and found a job reported post school-to-work transition challenges. The first challenge was related to inadequate awareness of the needs of young persons with invisible disabilities. Interviewees with ASD and/or ADHD reported i) difficulties in getting along with employers and colleagues in the workplace (refer to 4.5.1, Interviewee #14), ii) need for extra time to adapt to a new job environment whenever changing jobs due to weak memory (refer to 4.5.1, Interviewee #16). The needs of these young PWDs are not easily noticed unless they speak out, but ignorance of those needs could lead to lifelong consequences, not to mention the few pathways of school-to-work transition highlighted in the study.

The second challenge was related to intended and unintended disability discriminations in the workplace. Some interviewees with physical disabilities reported their experience of intended disability discrimination. An interviewee recalled his experience of being rejected for attending further rounds of job interviews after declaring that he was a wheelchair user (refer to 4.5.5, Interview #6). For unintended disability discrimination, two interviewees with physical disability reported difficulty in locating barrier-free access facilities in the workplace. One of them recalled he could not attend the job interview because he could not access the business premise where the job interview took place (refer to 4.5.4, Interviewee #3). Another interviewee also mentioned the workplace did not always have adequate barrier-free facilities catering to PWDs and domestic helpers (who offer help to young PWDs) (refer to 4.5.4, Interviewee #6). These phenomena call for a strengthened commitment to the appropriate provision of barrier-free facilities in the workplace.

Results of chi-square tests also revealed young persons with visible disabilities were more likely to be teased and rejected by colleagues because of their disability; 39.6% of young people with visible disabilities completed secondary education and in the labour market reported experience of this category of disability discrimination in the workplace.

The issues mentioned above suggest the need for strengthening the employment support system for young PWDs to narrow the expectation gap when transitioning from school to work and to receive reasonable workplace modifications and accommodation as far as possible. Three areas are the focus. The first area is reviewing the employment support system for young PWDs and identifying areas (such as need for job-matching with respect to their disability situation, need for workplace modifications and/or accommodation). Young PWDs require additional support from the Government, social organisations, and other suitable organisations. The second area is engaging the business sector in making an inclusive workplace and the surrounding environment. The third area is enhancing the collaboration between the Government, schools (mainstream schools, special schools, skills training centres), social organisations, and enterprises in addressing the needs of young PWDs when the latter embark on the actual Pathway 2 transition (refer to 7.2.5).

7.1.3 Pathway 3 transition: from post-secondary education to work

Factors facilitating young PWDs' Pathway 3 transition

During the preparation for the Pathway 3 transition, young PWDs considered i) support from parents (refer to 4.6.3), ii) support from peers and friends (refer to 4.6.4), and iii) support from schools (refer to 4.6.1) as the facilitating factors. The roles of these stakeholders in facilitating their preparation for the Pathway 3 transition are illustrated below.

Young PWDs considered support from parents a major source of emotional support (refer to 4.6.3, Interviewee #25). Some considered it as a source of practical support, such as the provision of advice on attending job interviews (refer to 4.6.3, Interviewee #10). Some interviewees considered that their family members could not provide the support they wanted because of their low educational attainment and different views on job seeking (refer to 4.6.3, Interviewees #5 and #12).

Young PWDs considered support from peers and friends both a source of emotional and practical support. Emotional support from peers and friends included encouragement throughout the job-seeking process and support in coping with difficulties during the job-seeking process (refer to 4.6.4, Interviewees #30 and #31). Practical support included provision of labour market/career information and referral of job opportunities (refer to 4.6.4, Interviewee #10).

Despite young PWDs having reservations about universities' practical support for their actual Pathway 3 transition, such as forwarding job advertisements with no follow-up action (refer to 4.6.1, Interviewee #25) and "outsourcing" the case to social organisations specialising in employment support for PWDs (refer to 4.6.1, Interviewee #2), they considered the practical support from universities, such as the provision of internship opportunities, was useful for their preparation for actual Pathway 3 transition (refer to 4.6.1, Interviewee #12).

During the actual Pathway 3 transition, young PWDs considered i) support from social organisations (refer to 4.6.1) and ii) support from enterprises (refer to 4.6.2 and 4.6.5) as facilitating factors. The roles of these stakeholders in facilitating young PWDs' actual Pathway 3 transition are illustrated below.

Young PWDs considered the role of social organisations in the referral of suitable job opportunities and coordination between employers and job seekers with disabilities throughout the job-matching process were crucial for their actual Pathway 3 transition (refer to 4.6.1, Interviewees #1, #10 and #18). Interviewees highlighted two areas of importance of involving social organisations in their Pathway 3 transition: i) enhancing employers' understanding of types of disabilities, accommodation and adjustments required (refer to 4.6.1, Interviewee #10), and ii) avoiding disrespectful responses from employers (refer to 4.6.1, Interviewee #18).

Young PWDs also highlighted two sources of support from enterprises which they considered conducive to their actual Pathway 3 transition. The first source was the provision of flexible work arrangements to accommodate their disability, such as: i) flexibility in taking time off to attend regular consultations (refer to 4.6.2, Interviewee #24), ii) workplace modifications for enhancing accessibility (refer to 4.6.2, Interviewee #24), and iii) work adjustments to accommodate limitations due to disability (refer to 4.6.2, Interviewee #24). It is worthy of further attention that

results of the chi-square test revealed that young PWDs in Pathway 3 transition with visible disabilities were more likely to be refused provision of work adjustments than were those with invisible disabilities (refer to Table 47 of 6.6.3). This further justifies the importance of support from enterprises in facilitating the school-to-work transition of young PWDs.

The second source was the support from colleagues for enhancing their adaptability in the workplace, such as: i) provision of guidance in performing job-related tasks (refer to 4.6.5, Interviewee #2), ii) accommodating their needs due to disability, such as taking off face masks when communicating employees with hearing impairment (refer to 4.6.5, Interviewee #10), and iii) being given more time for performing job-related tasks (refer to 4.6.5, Interviewee #24).

Factors hindering young PWDs' Pathway 3 transition

Difficulties in/ frustration with job seeking

Like young PWDs in Pathway 2 transition, young PWDs also reported frustrating job-seeking experiences when they embarked on their actual Pathway 3 transition. Two sources were identified. The first was a limitation in the capacity of small companies in accommodating young persons with disabilities in the workplace, perceived by young PWDs (refer to 4.5.3, Interviewee #23).

The second source was the negative perception of their disability identity (self-stigma) revealed from the regression analyses, in which young PWDs with a more negative perception of their disability identity perceived more fears of employment (refer to Table 41 of 6.5.2). The effect of young PWDs' negative perception of their disability identity was revealed by one of the interviewees. An interviewee with hearing impairment mentioned that, given two candidates with a similar personality, competence, and education background, employers would select the candidate with no impairment (refer to 4.5.5, Interviewee #20).

Challenges stemming from disability encountered by young PWDs in the workplace

The first challenge was related to limitations caused by impairments which affected their commitment to work. For instance, an interviewee with depression and psychosis mentioned that she needed to take regular time off every month to attend follow-up sessions, so taking a job would be inconvenient (refer to 4.5.1, Interviewee #38). However, another interviewee with visual impairment mentioned that he was given flexibility in taking time off every week to attend regular consultations in hospital (refer to 4.6.2, Interviewee #24).

The second challenge was related to disability discrimination in the workplace. Two categories of disability discrimination were identified. The first category was related to the accommodation for PWDs in the workplace. Like young PWDs in Pathway 2 transition, young PWDs in Pathway 3 transition also reported difficulties in locating barrier-free facilities. An interviewee with spinal muscular atrophy said it was impossible for her to locate the accessible facilities whenever she attended job interviews, and she was less likely to be employed by small and medium enterprises because the latter might not be able to accommodate her needs (refer to 4.5.4, Interviewee #18). Results of the chi-square test also revealed that young PWDs in Pathway 3 transition with visible disabilities were more likely to be refused provision of work adjustments than were those with invisible disabilities (refer to Table 47 of 6.6.3), which further intensifies the challenges facing

young PWDs in the workplace.

The second category was related to promotion in the workplace. Results of the chi-square test revealed that young persons with visible disabilities were more likely to consider themselves not being promoted because of a disability than were those with invisible disabilities (refer to Table 47 of 6.6.3). At the same time, employers from large enterprises were more likely to consider that employees with disabilities be assigned simple and repetitive tasks than were those from small and medium enterprises (refer to Table 51 of 6.7.1). This was likely a factor hindering PWDs' promotion in the workplace and suggests the need for enhancing mutual understanding to eliminate disability discrimination in the workplace.

The issues mentioned suggest young PWDs might not have appropriate channels to: i) learn about employers' expectation regarding job requirements, their willingness and preparedness for accommodating limitations due to their impairments and ii) express their need for some reasonable workplace modifications, accommodation, and adjustments. Employers and employees also need channels to learn about hiring and accommodating PWDs in the workplace (refer to 7.2.5).

7.1.4 Pathways 2 and 3 transitions: facilitating and hindering factors in the eyes of parents, teachers/instructors, and social workers/counsellors/social service practitioners

Factors facilitating young PWDs' Pathways 2 and 3 transitions

Parents/carers, teachers/instructors, and social workers/counsellors/social service practitioners considered an enhanced support from social organisations and the Government could facilitate young PWDs' Pathways 2 and 3 transitions. Two participants from the focus group interviews mentioned that a case management system shall be implemented in social organisations for better planning and coordination for the employment support services from social organisations for young PWDs (refer to 5.3.6, Participants #6 and #8). Regression analyses also revealed that teachers/instructors and social workers/counsellors/social service practitioners considered an increase in employment support from social organisations did enhance young PWDs' perceived employment values (refer to Table 60 of 6.9.2 and Table 64 of 6.10.2). However, social workers/counsellors/social service practitioners also considered the support from social organisations hindered young PWDs' Pathways 2 and 3 transitions as it did aggravate the fears of employment perceived by young PWDs (refer to Table 65 of 6.10.2).

Stakeholders suggested support from Government can be enhanced through: i) improving employment support services for young PWDs through enhanced interdepartmental coordination and better implementation of the Work Orientation and Placement Scheme (refer to 5.3.2), ii) introducing an employment quota system and tax incentives for employing PWDs (refer to 5.3.3), iii) reviewing the minimum wage system for employees with disabilities (Productivity Assessment for Employees with Disabilities under the Statutory Minimum Wage Regime) (refer to 5.3.4), iv) fostering mutual understanding between persons with and without disabilities through public education (refer to 5.3.5), and v) enhancing awareness and legal knowledge of the DDO (refer to 5.3.7).

Factors hindering young PWDs' Pathways 2 and 3 transitions

Parents/carers, teachers/instructors, and social workers/counsellors/social service practitioners considered the low self-confidence of young PWDs was the key hindering factor of the Pathways 2 and 3 transitions. They mentioned some causes of low confidence: i) frustration with job seeking in the labour market (refer to 5.2.5, Participant #8), and ii) being teased by classmates during schooling (refer to 5.2.5, Participant #37). Regression analyses also revealed that these stakeholders considered young PWDs with more negative perceptions of their disability identity (self-stigma) perceived more fears of employment (refer to Table 57 of 6.8.2, Table 61 of 6.9.2, and Table 65 of 6.10.2).

Social workers and instructors in skills training centres also revealed support from parents could be a hindering factor in young PWDs' Pathways 2 and 3 transitions. A social worker highlighted that some parents told their child(ren) with disabilities not to get a job (refer to 5.2.6, Participant #49), and some just simply considered their child(ren) could not perform certain jobs because of illness (refer to 5.2.6, Participant #37). Instructors in skill training centres highlighted the views from wealthy families. Some parents from these families did not require their child(ren) to work (refer to 5.2.6, Participant #17), and some would ask their child(ren) to quit low-skilled jobs (refer to 5.2.6, Participant #18). These suggest despite support from parents having good intentions, it would unintentionally deteriorate young PWDs' motivation for work.

7.1.5 Pathways 2 and 3 transitions: Concerns about hiring and working with persons with disabilities in the eyes of employers and employees

Given that employers and employees assumed important roles in young PWDs' actual Pathways 2 and 3 transitions, the following areas of concerns/understanding are discussed with respect to the scale of company (small and medium enterprises versus large enterprises).

Concerns about hiring persons with disabilities

Equal remuneration for employees with disabilities in the workplace

Employers from small and medium enterprises were more likely to prioritise equal remuneration for employees with disabilities for the same job requirements than were those from large enterprises (refer to Table 48 of 6.7.1). Meanwhile, parents and teachers also expressed concern over equal remuneration for employees with disabilities in the focus group interviews (refer to 5.3.4). The growing expectation of equal remuneration for employees with disabilities for the same job requirements from the market is worth attention.

Disability disclosure during the interview process

Employees from large enterprises were more likely to prioritise disability disclosure during the interview process when the disability would affect the performance of job-related tasks than were those from small and medium enterprises (refer to Table 52 of 6.7.2). A mixed view among employees and young PWDs regarding disability disclosure was observed. Although employees prioritized the need for disability disclosure during the interview process, some young PWDs suffered from the negative effect of disability disclosure, such as being discriminated against when

seeking jobs. This calls for remedial action for enhancing mutual understanding between persons with and without disabilities, such as engaging the non-governmental organisations in coordinating the needs of employers and that of employees with disability throughout the employment process (refer to 4.6.1).

Post-secondary qualifications not compulsory for school-to-work transitions

Employees from large enterprises were more likely to show a willingness to work with PWDs without post-secondary qualifications than were those from small and medium enterprises (refer to Table 52 of 6.7.2). Despite addressing part of the young PWDs' concerns regarding educational qualifications (refer to 4.7), it also suggests the need for diversified school-to-work transition pathway(s) for young PWDs without post-secondary qualifications to enhance their market competitiveness and meet the expectations of the labour market, thus facilitating young PWDs in the Pathway 2 transition (refer to 7.2.4).

Concerns about legal knowledge of hiring persons with disabilities

Large enterprises' greater compliance of organisational policies and accommodation with the DDO

Employers from large enterprises were more likely to show greater compliance of organisational policies and accommodation with the DDO than were those from small and medium enterprises (refer to Table 50 of 6.7.1). Similar results were also reported by young PWDs working in large enterprises regarding the latter's capacity in performing workplace modifications and providing work adjustments (refer to 4.6.2, Interviewee #24). Another interviewee revealed that due to limited resources, small and medium enterprises might not be able to accommodate PWDs (refer to 4.6.2, Interviewee #6). Results of the chi-square test also revealed that young persons with visible disabilities were more likely being refused work adjustments than were those with invisible disabilities (refer to Table 47 of 6.6.3). This suggests in addition to the Government's review on the DDO regarding provision of accommodation for PWDs, there is a need for supporting small and medium enterprises in enhancing their compliance of organisational policies and accommodation with the DDO as means to strengthen the enforcement of the DDO (refer to 7.2.5).

Concerns about working with persons with disabilities

Large enterprises' concern about employees' unwillingness to work with persons with disabilities

Employers from large enterprises were more likely to show more concern about employees' unwillingness to work with PWDs than were those from small and medium enterprises (refer to Table 51 of 6.7.1). This suggests interventions in large enterprises regarding the school-to-work transition of young PWDs should focus on enhancing the workplace inclusion of PWDs (refer to 7.2.5).

Large enterprises tended to assign employees with disabilities simple and repetitive tasks

Employers from large enterprises were more likely to consider that employees with disabilities be assigned simple and repetitive tasks than were those from small and medium enterprises (refer to

Table 51 of 6.7.1). This might partly explain why some young PWDs with post-secondary qualifications considered that they were not promoted, due to their disability (refer to Table 47 of 6.6.3). As some employers were not confident with PWDs' work capability, they were also likely not confident with promoting them in the workplace. This calls for remedial actions for enhancing employers' understanding about persons with disabilities in the workplace (refer to 7.2.5).

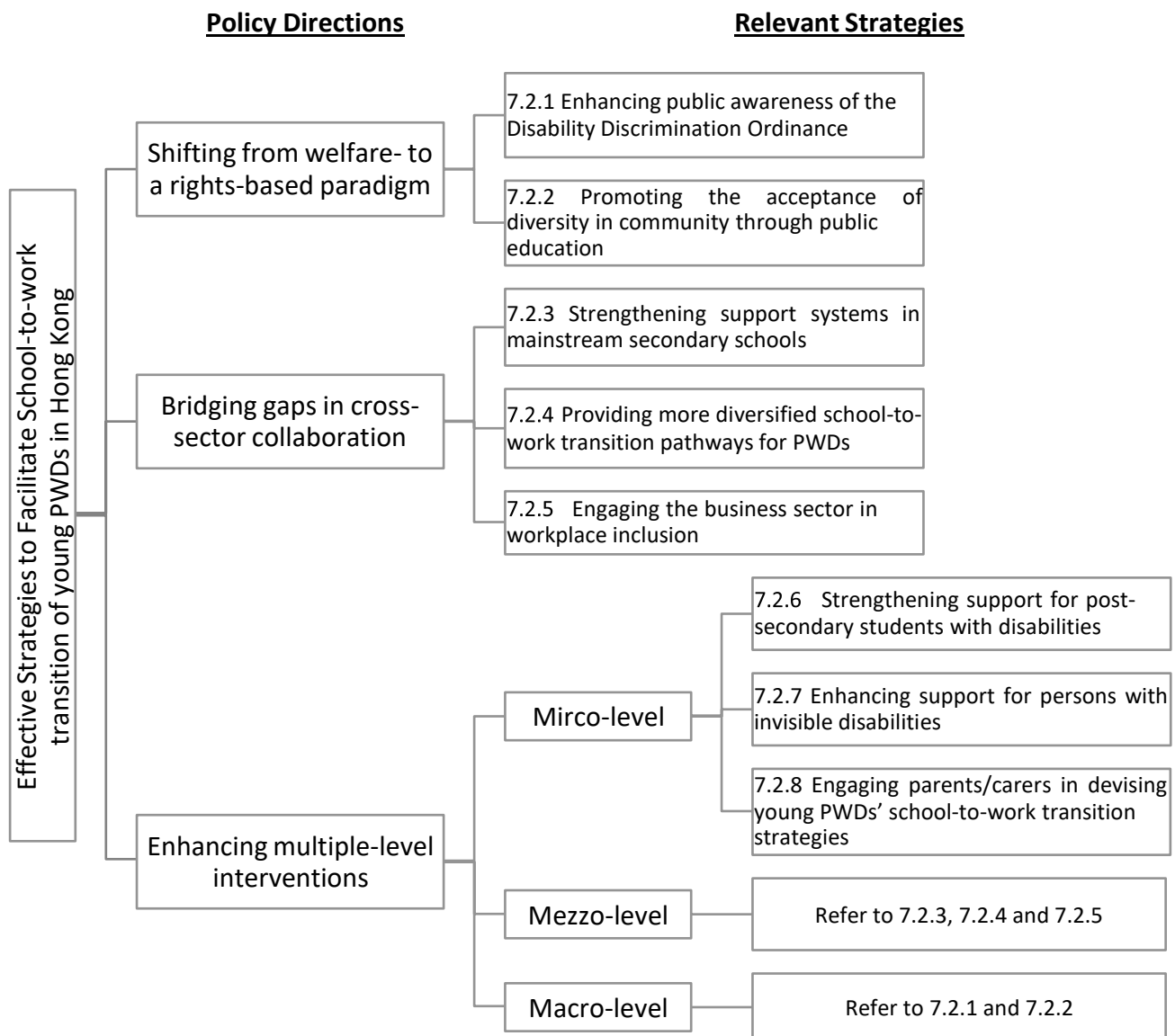
Awareness of the use of language when communicating with colleagues with disabilities, to avoid offending them

Employees from large enterprises were more likely to show awareness of the use of language when communicating with colleagues with disabilities to avoid offending them than were those from small and medium enterprises (refer to Table 53 of 6.7.2). It has a significant implication for the "self-stigma" issue facing young PWDs highlighted in the study (refer to Chapters 4–6). The phenomenon suggests prompt action on nurturing an enabling environment which helps build young PWDs' confidence for school-to-work transition, as well as fostering understanding about the values to society contributed by young PWDs.

7.2 Recommendations

To address the problems and challenges facing young PWDs and other key stakeholders in young PWDs' school-to-work transition, this section provides three policy directions and eight relevant strategies for strategizing policymaking, making better use of resources, and enhancing service planning and delivery (refer to Figure 3 for an overview of the policy directions and the relevant strategies).

Figure 3. Overview of policy directions and strategies for school-to-work transition of young PWDs



The research team proposes effective strategies to facilitate the school-to-work transition of young PWDs in Hong Kong be based on three main policy directions: i) shifting from a welfare- to a rights-based paradigm, ii) bridging gaps in cross-sector collaboration, and iii) enhancing multiple-

level interventions.

“Shifting from a welfare- to a rights-based paradigm” aims to enhance the rights of PWDs regarding empowering them to take more of a lead in the school-to-work transition within their capacity. It was observed that, despite the good intentions of the Government, NGOs, and other key stakeholders in facilitating the school-to-work transition, the process of their interventions unintentionally falls into an issue: when to protect and when to empower them. Given the complications concerning the overall condition of young PWDs and the enablement of the macro environment, the outcome of school-to-work transition strategies does not always turn out as expected. Moreover, the prerequisite of realising the shift to the rights-based paradigm — ensuring young PWDs know their rights and have the means to exercise those rights, as revealed by the study (refer to 4.8.2)—was not met. In addition, legal loophole regarding provision of reasonable accommodation, as revealed by the EOC’s discrimination law review in 2016 (refer to 2.4.1), increases barrier to enforcement of the Ordinance. Finally, owing to the stereotyped images (refer to 4.5.5) and others’ insufficient understanding (refer to 4.8.2 and 5.3.7) of PWDs, the rights of PWDs were impeded throughout their school-to-work transition. To enable the shift to the rights-based paradigm, the research team suggests a two-pronged approach to remedy these situations. Refer to 7.2.1 and 7.2.2 for details.

“Bridging gaps in cross-sector collaboration” aims to clarify the roles of key stakeholders and facilitate their commitment to the school-to-work transition of young PWDs. The study revealed that, despite various relevant interventions in facilitating the school-to-work transition of young PWDs (refer to 2.4 for details), the fragmented implementation and unaddressed implementation gaps have victimised the good intentions with wasted efforts. Based on the Interactionist Model mentioned in 1.5, the research team identifies three priority areas in which cross-sector collaboration shall be fostered. Refer to 7.2.3, 7.2.4, and 7.2.5 for details.

“Enhancing multiple-level interventions” aims to optimise the robustness of the strategies for the school-to-work transition of young PWDs. The study revealed that the engagement of some stakeholders was disregarded, and the needs from some of them were unaddressed. To better engage and support key stakeholders throughout the process, the research team attaches importance to the multiple-level interventions consisting of micro, mezzo, and macro levels throughout the school-to-work transition of young PWDs. Each level of intervention must synergise with the others to optimise the said robustness. Refer to 7.2.6, 7.2.7, and 7.2.8 for stakeholders who necessitate further engagement and more concrete support at the individual level, and other relevant sub-sections listed in Figure 3 for synergies at the mezzo and macro levels.

7.2.1 Enhancing public awareness of the Disability Discrimination Ordinance

Enhancing public awareness of the DDO is the first component of the two-pronged approach. Although there has been increasing public awareness of the Ordinance, the study revealed that young PWDs had weak awareness and negative perceptions of the DDO. Some young PWDs considered the DDO vague and commented that it was abused by employers and did not help much in their employment (refer to 4.8.2). The study further revealed disability discrimination in the workplace due to weak awareness of the DDO. For instance, one interviewee recalled a key scene in his job-seeking experiences. He was told to wait for further notice after disclosing his physical

disability before attending a job interview (refer to 4.5.5). In that case, the employer(s) concerned was suspected of violating Section 11 (1) of the DDO: “it is unlawful for an employer to discriminate against a job applicant with a disability” (Equal Opportunities Commission, 2011, p. 41). In view of the situation, the research team urges that PWDs be clearly informed of the legal rights stipulated under the DDO in the early stages of the school-to-work transition at the macro (refer to 7.2.2), mezzo and micro levels (refer to 7.2.3), thus removing their lack of legal knowledge, which is conducive to the enforcement of the Ordinance. Stakeholders expressed negative perceptions of the DDO. They did not feel confident that the legal protection stipulated under the DDO could protect young PWDs from disability discrimination (refer to 5.3.7). To change their negative perceptions, the research team calls for identifying the causes of these negative perceptions of the DDO and overcoming the negative perceptions through strengthening awareness and enhancement at the micro level.

The experiences of young persons with physical disabilities in the workplace (refer to 4.5.4) open a policy window of enhancing public awareness of the DDO through provision of reasonable accommodation for PWDs in the workplace. The study revealed that, despite the Government’s increasing commitment to support young PWDs through enhancing campus accessibility, such accessibility has not been fully extended to the workplace, not to mention the unfinished business on a community-wide scale. For instance, some interviewees mentioned that they were uncertain about the location of barrier-free facilities when they attended a job interview and had experiences of using under-equipped barrier-free facilities in the workplace. The inconsistency in accessibility seems trivial in the eyes of ordinary persons, but it is a daily scene for persons with physical disabilities. Therefore, the research team urges the Government to make right the inconsistency, to build a truly enabling environment for PWDs. It also seems reasonable to introduce a positive duty under the DDO to provide reasonable accommodation for PWDs thus to facilitate the enforcement of the DDO in the workplace. This helps strengthening awareness building and enhancement at the mezzo level.

In addition, enhanced IT infrastructure consolidating and conveying information about accessible facilities in the community is conducive to turning awareness into action. For instance, the Government has stepped up efforts in the making of a barrier-free environment in its premises, facilities and services and in consolidating the information for the public (Labour and Welfare Bureau, 2022). The mobile application launched by the Mass Transit Railway (MTR), includes accessibility features of each station/latest maintenance situation. Similar online platforms were also launched by various non-governmental organisations, such as the “Barrier-Free Travel Guide” launched by Hong Kong Federation of Handicapped Youth with support from the Labour and Welfare Bureau (Hong Kong Federation of Handicapped Youth, n.d.) and the accessibility information online platform launched by Free Guider (Free Guider, 2023). It has also been observed that the business sector has stepped up efforts to enhance the accessibility of their premises as far as possible.

The research team believes these efforts are a sign of moving forward the “positive duty” agenda. The practices mentioned above could be extended to accessibility throughout the journey to/from the workplace to facilitate young PWDs’ actual Pathways 2 and 3 transitions, such as including more comprehensive accessibility information as part of the routing algorithms on common mobile commute applications. For instance, the HKeMobility (both desktop and mobile application are

available) launched by the Transport Department has “Visual Aids/Aided Route” and “Mobility Aids/Aided Route” under the route search function (Transport Department, 2023). The idea can be applied to other common mobile commute applications used by Hong Kong residents, such as Google Map, and Citymapper. To further promote accessibility throughout the journey to/from the workplace as part of the positive duty, it is observed that the Government can further engage owners of buildings built before 1997 to carry out improvement work on accessibility enhancement through incentive schemes and financial support, except buildings with inherent site difficulties or technical hardship in carrying out such improvement work (Section 25 (2) of the DDO) (refer to 7.2.5).

7.2.2 Promoting the acceptance of diversity in community through public education

Promoting the acceptance of diversity in community through public education is the second component of the two-pronged approach. Public education promoting acceptance of diversity has two parts. The first part is about legal education on the DDO for awareness building and enhancement. The second part is about diversity and inclusion for building and enhancing acceptance in the community.

Young PWDs and their parents/carers are adversely affected by inadequate public understanding about disability. Despite the situation has been improved with continuous collaborative efforts, some young PWDs, as the study revealed, were not comfortable with disclosing their disability, as they did not want to draw unwanted attention and be misunderstood as taking advantage of their disability (refer to 4.2.4). Moreover, owing to inadequate understanding, misconceptions, and (intended and unintended) discrimination, some young PWDs showed hesitation in voicing their needs explicitly and disclosing their disability when circumstances require.

Parents/Carers, in response to the hardships faced by young PWDs, have struggled to make tough decisions, hoping to protect their child(ren) from being hurt by others, even if the decision might cost a fortune. It is not difficult to understand their intention to place young PWDs in mainstream schools, even though special schools are more capable of taking care of special educational needs (refer to 5.1.3). Parents’/Carers’ (over) protective attitude towards their child(ren) with a disability is not groundless. They acknowledge the negative effect of stereotyping: erosion of one’s confidence that could last a lifetime (refer to 5.2.5 and 5.2.6).

The research team calls for public education at all levels to eliminate negative stereotypes, correct misconceptions, and foster the integration between persons with and without disabilities. Three fronts of public education are identified. It is recommended that the EOC and the Labour and Welfare Bureau should further promote inclusiveness and diversity in community at the macro level. The Education Bureau, schools, and NGOs should promote the same at the mezzo and micro levels.

On the community front, the EOC and the Labour and Welfare Bureau are recommended to devote their efforts to make and enable an inclusive environment, which helps lay the foundation for public education on the other fronts. In addition to promote the use of IT infrastructure to provide information of inclusive built environment (refer to 7.2.1), an inclusive mindset is also needed to connect and engage persons with and without disabilities in the inclusive built environment at

different times throughout the lifetime of a person, with multiple-level interventions and cross-sector collaboration.

For instance, education and use of inclusive language should be promoted, and the use of disability-related terms with negative connotations should be abolished in the built environment and in the community. In addition to the legal education of the DDO, to enhance mutual understanding between young PWDs and others, diversified inclusive programmes (e.g., human library, drama performance and other inclusiveness through the arts programmes, experiential workshops, etc.) with respect to the educational needs of different age groups should be available to members in schools and in the community. Take human library as an example. The rising popularity of human library as an approach to public education in the third sector (e.g., NGOs, community organizations, social enterprises, etc.) is worthy of further attention (Kwan, 2020). As “human library” was primarily introduced “to challenge stereotypes and prejudices through dialogue” (Human Library Organization, 2000), which is one of the biggest challenges faced by PWDs. In this connection, the Government is recommended to enhance its financial support through the “Financial Support Scheme for Self-help Organisations of Persons with Disabilities / Chronic Illnesses” under the Social Welfare Department (Social Welfare Department, 2022) and/or incorporating “human library” as one of the Collective Impact Initiatives under the SIE Fund (Social Innovation and Entrepreneurship Development Fund, 2023), thus to recognise and help sustain public efforts in eliminating stereotypes and prejudices regarding disability through cross-sector collaboration.

On the school and business fronts, the Education Bureau, schools, and NGOs should strengthen their alliance in facilitating a smooth school-to-work transition of young PWDs. Effective coordination on the education front is crucial to engage the business sector to make its commitment (refer to 7.2.5). It is observed that the early stages of school-to-work transition are primarily Government-led, with participation from the business sector in response to the increasing importance of career development as part of Life Planning Education (refer to 2.4.2 and 2.4.3). NGOs mainly take part in the transition between different pathways of school-to-work transition, if young PWDs attend mainstream schools, and throughout the transition if young PWDs attend special schools.

In view of the different points and modes of intervention, it is recommended that the Education Bureau and schools may further consider strengthening public education on diversity and inclusion through the arrangement of formal curricula and extra-curricular activities. The formal curricula, it could be main approach to public education at junior and senior primary levels and junior secondary level, supplemented with relevant extra-curricular activities’ arrangement if circumstance allows. Enhanced emphasis on diversity and inclusion can be realised through related subjects under the Primary 1–6 curriculum and Secondary 1–3 curriculum.

In the Primary 1–6 curriculum, emphasis on diversity and inclusion can be realised through Strand 4 Community and Citizenship of “General Studies”. Key Stage 1 (Junior Primary 1–3) includes “to know the importance of respecting the rights of others” (Curriculum Development Council, 2017, p. 34) as one of the “Knowledge and understanding” learning objectives. The “Values and attitudes” learning objectives have not explicitly highlighted values related to “diversity and inclusion” to strengthen the awareness of respecting the rights of others despite the efforts in

nurturing junior primary students' values related to "diversity and inclusion" through the arrangement of extra-curricular activities (see relevant paragraphs below).

Under Key Stage 2 (Junior Primary 4–6), "to understand the importance of harmony among members in different communities" (Curriculum Development Council, 2017, p. 34) is one of the "Knowledge and understanding" learning objectives. Another is realising the "Values and attitudes" learning objective "to be willing to get along harmoniously with other members in different communities" (Curriculum Development Council, 2017, p. 35). If the values related to "diversity and inclusion" were not sufficiently emphasised in Key Stage 1, it would weaken students' willingness to get along harmoniously with other members in different communities. They might not fully acknowledge PWDs (and other suitable groups) as key members of society and the kinds of respect that PWDs (and other suitable groups) consider enabling to thrive with dignity.

For Secondary 1–3 curriculum, the Education Bureau is about to launch a new subject, "Citizenship, Economics and Society", in September 2023, and to get it fully implemented in the 2024/25 school year (Curriculum Development Council, 2022). The notion of "diversity and inclusion" is covered in Module 1.2 Interpersonal Relationships and Social Inclusiveness, which "understand the importance of social inclusiveness and join others in building a diverse and inclusive society" and "develop positive values and attitudes such as respect, inclusiveness, care for others and empathy, and put them into practice in daily life" are two of the learning outcomes (Curriculum Development Council, 2022, p.18).

It is observed that the notion of "diversity and inclusion" has not been fully implemented as one of the perspectives for understanding the "community" through General Studies of primary school education. To better achieve the two learning outcomes under Module 1.2 Interpersonal Relationships and Social Inclusiveness under subject "Citizenship, Economics and Society" at the junior secondary level, the research team recommends the notion of "diversity and inclusion" be further emphasised in the related subjects under the primary school education curriculum, to make it more in line with the latest curriculum development at the junior secondary level. These efforts are conducive to public education at the micro level on the school front through the formal curricula.

Regarding extra-curricular activities, kindergartens, primary schools, and secondary schools can be further encouraged to engage EOC or NGOs to conduct extra-curricular activities or other suitable activities (such as the human library), as long as it is conducive to promoting the acceptance of diversity in community at the school level.

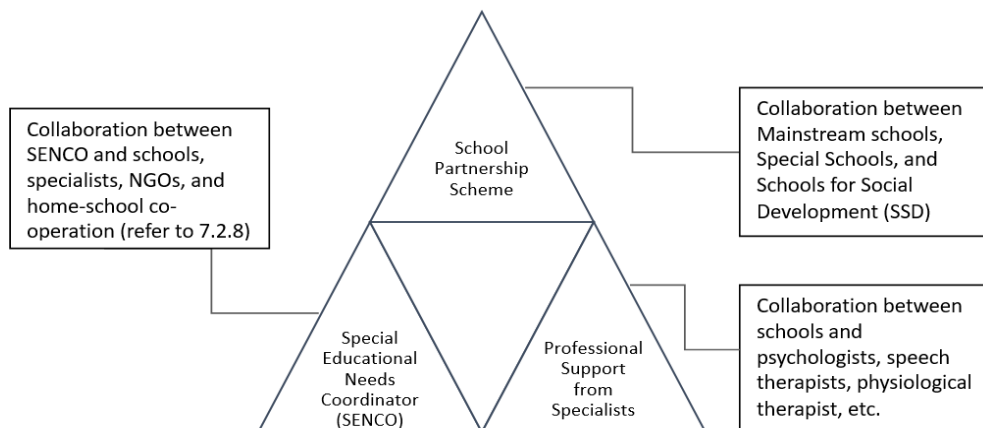
Regarding the extra-curricular activities' arrangement, it could be the main approach to public education at the senior secondary level and the post-secondary levels. At the senior secondary level, Life Planning Education and Other Learning Experiences (OLE) are worthy of attention. They are considered a point of intervention on the business front during the earlier stages of school-to-work transition. The Life Planning Education is the point of intervention primarily at the micro and mezzo levels. The micro level helps nurture one's values, self-worth, educational and career aspirations. It is observed that the schools have devoted concrete efforts in this regard. For the mezzo level, the research team believes that the BSPP (refer to 2.4.2) is not only a means to career exploration for students in mainstream schools but also an incubator for building diversity and

inclusion in the workplace, as well as narrowing the expectation gaps of employers and young PWDs when the latter experience actual transition to work. The experiential learning approach is also applicable to the business sector. Through interaction with students with disabilities, it facilitates understanding of the characteristics and needs of young PWDs, evaluating the support they need to facilitate the school-to-work transition. An employer in the IT industry asserted the importance of public education in the focus group interviews. He mentioned that without mutual understanding between persons with and without disabilities, all these recommendations (strategies to facilitate the school-to-work transition of young PWDs) are useless (refer to 5.3.5). To this end, the research team urges a proactive and two-way engagement of the business sector in the earlier stages of the school-to-work transition of young PWDs. It is too late to develop a mutual understanding from scratch when young PWDs enter the labour market, as revealed by the study. The career aspirations of some young PWDs have deteriorated after repeated failure to enter the labour market. Some of these failures could have been avoided if sufficient mutual understanding had been in place (refer to 4.5.5). For engagement of the business sector in latter stages of the school-to-work transition, refer to 7.2.5 for details.

At the post-secondary levels, inclusive awareness campaigns and programmes at the school level (refer to 7.2.6) and community level are worthy of attention. It is observed that there has been increasing cross-sector collaboration in promoting the acceptance of diversity in campus. With the latest “Equal Opportunity Youth Ambassador Scheme” introduced by the Equal Opportunities Commission (Equal Opportunities Commission, 2022), public education at the post-secondary level has become more structured and comprehensive, with inclusive awareness campaigns and programmes from post-secondary institutions at the mezzo level and the Scheme from the Equal Opportunities Commission at the macro level. To strengthen public education at the post-secondary levels, the EOC is recommended to engage Student Affairs Units of local post-secondary institutions to synergise the efforts mentioned above.

7.2.3 Strengthening support system in mainstream secondary schools

Figure 4. Overview of key components of cross-sector collaboration in support system in mainstream secondary schools



The research team is of the view that exchange of knowledge and expertise between special and mainstream schools is the key to effective implementation of integrated education at the mezzo level, having prompt and systematic support to students with disabilities at the micro level to strengthen the support system in mainstream secondary schools. Although WSA to IE with the Three-tier Intervention Model (refer to 2.4.2) is in place as the main support system in mainstream schools, the study revealed that students with disabilities had doubts about the effectiveness of integrated education (refer to 4.8.4), and parents struggled with whether mainstream or special education settings better fit the needs of their child(ren) with disabilities (refer to 5.1.3). Also, it is revealed that some parents with child(ren) with disabilities who decided to place the latter in mainstream schools were likely making the decision with asymmetric information. However, not all students with disabilities have their own IEP under the current policy (Cheung et al., 2019). These phenomena reveal flaws in the support system in mainstream secondary schools.

To facilitate the exchange of knowledge and expertise between special and mainstream schools, it is recommended that mainstream schools foster collaboration with special schools with expertise in caring for students with disabilities, when the latter require more intensive support yet choose to study in mainstream settings. Three areas of intervention are identified. The first two areas concern the mode of collaboration at the mezzo level. The third area concerns the role of SENCO in strengthening the support system in mainstream secondary schools and collaboration with the special schools.

First, the Education Bureau is recommended to expand the scope of supporting mode under the School Partnership Scheme, to allow the special schools a prompt transfer of their knowledge and expertise to the mainstream schools, with respect to the level of intervention the students concerned belong to, thus to optimise the division of labour between mainstream schools, special schools, and schools for social development (SSD) to better accommodate the needs of students with disabilities at the mezzo level. The research team asserts that implementing integrated education at the school level is not one-person business (the business of mainstream schools). Even though parents show reluctance to place their child(ren) in special schools or SSDs, the importance in strengthening the support system in mainstream schools through enhanced collaboration with special schools and SSDs is undeniable. It would be helpful for mainstream schools to develop expertise in supporting students with one or two types of disability(-ies) as the first step, to better utilise the expertise and knowledge acquired through the School Partnership Scheme.

Second, the Education Bureau is recommended to stabilise the provision of specialists' support at school. As integrating students with disabilities is the priority, the research team recommends the provision of School-based Speech Therapy Service be stabilised and avoid using the mode of provision which is at the expense of delayed treatment of students in need and adding to the burden of the mainstream schools. A source revealed that the current provision of the school-based Speech Therapy Service did not help strengthen support to students with disabilities as expected. Although the Education Bureau has allowed mainstream schools to recruit their own school-based speech therapist on a school cluster basis, some schools reported difficulties in recruiting a school-based speech therapist (Mingpao, 2022). Given that schools are offered a subsidy to purchase relevant services from external service providers, it can only address the symptoms rather than solving the root problem.

Third, it is recommended mainstream schools strengthening the collaboration with NGOs through the SENCO throughout Pathways 1 and 2 transitions. Under the current support system, the collaborations between schools, specialists, and parents/carers are fully recognised. Relevant mechanisms (refer to 2.4.2 and 2.4.3) were introduced to enable their participation throughout the preparation stage of the Pathway 1 transition of young PWDs. However, when it comes to the actual transitions in Pathways 1 and 2, cross-sector collaboration is weakened. It is also observed that the stage in which such collaboration is weakened is often the point of NGOs' interventions (one year before completion of secondary education or those who have just completed secondary education) (refer to 2.4.3). The research team is of the view that engaging NGOs with expertise in handling PWDs facilitates the school-to-work transition of the same through moving up their point of intervention in mainstream schools. The SENCO can mobilise the school's life planning education and career guidance unit to offer expertise on the school-to-work transition front of young PWDs. The NGOs offer expertise on handling PWDs in the process of young PWDs' school-to-work transition, thus, further optimising the support system in the mainstream schools.

The proposed cross-sector collaboration (refer to Figure 4) aims to strengthen the foundation of the support system in mainstream secondary schools. The research team asserts that an effective means to visualise and strategize the support for students with disabilities is required. Therefore, the Education Bureau is recommended to embark on a mandatory implementation of the IEP for students with disabilities who need individualized learning support. In addition, relevant transition support should be included as a part of the IEP to best engage and utilise the support from different stakeholders in the preparation stage of and actual Pathways 1 and 2 transitions.

7.2.4 Promoting more diversified school-to-work transition pathways for young PWDs

Owing to various personal, social, and structural factors (refer to Chapters 4–6), not all young PWDs proceed to their school-to-work transition as do of their counterparts without disabilities. Although the number of young PWDs entering post-secondary education is increasing (refer to Table 2 or 2.2), the majority struggling or incapable of doing so. This phenomenon suggests to a certain extent that Pathway 2 transition (from secondary education to work) is a vital and more relevant pathway towards positive outcomes for these young PWDs. The research team therefore proposes enriching the industries and the job areas covered in “Recognition of Prior Learning (RPL) Mechanism” under the Qualifications Framework (QF) as an alternative route for Pathway 2 transition or acquisition of qualifications on a par with the Pathway 3 transition for young PWDs (and other suitable groups) if circumstances allow through cross-sector collaboration.

Enriching the RPL mechanism benefits young PWDs (and other suitable groups) in encountering the following situations in their school-to-work transition. First, it offers an alternative route for young PWDs to realise both educational and career aspirations when conventional pathways of school-to-work transition are not a viable option. Those who do not sit the HKDSE or other public examinations equivalent to completion of secondary education, such as early school leavers, usually enter the labour market directly and become the least competitive jobseekers. Others enhance their competitiveness through further studies, given that they at least complete secondary education. This route is not always applicable to these young PWDs. Even though they opt for Diploma Yi Jin to acquire an equivalent qualification, it does not significantly enhance their

position in the labour market. In this connection, the proposed enrichment in the RPL mechanism can fix the gap in the conventional pathways of the school-to-work transition.

Second, it lays a foundation for the recognition of flexible work experiences, which is a common type of employment for some PWDs such as those with mental and emotional impairments. A study on the flexible employment of youth revealed that their flexi-work experiences were not recognised by employers, and employers showed reservations about their work attitude out of their choice of flexible employment (The Hong Kong Federation of Youth Groups Youth Research Centre, 2016). Employers’ attitudes towards PWDs, alongside the diversified type of employment chosen by the latter to fit their disabilities, is crucial for some young PWDs in both Pathways 2 and 3 transitions but who may not be able to engage in full-time employment due to their disabilities.

To further promote diversified pathways of school-to-work transition through the RPL mechanism, three dimensions of cross-sector collaboration are required. First, for the selection of industries to be added to the RPL mechanism, relevant advice can be sought from NGOs specialising in youth (employment support) services, employment support for PWDs, and the life planning education and career guidance unit in schools. Second, for the quality assurance, relevant accreditation can be sought from reputable industry associations, already the practice under the current RPL mechanism (Qualifications Framework, 2020). Third, building employers’ confidence in the RPL mechanism requires the relevant industry associations taking a step forward by building confidence for their respective industry members, followed by the Education Bureau’s and schools’ efforts in strengthening relevant components of the RPL mechanism to better meet the requirements of the labour market. These efforts are the basis of building an alternative school-to-work transition pathway through the RPL mechanism. As the study revealed that the outcome of young PWDs’ actual Pathways 2 and 3 transitions was enhanced with NGOs’ interventions (refer to 4.6.1), the research team suggests NGOs offering school-to-work transition and employment support for young PWDs playing a role in identifying young PWDs who may not fit the conventional pathways of school-to-work transition and guiding them in exploring alternative pathways of school-to-work transition as early as possible, before the latter risk their future out of wearing the wrong shoes. It also helps address the issue of usefulness of academic qualifications, as academic qualifications would no longer be the only means to proceed to decent work if alternative school-to-work transition pathways were introduced (refer to 4.7).

7.2.5 Engaging the business sector in workplace inclusion

Table 66. Key Components of Workplace Inclusion for PWDs at the Mezzo and Micro Levels

| | Components of Workplace Inclusion | | | |
|---------------------------|---|-----------------------------------|--|--------------------|
| | Accessibility | | Inclusion | |
| | Accessibility of Built Environment (refer to 7.2.1 for the macro level) | Accessibility of Work Environment | Workplace Awareness Building/ Enhancement (refer to 7.2.2 for the macro level) | Work Accommodation |
| Level(s) of interventions | Macro, Mezzo | Mezzo | Mezzo & Micro | |

| | | | | |
|-----------------------------------|--|---|--|--|
| Proposed responsible party(-ies) | <ul style="list-style-type: none"> • Labour and Welfare Bureau • Buildings Department • Architectural Services Department • Labour Department • Social Welfare Department | <ul style="list-style-type: none"> • Hong Kong Exchanges and Clearing Limited (for listed companies) • Labour and Welfare Bureau • Labour Department • NGOs | <ul style="list-style-type: none"> • Labour Department • Social Welfare Department • NGOs | |
| Proposed target group(s) | <ul style="list-style-type: none"> • People with physical disabilities | <ul style="list-style-type: none"> • People with physical disabilities | <ul style="list-style-type: none"> • Employers & employees | <ul style="list-style-type: none"> • Employees working with PWDs • PWDs in need of accommodation |
| Relevant mean(s) of interventions | <ul style="list-style-type: none"> • Barrier-free access facilities | <ul style="list-style-type: none"> • Workplace modifications • Barrier-free access facilities • Other specific facilities | <ul style="list-style-type: none"> • Workplace inclusion workshops and trainings | <ul style="list-style-type: none"> • Any accommodation with respect to the needs of PWDs |

To facilitate young PWDs’ actual transition in Pathways 2 and 3, the research team attaches importance to the promotion and implementation of workplace inclusion in the business sector. The study revealed key observations from two categories of stakeholders pertaining to the workplace inclusion of PWDs. The first category concerns young PWDs experiencing actual Pathway 2 or 3 transition. Young people with physical disability said that the lack of barrier-free facilities in the workplace did hinder their actual Pathway 2 or 3 transition (refer to 4.5.4). However, they said that flexible work arrangements (refer to 4.6.2) and support from colleagues (refer to 4.6.5) did facilitate their actual Pathway 2 or 3 transition. The second category concerns employers with reservations about engaging PWDs in the workplace, such as the human resource implications of hiring PWDs and interpersonal issues related to PWDs (refer to 5.2).

These findings suggest enhanced and coordinated support for employers and PWDs is needed to help build their confidence and remove barriers in the workplace. In this connection, the research team therefore proposes both “accessibility” and “inclusion” as the key components of workplace inclusion for PWDs, and four key sub-components: i) accessibility of the built environment, ii) accessibility of the work environment, iii) workplace awareness building/enhancement, and iv) work accommodation, as illustrated in Table 66. The team also recommends four ways to engage the business sector through cross-sector collaboration at all levels to help achieve more comprehensive workplace inclusion for PWDs.

First, the Hong Kong Exchanges and Clearing Limited is recommended to request all listed companies disclose their workplace-inclusive efforts in their Environmental, Social, and Governance (ESG) report(s). This request will help strengthen the latter’s awareness and commitment to workplace inclusion and brings corporate social responsibility to the next level. Information may include the number of newly recruited PWDs, the number of hours of inclusive training provided to their staff, the nature of workplace modifications/work adjustments provided for PWDs, and the resources utilized in making workplace modifications/work adjustments to

accommodate PWDs. A mandatory disclosure of those items enables public scrutiny of enterprises' performances in supporting the employment and inclusion of PWDs.

Second, NGOs specialising in employment support for PWDs are recommended to extend the scope of interventions through including enterprises as target systems of their vocational rehabilitation interventions. Initiatives include workplace inclusion workshops, which have been implemented by some local NGOs as part of their employment support for PWDs, and disability confidence training for managers and frontline staff as informed by overseas experiences (e.g., Disability Rights UK) (refer to 2.3.2). These efforts could help enterprises better prepare for engaging PWDs in the workplace and provide workplace modifications and work accommodation for PWDs when necessary.

Third, to strengthen NGOs' commitment to workplace inclusion for PWDs, the Labour and Welfare Bureau, the Labour Department, and the Social Welfare Department are recommended to take the initiative in promoting workplace inclusion through strengthening their inter-departmental collaboration.

At the Labour and Welfare Bureau level, commitment to workplace inclusion shall be included in the Funding and Service Agreements (FSAs) regarding the provision of vocational rehabilitation services for PWDs, such as Supported Employment, Sunnyway—On the Job Training Program for Young People with Disabilities, Supported Employment, On the Job Training Program for People with Disabilities and Integrated Vocational Rehabilitation Services Centre to facilitate implementation at the Social Welfare Department level. Also, to showcase the Government's commitment to promote workplace inclusion, it should consider an increment in the subsidy for employers' procurement of assistive devices and execution of workplace modifications through the "Support Programme for Employees with Disabilities" to support the business sector in enhancing the accessibility of work environment and that of the "Financial Incentive Scheme for Mentors of Employees with Disabilities" to support the business sector in enhancing frontline support for employees with disabilities.

Despite the Labour and Welfare Bureau launching the "One-stop Information & Support Platform for Employment of Person with Disabilities" for better policy communication with the business sector and persons with disabilities, it is recommended to assist in the promotion and execution of disability inclusion in the workplace with a support network to address enquiries from the business sector regarding engaging PWDs in the workplace. For instance, it is observed that the Labour Department has a team of access co-ordinator and access officers responsible for handling issues related to barrier-free accessibility matters of the Labour Department (Labour Department, 2021b). The idea can be extended to handling issues related to barrier-free accessibility matters in the workplace through the following channels.

If employers are seeking suitable employees with disabilities through the employment support services through the Labour Department, the Selective Placement Division of the Department may consider strengthening their support in this area, to enhance implementation of its free employment service for employers. Some employers seek suitable employees with disability through the employment services in the Social Welfare Department. NGOs implementing relevant employment support services for young PWDs already incorporate workplace inclusion support

as part of their intervention at both the mezzo and micro levels. However, their support is focused on employers and employees who are using their employment support services. The research team recommends the Labour and Welfare Bureau and the Labour Department consider strengthening the support network for employers hiring employees with disabilities through the labour market directly, through designating some access officers mentioned above to address their enquiries regarding the components of workplace inclusion for PWDs (illustrated in Table 66). One example is including contact information of access officers on the “One-stop Information & Support Platform for Employment of Person with Disabilities” to enable employers receiving timely support when they employ persons with disabilities.

Fourth, as accessibility is also one of the key components of workplace inclusion, the research team recommends one cross-departmental collaboration and one cross-sector collaboration to help enhance accessibility of the built environment and work environment. Regarding the cross-departmental collaboration, the Labour and Welfare Bureau, the Buildings Department and the Architectural Services Department may work together regarding enhancement of accessibility of the built environment and work environment, especially owners of old private business/industrial building(s) which enhancement works on accessibility might be needed, thus to further remove the physical barriers to access encountered by PWDs in the study (refer to 4.5.4). It is observed that the Labour and Welfare Bureau is currently the responsible party promoting inclusion at all levels, the Buildings Department published the “Design Manual – Barrier Free Access 2008” promoting accessibility of the built environment at territory level (Buildings Department, 2021), and the Architectural Services Department (2004) published the “Universal Accessibility Best Practices and Guidelines” offering comprehensive information about accessibility. It is believed that these three government units can strengthen their commitments to accessibility for PWDs (and other suitable groups) in the workplace.

Regarding the cross-sector collaboration, the Labour Department, the Social Welfare Department and the NGOs can take the initiative to encourage the business sector to make better use of Governments’ subsidies to facilitate workplace inclusion by enhancing the promotion of relevant schemes, such as “Financial Incentive Scheme for Mentors of Employees with Disabilities” for employers engaging PWDs through vocational rehabilitation services, and “Support Programme for Employees with Disabilities” for enhancing workplace accessibility through the use of assistive devices and workplace modifications.

7.2.6 Strengthening support for post-secondary students with disabilities

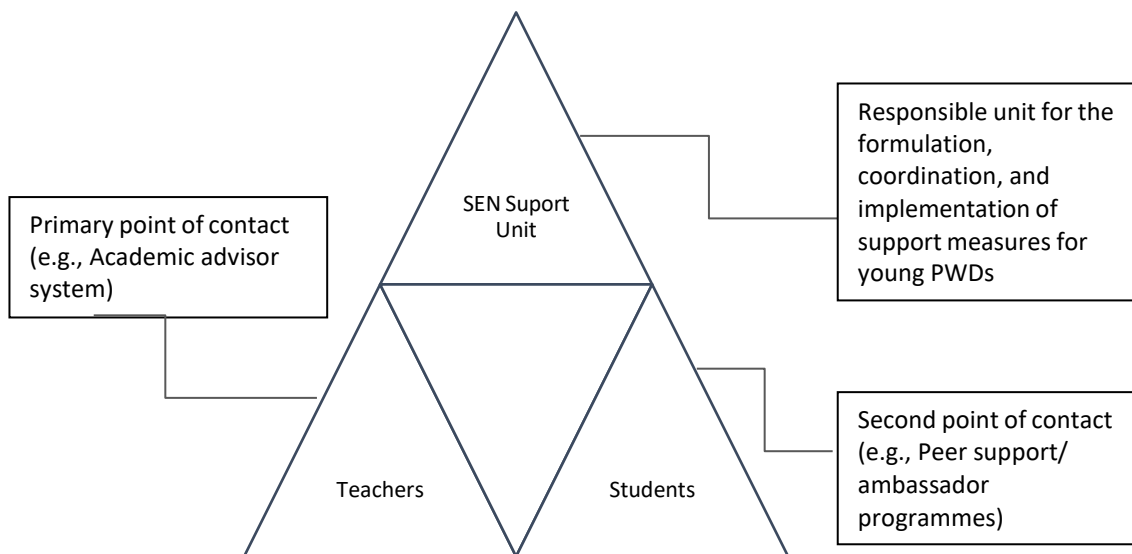
In view of the difficulties facing young PWDs in post-secondary education (refer to 4.2), the research team proposes four areas of interventions to help strengthen the support for post-secondary students with disabilities.

First, at the mezzo level, to enhance campus accessibility and inclusiveness for young PWDs, the University Grants Committee (UGC) is recommended to make a determined commitment to promote campus accessibility through repositioning the special grant for supporting students with disabilities and creating an inclusive campus culture as a recurrent government expenditure. Given the UGC started the said commitment in 2015 (refer to 2.4.3), it is the time for strengthening its commitment. To ensure universities’ efficient use of the special grant, in addition to the

accountability system that already requests UGC-funded universities to report their use of the special grant, it is reasonable to set Key Performance Indicators to measure universities' performance in promoting an inclusive environment conducive to whole personal development. As some young PWDs pursue their post-secondary education in self-funded post-secondary institutions, the Education Bureau is recommended to extend their scope of commitment to make sure young PWDs in self-funded post-secondary institutions are not disregarded in their school-to-work transition. These efforts help strengthen the support system at the mezzo level.

Second, at the micro level, to better tackle learning, psychological and interpersonal difficulties faced by young PWDs, the SEN support units of post-secondary institutions are recommended to strengthen their support system through engaging teachers/instructors and peers. As the study revealed the paramount importance of teachers' attitude towards PWDs (refer to 4.2.5) and emotional support from peers and friends (refer to 4.6.4), the research team suggests fostering engagement with them to facilitate the provision of prompt support for PWDs.

Figure 5. Overview of key components of micro-level support system in post-secondary institutions



Teachers/Instructors are considered the first point of contact in handling difficulties facing young PWDs through teaching and learning activities. Given that some young PWDs do not feel comfortable with disclosing their disability, asking for help, and receiving help in a high-profile manner (refer to 4.2.4), means that conveying relevant support must take young PWDs' psychological wellbeing into consideration. In this connection, the academic adviser system is recommended to be strengthened as the practical point of intervention. Teachers/Instructors are strongly recommended to identify key issues pertaining to young PWDs' learning, psychological wellbeing, and interpersonal relationships as early as possible and best utilise their role to facilitate the SEN support unit's prompt interventions. Effort on these front aims to remove the following potential barriers: i) young PWDs' reluctance/hesitation to seek help to avoid disclosing their disability or drawing unwanted special attention, ii) the undermined proactiveness of the SEN support unit in their interventions as it cannot offer personalised support unless the concerned

individuals convey their need explicitly, and iii) teachers' inadequate understanding of young PWDs' needs.

Peers and friends of young PWDs are considered the second point of contact through their participation in young PWDs' learning process. Given young PWDs considered support from peers and friends are conducive to their school-to-work transition (refer to 4.6.4), the research team suggests the SEN support unit strengthening their commitment to engage students through their participation in relevant peer support/ambassador programmes (refer to Figure 6). Effort on these front aims to enhance students' sense of civic awareness and engagement while developing mutual understanding with peers with disabilities in university community. It also lays a foundation for nurturing disability inclusion at the societal level when they transit from post-secondary education to work.

Figure 6. Overview of peer support/ambassador programmes in UGC-funded universities

| | | | |
|---|---|--|--|
| <p>University of Hong Kong SEN Peer Impact Network (SEN PIN)¹</p> | <p>The Chinese University of Hong Kong uShine Programme²</p> | <p>The Hong Kong University of Science and Technology Peer Companion Training Programme³</p> | <p>The Hong Kong Polytechnic University Limitless Ambassador Programme⁴</p> |
| <p>City University of Hong Kong Inclusion Ambassador @ Caring League⁵</p> | <p>Hong Kong Baptist University Inclusion Student Ambassador (ISA) Programme⁶</p> | <p>Lingnan University Living Well Ambassadors Programme⁷</p> | <p>The Education University of Hong Kong E² CARE Ambassador Scheme⁸</p> |

Source: ¹Centre of Development and Resources for Students (2022b); ²Office of Student Affairs of CUHK (2022); ³Counselling and Wellness Centre of HKUST (2022); ⁴Student Affairs Office of PolyU (2022); ⁵Student Development Services of CityU (2022); ⁶Office of Student Affairs of HKBU (2022); ⁷Office of Student Affairs of LN (2022); ⁸Student Affairs Office of EDUHK (2021)

Third, to prepare young PWDs for their Pathway 3 transition, the career support units of post-secondary institutions are recommended to adopt a clearer or niche positioning in service delivery, identify areas that necessitate interventions from external organisations, and build concrete community partnership to foster collaboration with external organisations.

The study revealed that some young PWDs had reservations about the career support services offered by universities and the Labour Department, but value internship opportunities provided by the universities. Some of them thought the career support services offer by NGOs specialising in employment support for highly educated (young) PWDs (e.g., CareER, Evangelical Lutheran Church Social Service–Hong Kong) were practical and useful (refer to 4.6.1). These findings suggest that the above-mentioned points to facilitate the school-to-work transition of young PWDs should consolidate their efforts through identifying their specific positioning in their interventions to minimise wasted efforts.

The research team therefore suggests the following positioning for the above-mentioned parties in young PWDs' Pathway 3 transition (refer to Table 67). First, the career support units of post-secondary institutions should focus on the preparation for Pathway 3 transition and target young PWDs who are more likely to seek jobs in the labour market as if ordinary students, such as provision of internship opportunities, work-integrated education, and relevant disability career guidance programmes. Second, the NGOs specialising in employment support for highly educated young PWDs should focus on young PWDs who need extensive support for job seeking in the labour market. The career support units of post-secondary institutions are recommended to establish a comprehensive procedure with follow-up action for referral of young PWDs to external organisations. To this end, the Labour and Welfare Bureau may consider subsidising NGOs specialising in employment support for highly educated young PWDs to strengthen the Government's commitment in the school-to-work transition of young PWDs. The study revealed that employment support initiatives under the Labour Department and the Social Welfare Department do not primarily target highly educated young PWDs (refer to 2.4.2 and 2.4.3) but young PWDs with educational attainment of sub-degree or below. NGOs do have employment support initiatives targeting young PWDs in both Pathways 2 and 3 transition. Subsidising the latter enables efficient use of resources to assist respective target group(s).

Fourth, the Labour Department is recommended to focus on post-Pathway 3 transition matters, such as engaging the business sector in workplace inclusion and stepping up their effort to promote workplace accessibility (refer to 7.2.5) and promoting disability employment for PWDs with lower educational attainment with financial incentives for employers. They are also recommended to review their positioning in facilitating disability employment, such as which is/are the target group(s) of its WOPS, given that the Social Welfare Department has relevant interventions (Supported Employment, Sunnyway—On the Job Training Program for Young People with Disabilities, Supported Employment, On the Job Training Program for People with Disabilities).

Table 67. Overview of positioning of main career/employment support channels in Pathway 3 transition

| | Career support units in post-secondary institutions | NGOs | Labour Department |
|-----------------------------------|--|--|--|
| Proposed target group(s) | Young PWDs who are likely to seek job as if ordinary students | Young PWDs who need personalised/ extensive support to seek job | Young PWDs in the workplace who seek employment in the labour market directly |
| Proposed point(s) of intervention | Preparation for Pathway 3 transition | Preparation for and actual Pathway 3 transition | Post-Pathway 3 transition |
| Relevant means of interventions | <ul style="list-style-type: none"> • Career planning/guidance/ counselling • Internship opportunities designated for students with disabilities • Job referral through partnership with the business sector | <ul style="list-style-type: none"> • Career planning/guidance/ counselling • Job matching between employers and young PWDs • Post-employment follow-ups | <ul style="list-style-type: none"> • Engaging business sector in workplace inclusion (refer to 7.2.5) • Promoting workplace accessibility (refer to 7.2.5) |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Case referral to NGOs | <ul style="list-style-type: none"> • Workplace adaptability support | |
|--|---|--|--|

Fourth, based on the above-mentioned interventions, to step up universities’ effort to offer prompt and consistent support for young PWDs, the UGC is recommended to consolidate universities’ efforts through formulating university-wide policy guidelines regarding the provision of support services and accommodation for young PWDs. In view of young PWDs’ mixed opinions on the provision of relevant support services and accommodation (refer to 4.2.2, 4.2.5 and 4.3), a university-wide policy guideline serves to consolidate and enable sharing of knowledge and expertise among universities in supporting post-secondary students with disabilities, as well as building a concrete support system for young PWDs at the post-secondary levels.

7.2.7 Enhancing support for persons with invisible disabilities

The study revealed that young persons with mental health-related disabilities were more likely to encounter interpersonal difficulties throughout their school-to-work transition (refer to 5.1.4 and 5.2.4). To alleviate the difficulties encountered by these young PWDs, the research team suggests schools and NGOs stepping up their efforts to strengthen young PWDs’ resilience in this aspect.

Regarding Pathway 1a transition, the home-school co-operation coordinated by the SENCO should be considered as a point of school-initiated intervention in Pathway 1a transition, with the support from school counselling team and SST under the Three-Tier Intervention Model in fostering mutual understanding between students with and without disabilities. Efforts should also focus on improving young PWDs’ confidence in interacting with their peers without disabilities. Engaging NGOs in the interventions should be coordinated by the SENCO, based on the cross-sector collaboration illustrated in Figure 4. The Education Bureau is recommended to consider mandating teachers’ commitment in relevant modules of “Thematic Course on Supporting Students with SEN” under the BAT Courses to strengthen teachers’ capacity in taking care of students with invisible disabilities.

Regarding Pathway 1b transition, relevant interventions should be made primarily based on the micro-level support system illustrated in Figure 5 and the peer support/ambassador programmes illustrated in Figure 6 to enhance mutual understanding between students with and without disabilities. Unless young PWDs require extensive support, NGOs should best utilise their expertise in supporting these young PWDs when the latter experience the actual transition from secondary/post-secondary education to work.

Regarding Pathways 2 and 3 transitions, as the workplace does not run a support system for young PWDs as that at the secondary and post-secondary levels, the Government departments and NGOs are recommended to provide disability awareness training for workplace supervisors, colleagues, and top-level management staff, with the aim of enhancing their awareness of the implicit needs of young persons with disabilities, including young persons with invisible disabilities.

7.2.8 Engaging parents/carers in devising young PWDs’ school-to-work transition strategies

The study revealed mixed views on parents’/carers’ support to young PWDs. Some young PWDs valued support from family in times of difficulties, but some of them held the opposite view (refer to 4.6.3). Some participants from the focus group interviews considered parents’/carers’ attitudes towards taking care of their child(ren) with disabilities were overprotective (refer to 5.2.6). These views have implications to the points, modes, and approaches of parents’/carers’ involvement in supporting young PWDs. The research team therefore proposes the following points and modes of parents’/carers’ involvement in devising school-to-work transition strategies of young PWDs.

Table 68. Overview of points and modes of parents’/carers’ involvement in school-to-work transition of young PWDs

| | Pathways 1a and 1b | | | Pathway 2 | Pathway 3 |
|---|--|-----------------|--|-----------|-----------|
| | Secondary education | | Post-secondary education | | |
| Point(s) of involvement | Mainstream schools | Special schools | | | |
| | Throughout Pathway 1 transition | | Young PWDs in need of personalised/extensive support | | |
| Mode(s) and approach(es) of involvement | <ul style="list-style-type: none"> • Home-school cooperation (refer to Figure 4) • Family-centred approach | | <ul style="list-style-type: none"> • School or/and NGO-initiated and coordinated engagement • Rights-based approach (refer to 7.2.1) | | |

To facilitate parents’/carers’ involvement, the said involvement should centre on the family-centred and rights-based approaches throughout the school-to-work transition of young PWDs, with provision of psycho-education (a form of education for individuals suffering from mental health conditions to cope with the conditions) to help parents/carers cope with stress/frustration stemming from taking care of their child(ren) with disabilities. Effort on this front aims to develop mutual understanding between key stakeholders and a support system in the early stages of young PWDs’ school-to-work transition (family-centred approach) and empower young PWDs to take the lead in their own school-to-work transition within their capacity (rights-based approach).

For Pathway 1 transition at the secondary levels, mainstream and special schools are recommended to take the initiative to strengthen home-school cooperation with a family-centred approach to enhance parents’/carers’ participation. In special schools, it is acknowledged that intensive support system is already in place. Mainstream schools, as they need to take care of both students with and without disabilities, may struggle with how to maintain a balance in parents’/carers’ participation in student development. In this regard, strategies to facilitate their participation should benefit both students with and without disabilities. Based on Figure 4, it is proposed that the SENCO takes the lead in facilitating home-school-cooperation with parents/carers with child(ren) with disabilities and coordinate with other parties (e.g., special schools and schools for social development) to mobilise necessary SEN support. It is worthy of attention that the degree of home-school cooperation in mainstream education settings should not be solely determined by the tier of support that a student with disability is given under the Three-Tier Intervention Model under WSA to IE. As noted by the Cheung and his colleagues (2019), due to various limitations, students that should have received Tier 3 support received Tier 2 support instead. Given Tiers 2 and 3 are the watershed

in IEP provision, and the timeline of mandatory provision is still uncertain, the family-centred approach is recommended to engage practitioners (such as teachers/instructors, social workers/counsellors/social service practitioners) and the SENCO when the school-based intensive learning support (i.e. IEP) is not yet in place. As family is the primary unit of interventions, parents/carers are encouraged to understand their child(ren)'s interests and abilities and develop realistic goals and expectations with practitioners to facilitate overall learning and personal development of their child(ren). With these efforts, parents/carers are expected to be better informed of the types of support required by their child(ren). Relevant workshops and training programmes should also be introduced to enable parents'/carers' participation in young PWDs' learning process.

For Pathway 1 transition at the post-secondary levels and Pathways 2 and 3 transitions, as young PWDs are encouraged to develop independence in making decisions related to their school-to-work transition, parents/carers should respect the rights of their child(ren) unless the latter cannot make decisions on their own due to their disability or actively seek advice from them. Based on Table 68, schools and NGOs are recommended to bring up their point of interventions in case young PWDs need personalised/extensive support. When mobilising personalised/extensive support, parents'/carers' involvement becomes essential as they are also a source of personalised/extensive support for young PWDs.

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Appendix 1 Demographic characteristics of participants of individual in-depth interviews

| No. | Gender | Age | Educational attainment | Status | Type(s) of disability(-ies) |
|-----|--------|-----|--|-----------------------------|--|
| 1 | Female | 21 | Year 2 in bachelor's degree program | Student | Attention deficit hyperactivity disorder |
| 2 | Male | 25 | Master's graduate | Unemployed/looking for jobs | Chronic illness |
| 3 | Male | 28 | Secondary school graduate (special school) | Unemployed/looking for jobs | Physical disability |
| 4 | Female | 27 | Diploma | Unemployed/looking for jobs | Physical disability and hearing impairment |
| 5 | Female | 28 | Year 2 at bachelor's degree program | Student | Physical disability and hearing impairment |
| 6 | Male | 30 | Secondary school graduate (special school) | Unemployed/looking for jobs | Physical disability |
| 7 | Female | 27 | University graduate | Employed in part-time job | Autism spectrum disorder |
| 8 | Male | 21 | Year 2 in bachelor's degree program | Student | Depression and psychosis |
| 9 | Male | 18 | Secondary 6 (special school) | Student | Intellectual disability |
| 10 | Female | 22 | Year 4 in bachelor's degree program | Student | Hearing impairment |
| 11 | Female | 16 | Secondary 4 (mainstream school) | Student | Down syndrome |
| 12 | Male | 23 | Year 2 in bachelor's degree program | Student | Depression |
| 13 | Male | 26 | Year 4 in bachelor's degree program | Student | Bipolar disorder, attention deficit hyperactivity disorder, and generalised anxiety disorder |
| 14 | Male | 18 | Secondary school leaver (S.3) (special school) | Unemployed/looking for jobs | Autism spectrum disorder and attention deficit hyperactivity disorder |
| 15* | Male | 24 | Secondary school graduate (special school) | Employed in full-time job | Slow learning disorder and attention deficit hyperactivity disorder |
| 16* | Male | 19 | Secondary school graduate (mainstream school) | Employed in part-time job | Attention deficit hyperactivity Disorder |
| 17* | Female | 28 | Secondary school (mainstream school) | Employed in full-time job | Autism spectrum disorder |
| 18* | Female | 26 | University graduate | Employed in full-time job | Spinal muscular atrophy |
| 19* | Male | 25 | Secondary school graduate (special school) | Unemployed/looking for jobs | Physical disability and high-functioning autism |
| 20* | Female | 30 | University graduate | Employed in full-time job | Hearing impairment |
| 21* | Female | 30 | VTC's Shine Skills Centre graduate | Employed in full-time job | Hearing impairment |
| 22* | Male | 23 | Year 3 in bachelor's degree program | Student | Visual impairment |
| 23* | Female | 29 | University graduate | Employed in | Visual impairment |

| | | | | | |
|-----|--------|----|---|-----------------------------|---|
| 24* | Male | 28 | University graduate | Employed in full-time job | Visual impairment |
| 25* | Male | 26 | Year 4 in bachelor's degree program | Student | Chronic illness |
| 26* | Male | 30 | University graduate | Employed in full-time job | Bipolar disorder |
| 27* | Male | 22 | VTC's Shine Skills Centre student | Student | Intellectual disorder |
| 28* | Male | 19 | VTC's Shine Skills Centre student | Student | Dyslexia, attention deficit hyperactivity disorder, and high-functioning autism |
| 29* | Male | 16 | Secondary 4 in mainstream school | Student | Autism spectrum disorder |
| 30* | Female | 21 | Year 3 in bachelor's degree program | Student | Attention deficit hyperactivity disorder |
| 31* | Female | 23 | Year 4 in bachelor's degree program | Student | Muscular Dystrophy, physical disability |
| 32* | Female | 20 | Year 3 in bachelor's degree program | Student | Visual impairment |
| 33* | Female | 21 | Year 1 in high diploma program | Student | Cerebral Palsy, physical disability |
| 34 | Female | 23 | Year 4 in bachelor's degree program | Student | Visual impairment |
| 35* | Female | 18 | Year 2 in bachelor's degree program | Student | Visual impairment |
| 36 | Male | 29 | Secondary school graduate (special school) | Unemployed/looking for jobs | Intellectual disability |
| 37 | Male | 30 | Secondary school graduate (mainstream school) | Unemployed/looking for jobs | Autism spectrum disorder |
| 38* | Female | 25 | University graduate | Unemployed/looking for jobs | Depression, psychosis |
| 39* | Male | 30 | Secondary school graduate (special school) | Unemployed/looking for jobs | Autism spectrum disorder |
| 40 | Female | 30 | Secondary 3 | Unemployed/looking for jobs | Physical disability |

*Conducted via Zoom

Appendix 2 Demographic characteristics of participants of focus group interviews

Demographic Characteristics of Participants of Parent Focus Group Interviews

| Group | Participant no. | Gender | Age | Type(s) of disability/disabilities of son/daughter |
|------------------------------|-----------------|--------|-----|--|
| Parents (Session 1) | 1 | Male | 62 | Psychosis |
| | 2 | Female | 64 | Bipolar disorder |
| | 3 | Female | 51 | Autism, high-functioning autism and bipolar disorder |
| | 4 | Female | 59 | Psychosis |
| | 5 | Female | 59 | Bipolar disorder |
| | 6 | Male | 47 | Autism and mild intellectual disability |
| | 7 | Male | 51 | Autism, mild intellectual disability, and attention deficit hyperactivity disorder |
| | 8 | Female | 50 | Down syndrome |
| Parents (Session 2) * | 9 | Female | 48 | Moderate intellectual disability |
| | 10 | Female | 45 | Moderate intellectual disability |
| | 11 | Female | 51 | Mild intellectual disability and autism |
| | 12 | Female | 56 | Mild intellectual disability and autism |
| | 13 | Female | 61 | Psychosis |
| | 14 | Female | 53 | Depression, psychosis, and attention deficit hyperactivity disorder |
| | 15 | Female | 54 | Early phase of psychosis |

*Conducted via Zoom

Demographic Characteristics of Participants of Instructors/Teachers Focus Group Interviews

| Group | Participant no. | Gender | Position | Year of service |
|--------------------------------|-----------------|--------|--|-----------------|
| Instructors (Session 1) | 16 | Female | Instructor in a skills training centre | 12 years |
| | 17 | Female | Instructor in a skills training centre | 28 years |
| | 18 | Female | Instructor in a skills training centre | 28 years |
| | 19 | Male | Instructor in a skills training centre | 5 years |
| | 20 | Female | Instructor in a rehabilitation services centre | 12 years |
| | 21 | Male | An instructor at an NGO | 14 years |
| Teachers (Session 2) * | 22 | Male | Teacher at a mainstream school | 14 years |
| | 23 | Male | Teacher at a mainstream school | 10 years |
| | 24 | Male | Teacher at a special school | 10 years |
| | 25 | Female | Teacher at a special school | 3 years |
| | 26 | Female | Teacher at a mainstream school | 15 years |
| | 27 | Male | Teacher at a mainstream school | 7 years |

*Conducted via Zoom

Demographic Characteristics of Participants of Counsellor Focus Group Interviews

| Group | Participant no. | Gender | Position | Year of service |
|---------------------|-----------------|--------|--------------------------------------|-----------------|
| Counsellors* | 28 | Male | Student counsellor and social worker | 7 years |
| | 29 | Female | Counsellor | 9 years |
| | 30 | Female | Counsellor | 3 years |
| | 31 | Female | SEN Coordinator | 6 years |
| | 32 | Male | Social worker and counsellor | 25 years |

| | | | | |
|--|----|--------|--------------------|----------|
| | 33 | Female | Counsellor | 4 years |
| | 34 | Male | Teaching associate | 7 months |

*Conducted via Zoom

Demographic Characteristics of Participants of Social Workers Focus Group Interviews

| Group | Participant no. | Gender | Position | Year of service |
|-------------------------------------|-----------------|--------|--------------------------------------|-----------------|
| Social workers (Session 1) * | 35 | Male | Social worker (Sunnyway) | 9 years |
| | 36 | Male | Social worker (Sunnyway) | 5 years |
| | 37 | Female | Social worker (Supported employment) | 4 years |
| | 38 | Female | Social worker (Supported employment) | 8 years |
| | 39 | Female | Social worker (Supported employment) | 10 years |
| | 40 | Female | Social worker (Supported employment) | 6 years |
| | 41 | Male | Social worker (Sunnyway) | 5 years |
| | 42 | Male | Social worker (Sunnyway) | 10 years |
| Social workers (Session 2) * | 43 | Male | Social worker (Secondary school) | 1.5 years |
| | 44 | Male | Social Service Practitioner (NGO) | 3 years |
| | 45 | Female | Social worker (NGO) | 3 years |
| | 46 | Female | Social worker (Secondary school) | 2 years |
| | 47 | Male | Social worker (Special school) | 17 years |
| | 48 | Female | Social worker (YETP) | 5 years |
| | 49 | Female | Social worker (NGO) | 13 years |
| | 50 | Female | Social worker (Community centre) | 18 years |

*Conducted via Zoom

Demographic Characteristics of Participants of Employees Focus Group Interviews

| | Participant no. | Gender | Occupation/Industry | Experience of working with young PWDs |
|--------------------------------|-----------------|--------|---------------------|---------------------------------------|
| Employees (Session 1) * | 51 | Male | NGO | Yes |
| | 52 | Female | NGO | Yes |
| | 53 | Female | Marketing | No |
| | 54 | Female | Outsourcing company | Yes |
| | 55 | Female | University | No |
| | 56 | Female | NGO | Yes |
| | 57 | Male | Insurance | No |
| Employees (Session 2) * | 59 | Female | Insurance | Yes |
| | 60 | Female | Administration | Yes |
| | 61 | Male | Bookstore | No |
| | 62 | Female | Administration | Yes |
| | 63 | Male | Customer service | No |
| | 64 | Female | Administration | No |
| | 65 | Male | Clerk | No |

*Conducted via Zoom

Demographic Characteristics of Participants of Employers Focus Group Interviews

| Group | Participant no. | Gender | Industry | Experience in working with/ employing Young PWDs |
|--------------------------------|-----------------|--------|-----------------|--|
| Employers (Session 1) * | 66 | Male | Catering sector | Yes |
| | 67 | Female | MPF | Yes |

| | | | | |
|------------------------------------|----|--------|-----------------------|-----|
| | 68 | Female | Property Management | Yes |
| | 69 | Male | IT | Yes |
| | 70 | Male | After-school tutoring | No |
| Employers (Session 2) * | 71 | Male | Engineering | Yes |
| | 72 | Male | Tourism sector | Yes |
| | 73 | Male | IT | Yes |
| | 74 | Female | Accounting | Yes |

*Conducted via Zoom

Appendix 3 Survey questionnaires for Young PWDs

Study on school-to-work transition of young People with Disabilities (PWDs) in Hong Kong *Survey 1: Young People with Disabilities (PWDs) aged 16-30 (in School)*

Dear young persons,

Greetings!

The Equal Opportunities Commission (EOC) has commissioned our research team at City University of Hong Kong to conduct a study, which aims to understand the situation faced by young People with Disabilities (PWDs) in Hong Kong when transitioning into the labour market post-graduation. You are cordially invited to participate in this research survey if you are a young Person with Disabilities (PWD) aged 16-30 and are currently in school/receiving training.

Your opinion is invaluable towards the improvement of rehabilitation and employment policies of Hong Kong. Data collected from this survey will be used solely for academic purposes. All information will be destroyed within 6 months after conclusion of the study. You are not required to provide your name for the completion of this questionnaire, any personal information will be kept confidential and anonymous. Future publication of the study will only display general statistics and will not disclose any personal information of study participants of the study. Your participation is voluntary, you may withdraw from the study at any point in time without incurring any loss or penalty. If you do decide to withdraw from this survey, your personal information will be destroyed as soon as possible.

To express our gratitude for your participation, a cash coupon will be given to each participant after completion of the survey. Should you have any enquiries, you are welcome to contact Dr Ricky Kwan (Tel: 852 3442 4532, email: ckkwan@cityu.edu.hk).

Thank you for your participation!

Principal Investigator

Dr Ricky Kwan

City University of Hong Kong

Assistant Professor, Department of Social and Behavioural Sciences

March 15, 2021

I understand and agree to participate in the research Agree Disagree

1. Personal information

| | | |
|--|--|--|
| <p>1. What is your gender?</p> <p><input type="checkbox"/>1. Male</p> <p><input type="checkbox"/>2. Female</p> | <p>2. What is your age?</p> <p>_____</p> | <p>3. What is/are your type(s) of disability? (Only such types diagnosed by medical professionals) (May choose more than one)</p> <p><input type="checkbox"/>1. Physical disability</p> <p><input type="checkbox"/>2. Dyslexia</p> <p><input type="checkbox"/>3. Visual impairment</p> <p><input type="checkbox"/>4. Speech and language impairment</p> <p><input type="checkbox"/>5. Hearing impairment</p> <p><input type="checkbox"/>6. Mental and emotional disorders</p> <p><input type="checkbox"/>7. Intellectual disability</p> <p><input type="checkbox"/>8. Autism spectrum disorder</p> <p><input type="checkbox"/>9. Chronic illnesses</p> <p><input type="checkbox"/>10. Attention deficit/hyperactivity disorder</p> <p><input type="checkbox"/>11. Others (Please specify: _____)</p> |
| <p>4. How would you define your degree of disability?</p> <p><input type="checkbox"/>1. Mild</p> <p><input type="checkbox"/>2. Moderate</p> <p><input type="checkbox"/>3. Severe</p> | <p>5. What is the nature of your disability?</p> <p><input type="checkbox"/>1. Invisible disability (Not easily recognizable by others)</p> <p><input type="checkbox"/>2. Visible disability (Easily recognizable by others)</p> | <p>6. Do you use any auxiliary equipment e.g., wheelchair, walking stick, hearing aid, white cane etc.?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> |
| <p>7. What is your place of birth?</p> <p><input type="checkbox"/>1. Hong Kong (Please jump to question 9)</p> <p><input type="checkbox"/>2. Mainland China</p> <p><input type="checkbox"/>3. Other regions/ countries</p> | <p>8. How long have you resided in Hong Kong?</p> <p>_____years and _____months</p> | <p>9. What is/was the education settings of your secondary education?</p> <p><input type="checkbox"/>1. Mainstream secondary school</p> <p><input type="checkbox"/>2. Special secondary school</p> |

| | | |
|---|---|---|
| <p>10. What is/was the banding of your secondary school?</p> <p><input type="checkbox"/>1. Band 1</p> <p><input type="checkbox"/>2. Band 2</p> <p><input type="checkbox"/>3. Band 3</p> <p><input type="checkbox"/>4. Not applicable</p> | <p>11. What level of education are you currently pursuing?</p> <p><input type="checkbox"/>1. Secondary school</p> <p><input type="checkbox"/>2. Youth College programme</p> <p><input type="checkbox"/>3. Skills training centre</p> <p><input type="checkbox"/>4. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>5. Bachelor's degree</p> <p><input type="checkbox"/>6. Master's degree or above</p> <p><input type="checkbox"/>7. Others (Please specify: _____)</p> | <p>12. Which year/grade of study are you currently in?</p> <hr/> |
| <p>13. Have you had any internship experience?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> | <p>14. What is your father's current employment status?</p> <p><input type="checkbox"/>1. Full-time</p> <p><input type="checkbox"/>2. Part-time/freelance</p> <p><input type="checkbox"/>3. Unemployed or looking for jobs</p> <p><input type="checkbox"/>4. No employment (e.g., houseworker, retired etc.)</p> <p><input type="checkbox"/>5. Not applicable</p> | <p>15. What is the highest level education attained by your father?</p> <p><input type="checkbox"/>1. Primary education or below</p> <p><input type="checkbox"/>2. Secondary education</p> <p><input type="checkbox"/>3. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>4. Bachelor's degree</p> <p><input type="checkbox"/>5. Master's degree or above</p> <p><input type="checkbox"/>6. Not applicable</p> |
| <p>16. What is your mother's current employment status?</p> <p><input type="checkbox"/>1. Full-time</p> <p><input type="checkbox"/>2. Part-time/freelance</p> <p><input type="checkbox"/>3. Unemployed or looking for jobs</p> <p><input type="checkbox"/>4. No employment (e.g., houseworker, retired etc.)</p> <p><input type="checkbox"/>5. Not applicable</p> | <p>17. What is the highest level of education attained by your mother?</p> <p><input type="checkbox"/>1. Primary education or below</p> <p><input type="checkbox"/>2. Secondary education</p> <p><input type="checkbox"/>3. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>4. Bachelor's degree</p> <p><input type="checkbox"/>5. Master's degree or above</p> <p><input type="checkbox"/>6. Not applicable</p> | <p>18. Are you currently residing with your family members?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> |
| <p>19. Number of cohabitants (including participant):</p> <hr/> | <p>20. Which of the following type of housing best describe your current place of residence?</p> <p><input type="checkbox"/>1. Public rental housing</p> <p><input type="checkbox"/>2. Village house</p> <p><input type="checkbox"/>3. Private permanent housing</p> <p><input type="checkbox"/>4. Subsidised sale flats</p> <p><input type="checkbox"/>5. Temporary housing/woodhouse/cubicle apartments/subdivided</p> | <p>21. What is your monthly household income?</p> <p><input type="checkbox"/>1. HK\$10,000 or below</p> <p><input type="checkbox"/>2. HK\$10,001-20,000</p> <p><input type="checkbox"/>3. HK\$20,001-30,000</p> <p><input type="checkbox"/>4. HK\$30,001-40,000</p> <p><input type="checkbox"/>5. HK\$40,001-50,000</p> <p><input type="checkbox"/>6. HK\$50,001-60,000</p> <p><input type="checkbox"/>7. HK\$60,001-70,000</p> <p><input type="checkbox"/>8. HK\$70,001-80,000</p> <p><input type="checkbox"/>9. HK\$80,001-90,000</p> |

| | | |
|--|---|---|
| | flats/cage homes □6. Others (Please specify: _____) | □10. HK\$90,001-100,000 □11. HK\$100,001 or above □12. Not sure |
|--|---|---|

A. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly Disagree | Disagree | Agree | Strongly agree |
|--|----------------------|----------|-------|-------------------|
| 1. My identity as a person with disability (PWD) is a burden to me. | 1 | 2 | 3 | 4 |
| 2. My identity as a person with disability (PWD) causes me inconvenience in my daily live. | 1 | 2 | 3 | 4 |
| 3. The identity of being a person with disability (PWD) taints my life. | 1 | 2 | 3 | 4 |
| 4. My identity as a person with disability (PWD) makes me feel uncomfortable. | 1 | 2 | 3 | 4 |
| 5. I fear that others would know of my status as a person with disability (PWD). | 1 | 2 | 3 | 4 |
| 6. I feel like I cannot do anything about my disability status. | 1 | 2 | 3 | 4 |
| 7. I estrange myself from others because of my identity as a person with disability (PWD). | 1 | 2 | 3 | 4 |

B. Please circle the following descriptions that applies to you (Answer only if you identify to have invisible disabilities)

| | | |
|---|----------------------------|------|
| 1. You have disclosed your disability status to your current <u>school</u> | 1.Yes | 2.No |
| If not, it is because: | (Can choose more than one) | |
| A. I do not need additional accommodation | A | |
| B. Even if I make disclosure, the school/skills training centre will not provide any accommodation, support or assistance | B | |
| C. I do not want to be others' burden | C | |
| D. I do not want special treatment | D | |
| E. I do not want much attention | E | |
| F. Others | F (Please specify): | |
| 2. You have disclosed your disability status to your <u>program teacher</u> | 1.Yes | 2.No |
| If not, it is because: | (Can choose more than one) | |
| A. I do not need additional accommodation | A | |
| B. Even if I make disclosure, the school/skills training | B | |
| | C | |

| | | |
|--|----------------------------|------|
| <p>centre will not provide any accommodation, support or assistance</p> <p>C. I do not want to be others' burden</p> <p>D. I do not want special treatment</p> <p>E. I do not want much attention</p> <p>F. Others</p> | D | |
| | E | |
| | F (Please specify): | |
| 3. You have disclosed your disability status to your <u>classmates</u> | 1.Yes | 2.No |
| <p>If not, it is because:</p> <p>A. I do not need additional accommodation</p> <p>B. Even if I make disclosure, the school/skills training centre will not provide any accommodation, support or assistance</p> <p>C. I do not want to be others' burden</p> <p>D. I do not want special treatment</p> <p>E. I do not want much attention</p> <p>F. Others</p> | (Can choose more than one) | |
| | A | |
| | B | |
| | C | |
| | D | |
| | E | |
| | F (Please specify): | |
| 4. You have disclosed your disability status to your <u>employer</u> | 1.Yes | 2.No |
| <p>If not, it is because:</p> <p>A. I do not need additional accommodation</p> <p>B. Even if I make disclosure, the school/skills training centre will not provide any accommodation, support or assistance</p> <p>C. I do not want to be others' burden</p> <p>D. I do not want special treatment</p> <p>E. I do not want much attention</p> <p>F. Others</p> | (Can choose more than one) | |
| | A | |
| | B | |
| | C | |
| | D | |
| | E | |
| | F (Please specify): | |
| 5. You have disclosed your disability status to your <u>co-workers</u> (To be attempted by students with internship experience) | 1.Yes | 2.No |
| <p>If not, the reason is:</p> <p>A. Do not need additional accommodation</p> <p>B. Even if I reveal, co-workers will not provide accommodation</p> <p>C. Do not want to be others' burden</p> <p>D. Do not want special treatment</p> <p>E. Do not want much attention</p> <p>F. Others</p> | (Can choose more than one) | |
| | A | |
| | B | |
| | C | |
| | D | |
| | E | |
| | F (Please specify): | |

C. Please carefully read the following descriptions and indicate whether you have share the experience.

| | Has occurred | Never happened | Not applicable |
|---|--------------|----------------|----------------|
| Regarding academic studies in the past | | | |
| 1. Have you ever been denied help by school(s)? | 1 | 2 | 0 |
| 2. Have you ever been refused admission to a primary or/and secondary school(s) because of your disability? | 1 | 2 | 0 |
| 3. Have you ever been refused admission to a post-secondary college because of your disability? | 1 | 2 | 0 |
| 4. Have you ever been refused enrolment in a post-secondary course because of your disability? | 1 | 2 | 0 |
| 5. Have you ever received unnecessary help from a teacher because of your disability? | 1 | 2 | 0 |
| 6. Has any teacher failed to understand or had difficulty in understanding the learning difficulties caused by your disability? | 1 | 2 | 0 |
| 7. Have you ever been teased or rejected by classmates in school(s) because of your disability? | 1 | 2 | 0 |
| Regarding the workplace (To be attempted only by students with internship experience) | | | |
| 8. Has your employer ever refused to provide you with work adjustments? | 1 | 2 | 0 |
| 9. Has there been any employment agreements that did not take your disability into consideration? | 1 | 2 | 0 |
| 10. Has your employer ever ignored your disability and assigned tasks that were too difficult for you? | 1 | 2 | 0 |
| 11. Has your employer ever misunderstood your disability and assigned tasks that were too simple for you? | 1 | 2 | 0 |
| 12. Have you ever been teased or rejected by your colleague(s) because of your disability? | 1 | 2 | 0 |

D. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree | Not applicable |
|--|-------------------|----------|-------|----------------|----------------|
| 1. I have enough information to determine which institution is best for my future. | 1 | 2 | 3 | 4 | 0 |
| 2. I know which type of institution I wish to enter in the future. | 1 | 2 | 3 | 4 | 0 |
| 3. My current school is doing all it can to help me through my difficulties in studying. | 1 | 2 | 3 | 4 | 0 |
| 4. I feel settled in my current school. | 1 | 2 | 3 | 4 | 0 |
| 5. I am making good progress with my education. | 1 | 2 | 3 | 4 | 0 |
| 6. I am treated fairly at school. | 1 | 2 | 3 | 4 | 0 |
| 7. I look forward to going to school and learning. | 1 | 2 | 3 | 4 | 0 |
| 8. My disability prevents me from being the best version of myself at school. | 1 | 2 | 3 | 4 | 0 |
| 9. My disability prevents me from learning at school. | 1 | 2 | 3 | 4 | 0 |
| 10. My disability prevents me from moving around my school freely. | 1 | 2 | 3 | 4 | 0 |
| 11. My disability prevent me from joining extracurricular activities at school. | 1 | 2 | 3 | 4 | 0 |
| 12. My disability in learning are caused by the school's inability to provide appropriate assistance. | 1 | 2 | 3 | 4 | 0 |
| 13. My disability in learning are caused by the lack of public policies. | 1 | 2 | 3 | 4 | 0 |
| 14. My difficulties in learning are caused by lack of understanding about special educational in the school. | 1 | 2 | 3 | 4 | 0 |
| 15. My difficulties in learning are caused directly by my own disabilities. | 1 | 2 | 3 | 4 | 0 |
| 16. The Disability Discrimination Ordinance (DDO) protects my right to learn and to go to school. | 1 | 2 | 3 | 4 | 0 |
| 17. My school has taken positive steps to comply with the Disability Discrimination Ordinance (DDO). | 1 | 2 | 3 | 4 | 0 |
| 18. The Disability Discrimination Ordinance (DDO) helps to integrate me into the school environment. | 1 | 2 | 3 | 4 | 0 |
| 19. My disabilities will prevent me from getting a good job offer. | 1 | 2 | 3 | 4 | 0 |
| 20. The teachers have encouraged me to set a greater goal in life. | 1 | 2 | 3 | 4 | 0 |
| 21. My disabilities discourages me from pursuing further education. | 1 | 2 | 3 | 4 | 0 |

E. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| 1. I am fearful of starting employment because I will likely lose my government benefits once I commence employment. | 1 | 2 | 3 | 4 |
| 2. I am fearful of the reactions by co-workers and seniors if they learn of my disabilities. | 1 | 2 | 3 | 4 |
| 3. I am fearful that my disabilities will bring unnecessary attention from employees and seniors. | 1 | 2 | 3 | 4 |
| 4. I fear of not being trusted at work due to my poor/fluctuating physical conditions caused by my disabilities. | 1 | 2 | 3 | 4 |
| 5. I fear of not being able to properly carry out my job due to my poor or fluctuating physical conditions caused by my disabilities. | 1 | 2 | 3 | 4 |
| 6. Work is an important part of my life. | 1 | 2 | 3 | 4 |
| 7. Work gives me a sense of identity and belonging. | 1 | 2 | 3 | 4 |
| 8. Work merely means a source of income and nothing more. | 1 | 2 | 3 | 4 |
| 9. There are much more important things in life other than work. | 1 | 2 | 3 | 4 |
| 10. I believe that working is a way to prove my value to society. | 1 | 2 | 3 | 4 |
| 11. I believe there are social expectations for me to work for my living. | 1 | 2 | 3 | 4 |

F. On a scale of 1 to 4, indicate your level of confidence in completing the following tasks.

| | Not at all confident | A little confident | Moderately confident | Very confident |
|---|----------------------|--------------------|----------------------|----------------|
| 1. Utilizing library or online resources to find information regarding occupations you are interested in. | 1 | 2 | 3 | 4 |
| 2. Make a plan of your goals for the next 5 years. | 1 | 2 | 3 | 4 |
| 3. Take action to overcome learning difficulties experienced when learning your chosen subjects. | 1 | 2 | 3 | 4 |
| 4. Make objective assessments of your own abilities. | 1 | 2 | 3 | 4 |
| 5. Select one occupation from a list of contemplated potential careers. | 1 | 2 | 3 | 4 |
| 6. Determine the steps required to successfully attain your chosen program. | 1 | 2 | 3 | 4 |
| 7. Demonstrate persistence in achieving your career goal even when you face setbacks. | 1 | 2 | 3 | 4 |
| 8. Determine what your ideal career would be. | 1 | 2 | 3 | 4 |
| 9. Find out the employment trends in the next 10 years for a certain career. | 1 | 2 | 3 | 4 |
| 10. Choose a career that will fit your preferred lifestyle. | 1 | 2 | 3 | 4 |
| 11. Prepare a good resume. | 1 | 2 | 3 | 4 |
| 12. Change your choice of study major if you did not like your current choice. | 1 | 2 | 3 | 4 |
| 13. Decide what you value most in a career. | 1 | 2 | 3 | 4 |
| 14. Find out about the how much people earn in a particular profession. | 1 | 2 | 3 | 4 |
| 15. Be comfortable with making a career decision without subsequently second-guessing. | 1 | 2 | 3 | 4 |
| 16. Able to change occupations if you are not satisfied with the chosen occupation. | 1 | 2 | 3 | 4 |
| 17. Figure out what you are willing to compromise to achieve your career goals. | 1 | 2 | 3 | 4 |
| 18. Talk to a person who is already employed in the field you are interested in. | 1 | 2 | 3 | 4 |
| 19. Choose a career that will aligns with your interests. | 1 | 2 | 3 | 4 |
| 20. Identify employers, firms and organizations relevant to your career aspirations. | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| 21. Identify the lifestyle you want to achieve. | 1 | 2 | 3 | 4 |
| 22. Identify reasonable alternative careers if you are unable to get into the preferred profession. | 1 | 2 | 3 | 4 |

G. On a scale of 1 to 4, indicate your level of confidence in doing each of the following tasks.

| | Not at all confident | A little confident | Very confident | Totally confident | Not applicable |
|---|----------------------|--------------------|----------------|-------------------|----------------|
| 1. Use social networks to obtain job leads. | 1 | 2 | 3 | 4 | 0 |
| 2. Prepare resumes that will get you job interviews. | 1 | 2 | 3 | 4 | 0 |
| 3. Impress interviewers during employment interviews. | 1 | 2 | 3 | 4 | 0 |
| 4. Make "cold calls" that will get you a job interview. | 1 | 2 | 3 | 4 | 0 |
| 5. Seek information relating to the careers and jobs that you are interested in pursuing. | 1 | 2 | 3 | 4 | 0 |
| 6. Prepare a short, compelling speech for self-introduction. | 1 | 2 | 3 | 4 | 0 |
| 7. Manage your time for conducting job searches. | 1 | 2 | 3 | 4 | 0 |
| 8. Use a variety of sources to find job opportunities. | 1 | 2 | 3 | 4 | 0 |
| 9. Search and obtain good job opportunities. | 1 | 2 | 3 | 4 | 0 |
| 10. Succeed in your job search. | 1 | 2 | 3 | 4 | 0 |
| 11. Be invited to job interviews. | 1 | 2 | 3 | 4 | 0 |
| 12. Obtain a job offer in an organization that you desire to work in. | 1 | 2 | 3 | 4 | 0 |
| 13. Get a job as quick as possible. | 1 | 2 | 3 | 4 | 0 |
| 14. Get an ideal job. | 1 | 2 | 3 | 4 | 0 |

H. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|-------|----------------|
| Support from the government | | | | |
| 1. I am aware of the Employment Support Services provided by the government. | 1 | 2 | 3 | 4 |
| 2. I will use the Employment Support Services provided by the government to help with my career. | 1 | 2 | 3 | 4 |
| 3. The Employment Support Services provided by the government is helpful in my job search. | 1 | 2 | 3 | 4 |
| 4. I am aware of the Job Attachment Allowance & Wage Subsidy by the government. | 1 | 2 | 3 | 4 |
| 5. I will utilize the Job Attachment Allowance & Wage Subsidy provided by the government to help my career. | 1 | 2 | 3 | 4 |
| 6. The Job Attachment Allowance & Wage Subsidy provided by the government is helpful for my career. | 1 | 2 | 3 | 4 |
| 7. I understand the Disability Discrimination Ordinance (DDO) of Hong Kong. | 1 | 2 | 3 | 4 |
| 8. The Disability Discrimination Ordinance (DDO) offers protection for my career. | 1 | 2 | 3 | 4 |
| Support from social welfare Non-Governmental Organisations (NGOs). | | | | |
| 9. I am aware of the vocational training provided by NGOs. | 1 | 2 | 3 | 4 |
| 10. I will use the vocational training provided by NGOs to help my career. | 1 | 2 | 3 | 4 |
| 11. The vocational training provided by NGOs is helpful for my career. | 1 | 2 | 3 | 4 |
| 12. I am aware of the internship arrangements by NGOs. | 1 | 2 | 3 | 4 |
| 13. I will use the internship arranged by NGOs to help with my career. | 1 | 2 | 3 | 4 |
| 14. The internship arrangements by NGOs is helpful for my career. | 1 | 2 | 3 | 4 |
| 15. I understand the employment matchings and follow-ups provided by NGOs. | 1 | 2 | 3 | 4 |
| 16. I will use the employment matchings and follow-ups provided by NGOs to help my career. | 1 | 2 | 3 | 4 |
| 17. The employment matchings and follow-ups provided by NGOs is helpful for my career. | 1 | 2 | 3 | 4 |
| Support from current school/skills training centre | | | | |
| 18. I am aware of the career guidance information provided by the school/skills training centre. | 1 | 2 | 3 | 4 |
| 19. I will use the career guidance information of the school/skills training centre to help my career. | 1 | 2 | 3 | 4 |

| | | | | |
|--|---|---|---|---|
| 20. The career guidance information of the school/skills training centre is helpful for my career. | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

1. Please indicate if you have received the following accommodation at school/skills training centre.

| | Yes | No | Not applicable |
|---|----------------------------|----|----------------|
| 1. Handrails or ramps | 1 | 2 | 0 |
| 2. Accessible parking space | 1 | 2 | 0 |
| 3. Elevators | 1 | 2 | 0 |
| 4. An elevator designed for students with special needs | 1 | 2 | 0 |
| 5. A classroom specifically adapted for the use of students with special needs | 1 | 2 | 0 |
| 6. Accessible toilet | 1 | 2 | 0 |
| 7. An automatic door | 1 | 2 | 0 |
| 8. Induction loop system (T Switch) for the hearing impaired | 1 | 2 | 0 |
| 9. Braille, enlarged print, special lighting or audio | 1 | 2 | 0 |
| 10. Sign language interpretation | 1 | 2 | 0 |
| 11. Designated teacher/tutor responsible for training and assisting your learning | 1 | 2 | 0 |
| 12. Designated school/skills training centre staff to help you with learning-related matters | 1 | 2 | 0 |
| 13. Special stationaries, teaching facilities for students with special needs (e.g., low level desks for wheelchair users, Braille machines etc.) | 1 | 2 | 0 |
| 14. Reassessed progress, modifications of difficult learning tasks or slowing the pace of tasks | 1 | 2 | 0 |
| 15. Flexible lesson time allowing for more breaks or rest periods | 1 | 2 | 0 |
| 16. Others (Please specify: _____) | 1 | 2 | 0 |
| 17. For the accommodation above not provided by the school/training centre, have you ever requested the school/training centre for these accommodation? | 1 | 2 | 0 |
| 18. If not requested, please circle the reasons why no requests were made A. Do not need additional accommodation B. Even if requested, the school/skills training centre will not provide accommodation C. Do not want to be others' burden | (May choose more than one) | | |
| | A | | |
| | B | | |
| | C | | |
| | D | | |
| E | | | |

| | |
|---|--|
| D. Do not want special treatment E. Do not want much attention | F Others (Please specify): _____ |
|---|--|

J. On a scale of 1 to 4, how confident are you in the support provided by each of the following groups?

1: No confidence at all 2: slight confidence 3: Much confidence 4: Total confidence

| | Peers: | School, teachers: | Parents: |
|---|--------|----------------------|----------|
| 1. Assist you in determining what your ideal job would be. | | | |
| 2. Assist you in finding information about further education. | | | |
| 3. Assist you in finding a career of interest. | | | |
| 4. Assist you in overcoming difficulties in your studies. | | | |
| 5. Be your role model at work. | | | |

The end, thank you!

Study on school-to-work transition of young People with Disabilities (PWDs) in Hong Kong
Survey 2: Young People with Disabilities (PWDs) aged 16-30 (Working or between jobs)

Dear young persons,

Greetings!

The Equal Opportunities Commission (EOC) has commissioned our research team at City University of Hong Kong to conduct a study, which aims to understand the situation faced by young People with Disabilities (PWDs) in Hong Kong when transitioning into the labour market post-graduation. You are cordially invited to participate in this research survey if you are a young Person with Disabilities (PWD) aged 16-30 and are currently working/between jobs.

Your opinion is invaluable towards the improvement of rehabilitation and employment policies of Hong Kong. Data collected from this survey will be used solely for academic purposes. All information will be destroyed within 6 months after conclusion of the study. You are not required to provide your name for the completion of this questionnaire, any personal information will be kept confidential and anonymous. Future publication of the study will only display general statistics and will not disclose any personal information of study participants of the study. Your participation is voluntary, you may withdraw from the study at any point in time without incurring any loss or penalty. If you do decide to withdraw from this survey, your personal information will be destroyed as soon as possible.

To express our gratitude for your participation, a cash coupon will be given to each participant after completion of the survey. Should you have any enquiries, you are welcome to contact Dr Ricky Kwan (Tel: 852 3442 4532, email: ckkwan@cityu.edu.hk).

Thank you for your participation!

Principal Investigator

Dr Ricky Kwan

City University of Hong Kong

Assistant Professor, Department of Social and Behavioural Sciences

15 March 2021

I understand and agree to participate in the research **Agree** **Disagree**

1. Personal information

| | | |
|---|--|--|
| <p>1. What is your gender?</p> <input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female | <p>2. What is your age?</p> <p>_____</p> | <p>3. What is/are your type(s) of disability? (Only such types diagnosed by medical professionals) (May choose more than one)</p> <input type="checkbox"/> 1. Physical disability <input type="checkbox"/> 2. Dyslexia <input type="checkbox"/> 3. Visual impairment <input type="checkbox"/> 4. Speech and language impairment <input type="checkbox"/> 5. Hearing impairment <input type="checkbox"/> 6. Mental and emotional disorders <input type="checkbox"/> 7. Intellectual disability <input type="checkbox"/> 8. Autism spectrum disorder <input type="checkbox"/> 9. Chronic illnesses <input type="checkbox"/> 10. Attention deficit/ hyperactivity disorder <input type="checkbox"/> 11. Others (Please specify:_____) |
| <p>4. How would you define your degree of disability?</p> <input type="checkbox"/> 1. Mild <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. Severe | <p>5. What is the nature of your disability?</p> <input type="checkbox"/> 1. Invisible disability (Not easily recognizable by others) <input type="checkbox"/> 2. Visible disability (Easily recognizable by others) | <p>6. Do you use any auxiliary equipment e.g., wheelchair, walking stick, hearing aid, white cane etc.?</p> <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No |
| <p>7. What is your place of birth?</p> <input type="checkbox"/> 1. Hong Kong (Please skip to question 9) <input type="checkbox"/> 2. Mainland China <input type="checkbox"/> 3. Other regions/ countries | <p>8. How long have you resided in Hong Kong?</p> <p>_____ years and _____ months</p> | <p>9. What is your current employment status?</p> <input type="checkbox"/> 1. Full-time <input type="checkbox"/> 2. Part-time/freelance <input type="checkbox"/> 3. Waiting for employment <input type="checkbox"/> 4. Unemployed (If you have not had any work experience, please indicate 'not applicable' for Q10-12) |
| <p>10. What is the type of your current/latest work setting?</p> <input type="checkbox"/> 1. General enterprise <input type="checkbox"/> 2. Social enterprise <input type="checkbox"/> 3. Sheltered workshop <input type="checkbox"/> 4. Government department <input type="checkbox"/> 5. Non-Governmental Organisations (NGOs) <input type="checkbox"/> 6. Others (Please specify:_____) <input type="checkbox"/> 7. Not applicable | <p>11. What is your current/latest occupation</p> <input type="checkbox"/> 1. Managers and executives <input type="checkbox"/> 2. Professionals <input type="checkbox"/> 3. Paraprofessionals <input type="checkbox"/> 4. Clerical support staff <input type="checkbox"/> 5. Service work and sales personnel <input type="checkbox"/> 6. Craft and related personnel <input type="checkbox"/> 7. Machine and machine operators and assemblers <input type="checkbox"/> 8. Unskilled workers <input type="checkbox"/> 9. Other occupations | <p>12. What is your current/latest monthly salary?</p> <input type="checkbox"/> 1. HK\$10,000 or below <input type="checkbox"/> 2. HK\$10,001-20,000 <input type="checkbox"/> 3. HK\$20,001-30,000 <input type="checkbox"/> 4. HK\$30,001-40,000 <input type="checkbox"/> 5. HK\$40,001-50,000 <input type="checkbox"/> 6. HK\$50,001-60,000 <input type="checkbox"/> 7. HK\$60,001-70,000 <input type="checkbox"/> 8. HK\$70,001-80,000 <input type="checkbox"/> 9. HK\$80,001-90,000 <input type="checkbox"/> 10. HK\$90,001-100,000 <input type="checkbox"/> 11. HK\$100,001 or above <input type="checkbox"/> 12. Not applicable |

| | | |
|---|---|---|
| | (please specify: _____) <input type="checkbox"/> 10. Not applicable | |
| 13. Up till now, how long have you been employed full-time? <input type="checkbox"/> 1. Less than 1 year <input type="checkbox"/> 2. 2 to 3 years <input type="checkbox"/> 3. 4 to 5 years <input type="checkbox"/> 4. 6 to 7 years <input type="checkbox"/> 5. 8 to 10 years <input type="checkbox"/> 6. 10 years or above | 14. What is the highest level educational you attained? <input type="checkbox"/> 1. Primary education or below <input type="checkbox"/> 2. Secondary education <input type="checkbox"/> 3. Associate degree/ Higher Diploma <input type="checkbox"/> 4. Bachelor's degree <input type="checkbox"/> 5. Master's degree or above | 15. What type of school did you attend for your secondary education? (Need not answer if highest level of education level attained is primary school or below) <input type="checkbox"/> 1. Mainstream secondary school <input type="checkbox"/> 2. Special secondary school |
| 16. What is/was the banding of your secondary school? <input type="checkbox"/> 1. Band 1 <input type="checkbox"/> 2. Band 2 <input type="checkbox"/> 3. Band 3 <input type="checkbox"/> 4. Not applicable | 17. What is your father's current employment status? <input type="checkbox"/> 1. Full-time <input type="checkbox"/> 2. Part-time/freelance <input type="checkbox"/> 3. Unemployed or looking for jobs <input type="checkbox"/> 4. No employment (e.g., houseworker, retired etc.) <input type="checkbox"/> 5. Not applicable | 18. What is the highest level of education attained by your father? <input type="checkbox"/> 1. Primary education or below <input type="checkbox"/> 2. Secondary education <input type="checkbox"/> 3. Associate degree/ Higher Diploma <input type="checkbox"/> 4. Bachelor's degree <input type="checkbox"/> 5. Master's degree or above <input type="checkbox"/> 6. Not applicable |
| 19. What is your mother's current employment status? <input type="checkbox"/> 1. Full-time <input type="checkbox"/> 2. Part-time/freelance <input type="checkbox"/> 3. Unemployed or looking for jobs <input type="checkbox"/> 4. Not in employment (e.g., houseworker, retired etc.) <input type="checkbox"/> 5. Not applicable | 20. What is the highest level of education attained by your mother? <input type="checkbox"/> 1. Primary education or below <input type="checkbox"/> 2. Secondary education <input type="checkbox"/> 3. Associate degree/ Higher Diploma <input type="checkbox"/> 4. Bachelor's degree <input type="checkbox"/> 5. Master's degree or above <input type="checkbox"/> 6. Not applicable | 21. Are you currently living with your family members? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No |
| 22. Number of cohabitants (including participant): _____ | 23. Which of the following type of housing best describe your current place of residence? <input type="checkbox"/> 1. Public rental housing <input type="checkbox"/> 2. Village house <input type="checkbox"/> 3. Private permanent housing <input type="checkbox"/> 4. Subsidised sale flats <input type="checkbox"/> 5. Temporary housing/woodhouse/cubicle apartments/subdivided flats/cage homes <input type="checkbox"/> 6. Others (Please specify: _____) | 24. What is your monthly household income is? <input type="checkbox"/> 1. HK\$10,000 or below <input type="checkbox"/> 2. HK\$10,001-20,000 <input type="checkbox"/> 3. HK\$20,001-30,000 <input type="checkbox"/> 4. HK\$30,001-40,000 <input type="checkbox"/> 5. HK\$40,001-50,000 <input type="checkbox"/> 6. HK\$50,001-60,000 <input type="checkbox"/> 7. HK\$60,001-70,000 <input type="checkbox"/> 8. HK\$70,001-80,000 <input type="checkbox"/> 9. HK\$80,001-90,000 <input type="checkbox"/> 10. HK\$90,001-100,000 <input type="checkbox"/> 11. HK\$100,001 or above <input type="checkbox"/> 12. Not sure |

A. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly Disagree | Neutral | Agree | Strongly agree | |
|--|----------------------|---------|-------|-------------------|---|
| 1. My identity as a person with disability (PWD) is a burden to me. | 1 | 2 | 3 | 4 | 5 |
| 2. My identity as a person with disability (PWD) causes me inconvenience in my daily live. | 1 | 2 | 3 | 4 | 5 |
| 3. The identity of being a person with disability (PWD) taints my life. | 1 | 2 | 3 | 4 | 5 |
| 4. My identity as a person with disability (PWD) makes me feel uncomfortable. | 1 | 2 | 3 | 4 | 5 |
| 5. I fear that others would know of my status as a person with disability (PWD). | 1 | 2 | 3 | 4 | 5 |
| 6. I feel like I cannot do anything about my disability status. | 1 | 2 | 3 | 4 | 5 |
| 7. I estrange myself from others because of my identity as a person with disability (PWD). | 1 | 2 | 3 | 4 | 5 |

B. Please circle the following descriptions that applies to you (Answer only if you identify to have invisible disabilities)

| | | | |
|---|----------------------------|------|-------------------|
| 1. You have disclosed your disability status to your <u>current school/ skills training centre</u> | 1.Yes | 2.No | 0. Not Applicable |
| If not, it is because: | (Can choose more than one) | | |
| A. I do not need additional accommodation | A | | |
| B. Even if I make disclosure, the school/skills training centre will not provide any accommodation, support or assistance | B | | |
| C. I do not want to be others' burden | C | | |
| D. I do not want special treatment | D | | |
| E. I do not want much attention | E | | |
| F. Others | F (Please specify): | | |
| 2. You have disclosed your disability status to your <u>program teacher/ skills training centre instructor</u> | 1.Yes | 2.No | 0. Not Applicable |
| If not, it is because: | (Can choose more than one) | | |
| A. I do not need additional accommodation | A | | |
| B. Even if I make disclosure, the school/skills training centre will not provide any accommodation, support or assistance | B | | |
| C. I do not want to be others' burden | C | | |
| D. I do not want special treatment | D | | |
| E. I do not want much attention | E | | |
| F. Others | F (Please specify): | | |

| | | | |
|---|----------------------------|------|-------------------|
| 3. You have disclosed your disability status to your <u>classmates</u> | 1.Yes | 2.No | 0. Not Applicable |
| If not, it is because: | (Can choose more than one) | | |
| A. I do not need additional accommodation | A | | |
| B. Even if I make disclosure, the school/skills training centre will not provide any accommodation, support or assistance | B | | |
| C. I do not want to be others' burden | C | | |
| D. I do not want special treatment | D | | |
| E. I do not want much attention | E | | |
| F. Others | F (Please specify): | | |
| 4. You have disclosed your disability status to your <u>employer</u> | 1.Yes | 2.No | 0. Not Applicable |
| If not, it is because: | (Can choose more than one) | | |
| A. I do not need additional accommodation | A | | |
| B. Even if I make disclosure, the school/skills training centre will not provide any accommodation, support or assistance | B | | |
| C. I do not want to be others' burden | C | | |
| D. I do not want special treatment | D | | |
| E. I do not want much attention | E | | |
| F. Others | F (Please specify): | | |
| 5. In your most recent job search, you have disclosed to your future employer about your disability status | 1.Yes | 2.No | 0. Not Applicable |
| If not, the reason is: | (Can choose more than one) | | |
| A. Do not need additional accommodation | A | | |
| B. Even if I reveal, my employer will not provide any accommodation | B | | |
| C. Do not want to be others' burden | C | | |
| D. Do not want special treatment | D | | |
| E. Do not want much attention | E | | |
| F. Others | F (Please specify): | | |
| 6. You have disclosed your disability status to your <u>co-workers</u> (To be attempted by students with internship experience) | 1.Yes | 2.No | 0. Not Applicable |
| If not, the reason is: | (Can choose more than one) | | |
| A. Do not need additional accommodation | A | | |
| B. Even if I reveal, co-workers will not provide accommodation | B | | |
| C. Do not want to be others' burden | C | | |
| D. Do not want special treatment | D | | |
| E. Do not want much attention | E | | |
| | F (Please specify): | | |

| | | |
|-----------|--|--|
| F. Others | | |
|-----------|--|--|

C. Please indicate whether you have experienced the situations described below. (Need not answer if you have never been employed)

| | Has occurred | Never happened | Not Applicable |
|---|--------------|----------------|----------------|
| Regarding academic studies in the past | | | |
| 1. Have you ever been denied help by school(s)? | 1 | 2 | 0 |
| 2. Have you ever been refused admission to a primary or/and secondary school(s) because of your disability? | 1 | 2 | 0 |
| 3. Have you ever been refused admission to a post-secondary college because of your disability? | 1 | 2 | 0 |
| 4. Have you ever been refused enrolment in a post-secondary course because of your disability? | 1 | 2 | 0 |
| 5. Have you ever received unnecessary help from a teacher because of your disability? | 1 | 2 | 0 |
| 6. Has any teacher failed to understand or had difficulty in understanding the learning difficulties caused by your disability? | 1 | 2 | 0 |
| 7. Have you ever been teased or rejected by classmates in school(s) because of your disability? | 1 | 2 | 0 |
| Regarding the workplace (in your most recent/current job) | | | |
| 8. Has your employer ever refused to provide you with work adjustments? | 1 | 2 | 0 |
| 9. Has there been any employment agreements that did not take your disability into consideration? | 1 | 2 | 0 |
| 10. Have you ever believed you were not promoted because of your disability? | 1 | 2 | 0 |
| 11. Has your employer ever ignored your disability and assigned tasks that were too difficult for you? | 1 | 2 | 0 |
| 12. Has your employer ever misunderstood your disability and assigned tasks that were too simple for you? | 1 | 2 | 0 |
| 13. Have you ever been teased or rejected by your colleague(s) because of your disability? | 1 | 2 | 0 |

D. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| 1. I am fearful of starting employment because I will likely lose my government benefits once I commence employment. | 1 | 2 | 3 | 4 |
| 2. I am fearful of the reactions by co-workers and seniors if they learn of my disability. | 1 | 2 | 3 | 4 |
| 3. I am fearful that my disability will bring unnecessary attention from employees and seniors. | 1 | 2 | 3 | 4 |
| 4. I fear of not being trusted at work due to my poor/fluctuating physical conditions caused by my disability. | 1 | 2 | 3 | 4 |
| 5. I fear of not being able to properly carry out my job due to my poor or fluctuating physical conditions caused by my disability. | 1 | 2 | 3 | 4 |
| 6. Work is an important part of my life. | 1 | 2 | 3 | 4 |
| 7. Work gives me a sense of identity and belonging. | 1 | 2 | 3 | 4 |
| 8. Work merely means a source of income and nothing more. | 1 | 2 | 3 | 4 |
| 9. There are much more important things in life other than work. | 1 | 2 | 3 | 4 |
| 10. I believe that working is a way to prove my value to society. | 1 | 2 | 3 | 4 |
| 11. I believe there are social expectations for me to work for my living. | 1 | 2 | 3 | 4 |

E. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| Support from the government | | | | |
| 1. I am aware of the Employment Support Services provided by the government. | 1 | 2 | 3 | 4 |
| 2. I used / will use the Employment Support Services provided by the government to help with my career. | 1 | 2 | 3 | 4 |
| 3. The Employment Support Services provided by the government is helpful in my job search. | 1 | 2 | 3 | 4 |
| 4. I am aware of the Job Attachment Allowance & Wage Subsidy by the government. | 1 | 2 | 3 | 4 |
| 5. I utilized / will utilize the Job Attachment Allowance & Wage Subsidy provided by the government to help my career. | 1 | 2 | 3 | 4 |
| 6. The Job Attachment Allowance & Wage Subsidy provided by the government is helpful for my career. | 1 | 2 | 3 | 4 |
| 7. I understand the Disability Discrimination Ordinance (DDO) of Hong Kong. | 1 | 2 | 3 | 4 |
| 8. The Disability Discrimination Ordinance (DDO) offers protection for my career. | 1 | 2 | 3 | 4 |
| Support from social welfare Non-Governmental Organisations (NGOs). | | | | |
| 9. I am aware of the vocational training provided by NGOs. | 1 | 2 | 3 | 4 |
| 10. I used / will use the vocational training provided by NGOs to help my career. | 1 | 2 | 3 | 4 |
| 11. The vocational training provided by NGOs is helpful for my career. | 1 | 2 | 3 | 4 |
| 12. I am aware of the internship arrangements by NGOs. | 1 | 2 | 3 | 4 |
| 13. I used / will use the internship arranged by NGOs to help with my career. | 1 | 2 | 3 | 4 |
| 14. The internship arrangements by NGOs is helpful for my career. | 1 | 2 | 3 | 4 |
| 15. I understand the employment matchings and follow-ups provided by NGOs. | 1 | 2 | 3 | 4 |
| 16. I used / will use the employment matchings and follow-ups provided by NGOs to help my career. | 1 | 2 | 3 | 4 |
| 17. The employment matchings and follow-ups provided by NGOs is helpful for my career. | 1 | 2 | 3 | 4 |
| Previous support from School/Skills Training Centre | | | | |
| 18. I am aware of the career guidance information provided by the school/skills training centre. | 1 | 2 | 3 | 4 |
| 19. I used / will use the career guidance information of the school/skills training centre to help my career. | 1 | 2 | 3 | 4 |
| 20. The career guidance information of the school/skills training centre is helpful for my career. | 1 | 2 | 3 | 4 |

F. Please indicate if you have received the following accommodation at school/skills training centre.

| | Yes | No | Not applicable |
|--|----------------------------|----|----------------|
| 1. Handrails or ramps | 1 | 2 | 0 |
| 2. Accessible parking space | 1 | 2 | 0 |
| 3. Elevators | 1 | 2 | 0 |
| 4. Accessible elevator | 1 | 2 | 0 |
| 5. Accessible classroom | 1 | 2 | 0 |
| 6. Accessible toilet | 1 | 2 | 0 |
| 7. An automatic door | 1 | 2 | 0 |
| 8. Induction loop system (T Switch) for the hearing impaired. | 1 | 2 | 0 |
| 9. Braille, enlarged print, special lighting or audio | 1 | 2 | 0 |
| 10. Sign language interpretation | 1 | 2 | 0 |
| 11. Career coach/instructor responsible for training and instructing your work | 1 | 2 | 0 |
| 12. Personal assistant to help manage with work related matters for persons with disabilities. | 1 | 2 | 0 |
| 13. Special stationaries, teaching facilities for students with special needs (e.g., low level desks for wheelchair users, Braille machines etc.) | 1 | 2 | 0 |
| 14. Reassessed progress, modifications of difficult learning tasks or slowing the pace of tasks | 1 | 2 | 0 |
| 15. Flexible working time allowing for more breaks or rest periods | 1 | 2 | 0 |
| 16. Offer part-time work for workers with disabilities | 1 | 2 | 0 |
| 17. Discussion with individual workers regarding work arrangements | 1 | 2 | 0 |
| 18. Others (Please specify: _____) | 1 | 2 | 0 |
| 19. For the accommodation above not provided by your company, have you ever requested the company for these accommodation? | 1 | 2 | 0 |
| 20. If not requested, please circle the reasons why no requests were made A. Do not need additional accommodation B. Even if requested, the company will not provide any accommodation C. Do not want to be others' burden D. Do not want special treatment E. Do not want much attention | (May choose more than one) | | |
| | A | | |
| | B | | |
| | C | | |
| | D | | |
| | E | | |
| F. Others (Please specify): _____ | | | |

The end, thank you!

Appendix 4 Survey for key stakeholders

Study on school-to-work transition of young People with Disabilities (PWDs) in Hong Kong Survey 3: Other Stakeholders (Parents of young People with Disabilities (PWDs))

Dear parents,

Greetings!

The Equal Opportunities Commission (EOC) has commissioned our research team at City University of Hong Kong to conduct a study, which aims to understand the situation faced by young People with Disabilities (PWDs) in Hong Kong when transitioning into the labour market post-graduation. You are cordially invited to participate in this research survey if you are a parent of a young Person with Disabilities (PWD) aged 16-30.

Your opinion is invaluable towards the improvement of rehabilitation and employment policies of Hong Kong. Data collected from this survey will be used solely for academic purposes. All information will be destroyed within 6 months after conclusion of the study. You are not required to provide your name for the completion of this questionnaire, any personal information will be kept confidential and anonymous. Future publication of the study will only display general statistics and will not disclose any personal information of study participants of the study. Your participation is voluntary, you may withdraw from the study at any point in time without incurring any loss or penalty. If you do decide to withdraw from this survey, your personal information will be destroyed as soon as possible.

To express our gratitude for your participation, a cash coupon will be given to each participant after completion of the survey. Should you have any enquiries, you are welcome to contact Dr Ricky Kwan (Tel: 852 3442 4532, email: ckkwan@cityu.edu.hk).

Thank you for your participation!

Principal Investigator

Dr Ricky Kwan

City University of Hong Kong

Assistant Professor, Department of Social and Behavioural Sciences

March 15, 2021

I understand and agree to participate in the research Agree Disagree

1. Personal information

| | | |
|---|--|--|
| <p>1. What is your gender?</p> <p><input type="checkbox"/>1. Male</p> <p><input type="checkbox"/>2. Female</p> | <p>2. What is your age?</p> <p><input type="checkbox"/>1. 24 or below</p> <p><input type="checkbox"/>2. 25-29</p> <p><input type="checkbox"/>3. 30-34</p> <p><input type="checkbox"/>4. 35-39</p> <p><input type="checkbox"/>5. 40-44</p> <p><input type="checkbox"/>6. 45-49</p> <p><input type="checkbox"/>7. 55-59</p> <p><input type="checkbox"/>8. 50-54</p> <p><input type="checkbox"/>9. 60 or above</p> | <p>3. Which of the following type of housing best describe your current place of residence?</p> <p><input type="checkbox"/>1. Public rental housing</p> <p><input type="checkbox"/>2. Village house</p> <p><input type="checkbox"/>3. Private permanent housing</p> <p><input type="checkbox"/>4. Subsidised sale flats</p> <p><input type="checkbox"/>5. Temporary housing/woodhouse/cubicle apartments/subdivided flats/cage homes</p> <p><input type="checkbox"/>6. Others (Please specify: _____)</p> |
| <p>4. Are you living with your child?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> | <p>5. Number of cohabitants (including participant):</p> <p>_____</p> | <p>6. What is your current employment status?</p> <p><input type="checkbox"/>1. Full-time</p> <p><input type="checkbox"/>2. Part-time/freelance</p> <p><input type="checkbox"/>3. Waiting for employment</p> <p><input type="checkbox"/>4. Unemployed</p> |
| <p>7. What is the highest level of educational you attained?</p> <p><input type="checkbox"/>1. Primary education or below</p> <p><input type="checkbox"/>2. Secondary education</p> <p><input type="checkbox"/>3. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>4. Bachelor's degree</p> <p><input type="checkbox"/>5. Master's degree or above</p> | <p>8. What is your current monthly household income?</p> <p><input type="checkbox"/>1. HK\$10,000 or below</p> <p><input type="checkbox"/>2. HK\$10,001-20,000</p> <p><input type="checkbox"/>3. HK\$20,001-30,000</p> <p><input type="checkbox"/>4. HK\$30,001-40,000</p> <p><input type="checkbox"/>5. HK\$40,001-50,000</p> <p><input type="checkbox"/>6. HK\$50,001-60,000</p> <p><input type="checkbox"/>7. HK\$60,001-70,000</p> <p><input type="checkbox"/>8. HK\$70,001-80,000</p> <p><input type="checkbox"/>9. HK\$80,001-90,000</p> <p><input type="checkbox"/>10. HK\$90,001-100,000</p> <p><input type="checkbox"/>11. HK\$100,001 or above</p> <p><input type="checkbox"/>12. Not sure</p> | <p>9. What is/are the type(s) of disability of your child? (Only such types diagnosed by medical professionals) (May choose more than one)</p> <p><input type="checkbox"/>1. Physical disability</p> <p><input type="checkbox"/>2. Dyslexia</p> <p><input type="checkbox"/>3. Visual impairment</p> <p><input type="checkbox"/>4. Speech and language impairment</p> <p><input type="checkbox"/>5. Hearing impairment</p> <p><input type="checkbox"/>6. Mental and emotional disorders</p> <p><input type="checkbox"/>7. Intellectual disability</p> <p><input type="checkbox"/>8. Autism spectrum disorder</p> <p><input type="checkbox"/>9. Chronic illnesses</p> <p><input type="checkbox"/>10. Attention deficit/ hyperactivity disorder</p> <p><input type="checkbox"/>11. Others (Please specify: _____)</p> |

| | | |
|--|--|--|
| <p>10. How would you define your child's degree of disability?</p> <p><input type="checkbox"/>1. Mild</p> <p><input type="checkbox"/>2. Moderate</p> <p><input type="checkbox"/>3. Severe</p> | <p>11. How would you define the nature of your child's disability?</p> <p><input type="checkbox"/>1. Invisible disability (Not easily recognizable by others)</p> <p><input type="checkbox"/>2. Visible disability (Easily recognizable by others)</p> | <p>12. Does your child use any auxiliary equipment e.g., wheelchair, walking stick, hearing aid, white cane etc.?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> |
| <p>13. What is your child's current employment status?</p> <p><input type="checkbox"/>1. Full-time</p> <p><input type="checkbox"/>2. Part-time/freelance</p> <p><input type="checkbox"/>3. Waiting for employment</p> <p><input type="checkbox"/>4. Unemployed</p> <p><input type="checkbox"/>5. Student (Please jump to question 16)</p> | <p>14. Up till now, how long has your child been employed full-time?</p> <p><input type="checkbox"/>1. Less than 1 year</p> <p><input type="checkbox"/>2. 2 to 3 years</p> <p><input type="checkbox"/>3. 4 to 5 years</p> <p><input type="checkbox"/>4. 6 to 7 years</p> <p><input type="checkbox"/>5. 8 to 10 years</p> <p><input type="checkbox"/>6. 10 years or above</p> | <p>15. What highest level of educational attained by your child?</p> <p><input type="checkbox"/>1. Primary education or below</p> <p><input type="checkbox"/>2. Mainstream secondary school</p> <p><input type="checkbox"/>3. Special secondary school</p> <p><input type="checkbox"/>4. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>5. Bachelor's degree</p> <p><input type="checkbox"/>6. Master's degree or above</p> |
| <p>16. Your child's previous and current programmes of study? (Can choose more than one) (Only for participants answering "student" in question 13)</p> <p><input type="checkbox"/>1. Mainstream secondary school</p> <p><input type="checkbox"/>2. Special secondary school</p> <p><input type="checkbox"/>3. Youth College programmes</p> <p><input type="checkbox"/>4. Skills training centre</p> <p><input type="checkbox"/>5. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>6. Bachelor's degree</p> <p><input type="checkbox"/>7. Master's degree or above</p> <p><input type="checkbox"/>8 Others (Please specify: _____)</p> | | |

A. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly Disagree | Disagree | Agree | Strongly agree |
|---|----------------------|----------|-------|----------------|
| 1. My child's identity as a person with disability (PWD) is a burden to him/her. | 1 | 2 | 3 | 4 |
| 2. My child's identity as a person with disability (PWD) causes inconvenience in his/her daily life | 1 | 2 | 3 | 4 |
| 3. The identity of being a person with disability (PWD) taints my child's life | 1 | 2 | 3 | 4 |
| 4. My child's identity as a person with disability (PWD) makes him/her feel uncomfortable | 1 | 2 | 3 | 4 |
| 5. He/she fears that others would know he/she is a person with disability (PWD) | 1 | 2 | 3 | 4 |
| 6. He/she feels powerless about his/her disability status | 1 | 2 | 3 | 4 |
| 7. He/she estranges himself/herself from others because he/she is a person with disability (PWD) | 1 | 2 | 3 | 4 |

B. Please indicate whether your child has experienced the situations described below.

| | Has occurred | Never happened | Not Applicable |
|--|--------------|----------------|----------------|
| On academic studies | | | |
| 1. Has/have your child(ren) ever been denied help by school(s)? | 1 | 2 | 0 |
| 2. Has/have your child(ren) ever been refused admission to a primary or/and secondary school(s) because of his/her/their disability? | 1 | 2 | 0 |
| 3. Has/have your child(ren) ever been refused admission to a post-secondary college because of his/her/their disability? | 1 | 2 | 0 |
| 4. Has/have your child(ren) ever been refused enrolment in a post-secondary course because of his/her/their disability? | 1 | 2 | 0 |
| 5. Has/have your child(ren) ever received unnecessary help from a teacher because of his/her/their disability? | 1 | 2 | 0 |
| 6. Has any teacher failed to understand or had difficulty in understanding the learning difficulties caused by your child(ren)'s disability? | 1 | 2 | 0 |
| 7. Has/have your child(ren) ever been teased or rejected by classmates in school(s) because of his/her/their disability? | 1 | 2 | 0 |
| Regarding the workplace (To be attempted by parents of child with work experience) | | | |
| 8. Has/have your children(s)'s employer ever refused to provide your child(ren) with work adjustments? | 1 | 2 | 0 |
| 9. Has/have there been any employment agreements that did not take your child(ren)'s disability into consideration? | 1 | 2 | 0 |
| 10. Has/have your child(ren) ever believed he/she/they was/were not promoted because of his/her/their disability? | 1 | 2 | 0 |
| 11. Has your child(ren)'s employer ever ignored your child(ren)'s disability and assigned tasks that were too difficult for him/her/them? | 1 | 2 | 0 |
| 12. Has your child(ren)'s employer ever misunderstood your child(ren)'s disability and assigned tasks that were too simple for him/her/them? | 1 | 2 | 0 |
| 13. Has/have your child(ren) ever been teased or rejected by his/her/their colleague(s) because of his/her/their disability? | 1 | 2 | 0 |

C. On a scale of 1 to 4, indicate your extent of agreement to the following statements about your child.

| | Strongly | Disagree | Agree | Strongly agree |
|---|----------|----------|-------|----------------|
| 1. My child is fearful of starting employment because he/she will likely lose his/her government benefits once he/she commence employment. | 1 | 2 | 3 | 4 |
| 2. My child is fearful of the reactions by co-workers and seniors if they learn of his/her disabilities. | 1 | 2 | 3 | 4 |
| 3. My child is fearful that his/her disabilities will bring unnecessary attention from employees and seniors. | 1 | 2 | 3 | 4 |
| 4. My child fear of not being trusted at work due to his/her poor/fluctuating physical conditions caused by his/her disabilities. | 1 | 2 | 3 | 4 |
| 5. My child fear of not being able to properly carry out his/her job due to his/her poor or fluctuating physical conditions caused by his/her disabilities. | 1 | 2 | 3 | 4 |
| 6. Work is an important part of his/her life. | 1 | 2 | 3 | 4 |
| 7. Work gives him/her a sense of identity and belonging. | 1 | 2 | 3 | 4 |
| 8. Working is a source of income to him/her and nothing more. | 1 | 2 | 3 | 4 |
| 9. There are many more important things in life than work to him/her. | 1 | 2 | 3 | 4 |
| 10. My child believe that working is a way to prove his/her value to society. | 1 | 2 | 3 | 4 |
| 11. My child believe there are social expectations for him/her to work for his/her living. | 1 | 2 | 3 | 4 |

D. On a scale of 1 to 4, indicate your extent of agreement to the following statements about your child. (Please circle 'Not applicable' if your child has left/completed school)

| | Strongly disagree | Disagree | Agree | Strongly agree | Not applicable |
|--|-------------------|----------|-------|----------------|----------------|
| 1. My child has enough information to determine which institution is best for his/her future. | 1 | 2 | 3 | 4 | 0 |
| 2. My child knows which type of institution he/she wish to enter in the future. | 1 | 2 | 3 | 4 | 0 |
| 3. My child's current school is doing all it can to help him/her through his/her difficulties in studying. | 1 | 2 | 3 | 4 | 0 |
| 4. My child feels settled in his/her current school | 1 | 2 | 3 | 4 | 0 |
| 5. My child is making good progress with his/her education. | 1 | 2 | 3 | 4 | 0 |
| 6. My child is treated fairly at school. | 1 | 2 | 3 | 4 | 0 |
| 7. My child looks forward to going to school and learning. | 1 | 2 | 3 | 4 | 0 |
| 8. My child's disabilities prevent him/her from being the best version of myself at school. | 1 | 2 | 3 | 4 | 0 |
| 9. My child's disabilities prevent him/her from learning at school. | 1 | 2 | 3 | 4 | 0 |
| 10. My child's disabilities prevent him/her from moving around his/her school freely. | 1 | 2 | 3 | 4 | 0 |
| 11. My child's disabilities prevent him/her from joining extracurricular activities at school. | 1 | 2 | 3 | 4 | 0 |
| 12. My child's difficulties in learning are caused by the school's inability to provide appropriate assistance. | 1 | 2 | 3 | 4 | 0 |
| 13. My child's difficulties in learning are caused by the lack of public policies. | 1 | 2 | 3 | 4 | 0 |
| 14. My child's difficulties in learning are caused by lack of understanding about special educational in the school. | 1 | 2 | 3 | 4 | 0 |
| 15. My child's difficulties in learning are caused directly by his/her own disabilities. | 1 | 2 | 3 | 4 | 0 |
| 16. The Disability Discrimination Ordinance (DDO) protects my child's right to learn and to go to school | 1 | 2 | 3 | 4 | 0 |

| | | | | | |
|--|---|---|---|---|---|
| 17. My school has taken positive steps to comply with the Disability Discrimination Ordinance (DDO). | 1 | 2 | 3 | 4 | 0 |
| 18. The Disability Discrimination Ordinance (DDO) helps to integrate my child into the school environment. | 1 | 2 | 3 | 4 | 0 |
| 19. My child's disabilities will prevent him/her from getting a good job offer. | 1 | 2 | 3 | 4 | 0 |
| 20. The teachers have encouraged my child to set a greater goal in life. | 1 | 2 | 3 | 4 | 0 |
| 21. My child's disabilities discourage him/her from pursuing further education. | 1 | 2 | 3 | 4 | 0 |

E. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| Peer support | | | | |
| 1. My child always has a close friend to be with him/her during tough times | 1 | 2 | 3 | 4 |
| 2. My child always has a close friend whom he can share his joys and sorrows. | 1 | 2 | 3 | 4 |
| 3. My child always has a close friend who can give him/her a sense of comfort. | 1 | 2 | 3 | 4 |
| 4. My child's friends really try to help him/her. | 1 | 2 | 3 | 4 |
| 5. My child can count on his/her friends when things go wrong. | 1 | 2 | 3 | 4 |
| 6. My child has friends with whom he/she can share his/her joys and sorrows. | 1 | 2 | 3 | 4 |
| 7. My child has a close friend in his/her life who cares about his/her feelings. | 1 | 2 | 3 | 4 |
| 8. My child can talk about his/her problems with his/her friends. | 1 | 2 | 3 | 4 |
| Family support | | | | |
| 9. I really try to help my child. | 1 | 2 | 3 | 4 |
| 10. My child can receive emotional support from me. | 1 | 2 | 3 | 4 |
| 11. My child can share his/her problems with me. | 1 | 2 | 3 | 4 |
| 12. I am willing to provide assistance when my child has to make decisions. | 1 | 2 | 3 | 4 |

F. On a scale of 1 to 4, indicate your level of agreement to the following statements regarding your child (Only to be attempted by parents whose child is a student)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| 1. I reward my child for finishing his/her school work well. | 1 | 2 | 3 | 4 |
| 2. I believe I teach my child things that he/she will someday use at his/her job. | 1 | 2 | 3 | 4 |
| 3. I help my child pick out subjects that will implicate his/her future career choices. | 1 | 2 | 3 | 4 |
| 4. I give my child chores that teach him/her skills he/she can use in his/her future work. | 1 | 2 | 3 | 4 |
| 5. I help my child do his/her homework. | 1 | 2 | 3 | 4 |
| 6. I let my child do activities outside of school that teach him/her future job-related skills. | 1 | 2 | 3 | 4 |
| 7. I talk to my child about how what he/she is learning will someday be able to help him/her on the job. | 1 | 2 | 3 | 4 |
| 8. I have taken my child to my work. | 1 | 2 | 3 | 4 |
| 9. I have had my child meet someone I work with. | 1 | 2 | 3 | 4 |
| 10. I have told my child where I work. | 1 | 2 | 3 | 4 |
| 11. I tell my child about things that happen to me at work. | 1 | 2 | 3 | 4 |
| 12. I tell my child about the kind of work I do. | 1 | 2 | 3 | 4 |
| 13. I encourage my child to learn as much as he/she can at school. | 1 | 2 | 3 | 4 |
| 14. I encourage my child to make good grades. | 1 | 2 | 3 | 4 |
| 15. I encourage my child to go to a technical school or college or get a job after he/she graduates. | 1 | 2 | 3 | 4 |
| 16. I expect my child to finish school. | 1 | 2 | 3 | 4 |
| 17. I talk to my child when he/she is worried about his/her future career. | 1 | 2 | 3 | 4 |
| 18. I say things that make my child happy when he/she learns something he/she might use in a job sometimes. | 1 | 2 | 3 | 4 |
| 19. I talk to my child about what fun his/her future job could be. | 1 | 2 | 3 | 4 |
| 20. I tell my child I am proud of him/her when he/she does well in school. | 1 | 2 | 3 | 4 |
| 21. Sometimes my child and I get excited when we talk about a great job he/she might have. | 1 | 2 | 3 | 4 |
| 22. I know my child is sometimes scared about his/her future career. | 1 | 2 | 3 | 4 |

G. Please read the following descriptions about your child. On a scale of 1 to 4, indicate your level of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| Support from the government | | | | |
| 1. My child is aware of the Employment Support Services provided by the government. | 1 | 2 | 3 | 4 |
| 2. My child used / will use the Employment Support Services provided by the government to help with his/her career. | 1 | 2 | 3 | 4 |
| 3. The Employment Support Services provided by the government is helpful in his/her job search. | 1 | 2 | 3 | 4 |
| 4. My child is aware of the Job Attachment Allowance & Wage Subsidy by the government. | 1 | 2 | 3 | 4 |
| 5. My child utilized / will utilize the Job Attachment Allowance & Wage Subsidy provided by the government to help his/her career. | 1 | 2 | 3 | 4 |
| 6. The Job Attachment Allowance & Wage Subsidy provided by the government is helpful for his/her career. | 1 | 2 | 3 | 4 |
| 7. My child understands the Disability Discrimination Ordinance (DDO) of Hong Kong. | 1 | 2 | 3 | 4 |
| 8. The Disability Discrimination Ordinance (DDO) offers protection for his/her career. | 1 | 2 | 3 | 4 |
| Support from social welfare Non-Governmental Organisations (NGOs). | | | | |
| 9. My child is aware of the vocational training provided by NGOs. | 1 | 2 | 3 | 4 |
| 10. My child used / will use the vocational training provided by NGOs to help his/her career. | 1 | 2 | 3 | 4 |
| 11. The vocational training provided by NGOs is helpful for his/her career. | 1 | 2 | 3 | 4 |
| 12. My child is aware of the internship arrangements by NGOs. | 1 | 2 | 3 | 4 |
| 13. My child used / will use the internship arranged by NGOs to help with his/her career. | 1 | 2 | 3 | 4 |
| 14. The internship arrangements by NGOs are helpful for his/her career. | 1 | 2 | 3 | 4 |
| 15. My child understands the employment matchings and follow-ups provided by NGOs. | 1 | 2 | 3 | 4 |
| 16. My child used / will use the employment matchings and follow-ups provided by NGOs to help his/her career. | 1 | 2 | 3 | 4 |
| 17. The employment matchings and follow-ups provided by NGOs is helpful for his/her career. | 1 | 2 | 3 | 4 |
| Support from current school/skills training centre | | | | |
| 18. My child is aware of the career guidance information provided by the school/skills training centre. | 1 | 2 | 3 | 4 |
| 19. My child used / will use the career guidance information of the school/skills training centre to help his/her career. | 1 | 2 | 3 | 4 |
| 20. The career guidance information of the school/skills training centre is helpful for his/her career. | 1 | 2 | 3 | 4 |

The end, thank you!

Study on school-to-work transition of young People with Disabilities (PWDs) in Hong Kong
Survey 4: Other Stakeholders (Social Workers and Counsellors)

Dear fellow social workers,

Greetings!

The Equal Opportunities Commission (EOC) has commissioned our research team at City University of Hong Kong to conduct a study, which aims to understand the situation faced by young People with Disabilities (PWDs) in Hong Kong when transitioning into the labour market post-graduation. You are cordially invited to participate in this research survey if you are a social worker/counsellor.

Your opinion is invaluable towards the improvement of rehabilitation and employment policies of Hong Kong. Data collected from this survey will be used solely for academic purposes. All information will be destroyed within 6 months after conclusion of the study. You are not required to provide your name for the completion of this questionnaire, any personal information will be kept confidential and anonymous. Future publication of the study will only display general statistics and will not disclose any personal information of study participants of the study. Your participation is voluntary, you may withdraw from the study at any point in time without incurring any loss or penalty. If you do decide to withdraw from this survey, your personal information will be destroyed as soon as possible.

To express our gratitude for your participation, a cash coupon will be given to each participant after completion of the survey. Should you have any enquiries, you are welcome to contact Dr Ricky Kwan (Tel: 852 3442 4532, email: ckkwan@cityu.edu.hk).

Thank you for your participation!

Principal Investigator

Dr Ricky Kwan

City University of Hong Kong

Assistant Professor, Department of Social and Behavioural Sciences

March 15, 2021

I understand and agree to participate in the research Agree Disagree

1. Personal information

| | | |
|---|---|--|
| <p>1. What is your gender?</p> <p><input type="checkbox"/>1. Male</p> <p><input type="checkbox"/>2. Female</p> | <p>2. What is your age?</p> <p><input type="checkbox"/>1. 24 or below</p> <p><input type="checkbox"/>2. 25-29</p> <p><input type="checkbox"/>3. 30-34</p> <p><input type="checkbox"/>4. 35-39</p> <p><input type="checkbox"/>5. 40-44</p> <p><input type="checkbox"/>6. 45-49</p> <p><input type="checkbox"/>7. 55-59</p> <p><input type="checkbox"/>8. 50-54</p> <p><input type="checkbox"/>9. 60 or above</p> | <p>3. How long have you been a counsellor/social worker?</p> <p><input type="checkbox"/>1. Less than a year</p> <p><input type="checkbox"/>2. 1-3 years</p> <p><input type="checkbox"/>3. 3-5 years</p> <p><input type="checkbox"/>4. 5-10 years</p> <p><input type="checkbox"/>5. 10-15 years</p> <p><input type="checkbox"/>6. 15-20 years</p> <p><input type="checkbox"/>7. 20-30 years</p> <p><input type="checkbox"/>8. 30 years or above</p> |
| <p>4. Do you come into contact with young People with Disability (PWDs) in the course of providing social service?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No (Please jump to question 7)</p> | <p>5. What is the proportion of young People with Disability (PWDs) from the rest of your clients?</p> <p><input type="checkbox"/>1. All</p> <p><input type="checkbox"/>2. Most</p> <p><input type="checkbox"/>3. Half</p> <p><input type="checkbox"/>4. Small</p> <p><input type="checkbox"/>5. Very small</p> | <p>6. What type of service you are working in?</p> <p><input type="checkbox"/>1. Vocational rehabilitation services social worker</p> <p><input type="checkbox"/>2. Social worker stationing in secondary school</p> <p><input type="checkbox"/>3. Social worker/counsellor of higher education institutions</p> <p><input type="checkbox"/>4. Other social worker/counsellor who has been in contact with young People with disability (PWDs) (Please specify: _____)</p> |
| <p>7. What type of social service do you currently provide? (Only participants who attempted "No" in question 4)</p> <p><input type="checkbox"/>1. Elderly services</p> <p><input type="checkbox"/>2. Rehabilitation services</p> <p><input type="checkbox"/>3. Family and child welfare services</p> <p><input type="checkbox"/>4. Services for offenders</p> <p><input type="checkbox"/>5. Community development</p> <p><input type="checkbox"/>6. Others (Please specify: _____)</p> | | |

A. On a scale of 1 to 5, please indicate your level of agreement to the following statements.

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| 1. The identity as a person with disability (PWD) is a burden to them. | 1 | 2 | 3 | 4 | 5 |
| 2. The identity as a person with disability (PWD) incurs inconvenience in their daily lives. | 1 | 2 | 3 | 4 | 5 |
| 3. The identity of being a person with disability (PWD) taints their life. | 1 | 2 | 3 | 4 | 5 |
| 4. The identity as a person with disability (PWD) makes them uncomfortable. | 1 | 2 | 3 | 4 | 5 |
| 5. They fear that others would know that they are persons with disability (PWDs). | 1 | 2 | 3 | 4 | 5 |
| 6. They feel like they cannot do anything about their disability status. | 1 | 2 | 3 | 4 | 5 |
| 7. They avoid interacting with others because they are persons with disability (PWDs) | 1 | 2 | 3 | 4 | 5 |

B. On a scale of 1 to 4, indicate your level of agreement to the following statements about students with Special Educational Needs.

| | Strongly disagree | Disagree | Agree | Strongly agree | Not applicable |
|---|-------------------|----------|-------|----------------|----------------|
| 1. They have enough information to determine which institution is best for their future. | 1 | 2 | 3 | 4 | 0 |
| 2. They know which type of institution they wish to enter in the future. | 1 | 2 | 3 | 4 | 0 |
| 3. Their current school is doing all it can to help them through their difficulties in studying. | 1 | 2 | 3 | 4 | 0 |
| 4. They feel settled in their current school. | 1 | 2 | 3 | 4 | 0 |
| 5. They are making good progress with their education. | 1 | 2 | 3 | 4 | 0 |
| 6. They are treated fairly at school. | 1 | 2 | 3 | 4 | 0 |
| 7. They look forward to going to school and learning. | 1 | 2 | 3 | 4 | 0 |
| 8. Their disabilities prevent them from being the best version of themselves at school. | 1 | 2 | 3 | 4 | 0 |
| 9. Their disabilities prevent them from learning at school. | 1 | 2 | 3 | 4 | 0 |
| 10. Their disabilities prevent them from moving around their school freely. | 1 | 2 | 3 | 4 | 0 |
| 11. Their disabilities prevent them from joining extracurricular activities at school. | 1 | 2 | 3 | 4 | 0 |
| 12. Their difficulties in learning are caused by the school's inability to provide appropriate assistance. | 1 | 2 | 3 | 4 | 0 |
| 13. Their difficulties in learning are caused by the lack of public policies. | 1 | 2 | 3 | 4 | 0 |
| 14. Their difficulties in learning are caused by lack of understanding about special educational in the school. | 1 | 2 | 3 | 4 | 0 |
| 15. Their difficulties in learning are caused directly by their own disabilities. | 1 | 2 | 3 | 4 | 0 |
| 16. The Disability Discrimination Ordinance (DDO) protects their right to learn and to go to school | 1 | 2 | 3 | 4 | 0 |
| 17. Their school has taken positive steps to comply with the Disability Discrimination Ordinance (DDO). | 1 | 2 | 3 | 4 | 0 |
| 18. The Disability Discrimination Ordinance (DDO) helps to integrate them into the school environment. | 1 | 2 | 3 | 4 | 0 |
| 19. Their disabilities will prevent them from getting a good job offer. | 1 | 2 | 3 | 4 | 0 |
| 20. The teachers have encouraged them to set a greater goal in life. | 1 | 2 | 3 | 4 | 0 |
| 21. Their disabilities discourage them from pursuing further education. | 1 | 2 | 3 | 4 | 0 |

C. On a scale of 1 to 4, indicate your extent of agreement to the statements below about PWDs.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| 1. People with Disabilities (PWDs) are fearful of starting employment because they will likely lose his/her government benefits once they commence employment. | 1 | 2 | 3 | 4 |
| 2. People with Disabilities (PWDs) are fearful of the reactions by co-workers and seniors if they learn of his/her disabilities. | 1 | 2 | 3 | 4 |
| 3. People with Disabilities (PWDs) are fearful that their disabilities will bring unnecessary attention from employees and seniors. | 1 | 2 | 3 | 4 |
| 4. People with Disabilities (PWDs) fear of not being trusted at work due to their poor/fluctuating physical conditions caused by their disabilities. | 1 | 2 | 3 | 4 |
| 5. People with Disabilities (PWDs) fear of not being able to properly carry out their job due to their poor or fluctuating physical conditions caused by their disabilities. | 1 | 2 | 3 | 4 |
| 6. Work is an important part of their life. | 1 | 2 | 3 | 4 |
| 7. Work gives them a sense of identity and belonging. | 1 | 2 | 3 | 4 |
| 8. Work merely means a source of income and nothing more. | 1 | 2 | 3 | 4 |
| 9. There are much more important things in life other than work. | 1 | 2 | 3 | 4 |
| 10. People with Disabilities (PWDs) believe that working is a way to prove their value to society. | 1 | 2 | 3 | 4 |
| 11. People with Disabilities (PWDs) believe there are social expectations for them to work for their living. | 1 | 2 | 3 | 4 |

D. On a scale of 1 to 4, indicate your level of agreement to the following statements about PWDs.

| | Strongly disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| Support from the government | | | | |
| 1. People with Disabilities (PWDs) are aware of the Employment Support Services provided by the government. | 1 | 2 | 3 | 4 |
| 2. People with Disabilities (PWDs) used / will use the Employment Support Services provided by the government to help with their careers. | 1 | 2 | 3 | 4 |
| 3. The Employment Support Services provided by the government is helpful in their job search. | 1 | 2 | 3 | 4 |
| 4. People with Disabilities (PWDs) are aware of the Job Attachment Allowance & Wage Subsidy by the government. | 1 | 2 | 3 | 4 |
| 5. People with Disabilities (PWDs) utilized / will utilize the Job Attachment Allowance & Wage Subsidy provided by the government to help their careers. | 1 | 2 | 3 | 4 |
| 6. The Job Attachment Allowance & Wage Subsidy provided by the government is helpful for their careers. | 1 | 2 | 3 | 4 |
| 7. People with Disabilities (PWDs) understand the Disability Discrimination Ordinance (DDO) of Hong Kong. | 1 | 2 | 3 | 4 |
| 8. The Disability Discrimination Ordinance (DDO) offers protection for their careers. | 1 | 2 | 3 | 4 |
| Support from social welfare Non-Governmental Organisations (NGOs). | | | | |
| 9. People with Disabilities (PWDs) are aware of the vocational training provided by NGOs. | 1 | 2 | 3 | 4 |
| 10. People with Disabilities (PWDs) used / will use the vocational training provided by NGOs to help their careers. | 1 | 2 | 3 | 4 |
| 11. The vocational training provided by NGOs is helpful for their careers. | 1 | 2 | 3 | 4 |
| 12. People with Disabilities (PWDs) are aware of the internship arrangements by NGOs. | 1 | 2 | 3 | 4 |
| 13. People with Disabilities (PWDs) used / will use the internship arranged by NGOs to help with their careers. | 1 | 2 | 3 | 4 |
| 14. The internship arrangements by NGOs are helpful for their careers. | 1 | 2 | 3 | 4 |
| 15. People with Disabilities (PWDs) understand the employment matchings and follow-ups provided by NGOs. | 1 | 2 | 3 | 4 |
| 16. People with Disabilities (PWDs) used / will use the employment matchings and follow-ups provided by NGOs to help their careers. | 1 | 2 | 3 | 4 |
| 17. The employment matchings and follow-ups provided by NGOs is helpful for their careers. | 1 | 2 | 3 | 4 |
| Support from current school/skills training centre | | | | |
| 18. People with Disabilities (PWDs) are aware of the careers guidance information provided by the school/skills training centre. | 1 | 2 | 3 | 4 |
| 19. People with Disabilities (PWDs) used / will use the careers guidance information of the school/skills training centre to help their careers. | 1 | 2 | 3 | 4 |
| 20. The careers guidance information of the school/skills training centre is helpful for their careers. | 1 | 2 | 3 | 4 |

The end, thank you!

**Study on school-to-work transition of young People with Disabilities (PWDs) in Hong Kong
Survey 5: Other Stakeholders (Mainstream/Special School Teachers and Skills Training Centre Tutors)**

Dear teachers,

Greetings!

The Equal Opportunities Commission (EOC) has commissioned our research team at City University of Hong Kong to conduct a study, which aims to understand the situation faced by young People with Disabilities (PWDs) in Hong Kong when transitioning into the labour market post-graduation. You are cordially invited to participate in this research survey if you are a teacher from mainstream/special school or a tutor from skills training centre.

Your opinion is invaluable towards the improvement of rehabilitation and employment policies of Hong Kong. Data collected from this survey will be used solely for academic purposes. All information will be destroyed within 6 months after conclusion of the study. You are not required to provide your name for the completion of this questionnaire, any personal information will be kept confidential and anonymous. Future publication of the study will only display general statistics and will not disclose any personal information of study participants of the study. Your participation is voluntary, you may withdraw from the study at any point in time without incurring any loss or penalty. If you do decide to withdraw from this survey, your personal information will be destroyed as soon as possible.

To express our gratitude for your participation, a cash coupon will be given to each participant after completion of the survey. Should you have any enquiries, you are welcome to contact Dr Ricky Kwan (Tel: 852 3442 4532, email: ckkwan@cityu.edu.hk).

Thank you for your participation!

Principal Investigator

Dr Ricky Kwan

City University of Hong Kong

Assistant Professor, Department of Social and Behavioural Sciences

March 15, 2021

I understand and agree to participate in the research Agree Disagree

1. Personal information

| | | |
|--|---|--|
| <p>1. What is your gender?</p> <p><input type="checkbox"/>1. Male</p> <p><input type="checkbox"/>2. Female</p> | <p>2. What is your age?</p> <p><input type="checkbox"/>1. 24 or below</p> <p><input type="checkbox"/>2. 25-29</p> <p><input type="checkbox"/>3. 30-34</p> <p><input type="checkbox"/>4. 35-39</p> <p><input type="checkbox"/>5. 40-44</p> <p><input type="checkbox"/>6. 45-49</p> <p><input type="checkbox"/>7. 55-59</p> <p><input type="checkbox"/>8. 50-54</p> <p><input type="checkbox"/>9. 60 or above</p> | <p>3. What is your highest, attained level of education?</p> <p><input type="checkbox"/>1. Secondary education</p> <p><input type="checkbox"/>2. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>3. Bachelor's degree</p> <p><input type="checkbox"/>4. Master's degree or above</p> |
| <p>4. What is your professional background?</p> <p><input type="checkbox"/>1. Mainstream school teacher</p> <p><input type="checkbox"/>2. Special school teacher</p> <p><input type="checkbox"/>3. Skills training centre tutor</p> <p><input type="checkbox"/>4. Others (Please specify: _____)</p> | <p>5. How long have you been a teacher/tutor?</p> <p><input type="checkbox"/>1. Less than a year</p> <p><input type="checkbox"/>2. 1-3 years</p> <p><input type="checkbox"/>3. 3-5 years</p> <p><input type="checkbox"/>4. 5-10 years</p> <p><input type="checkbox"/>5. 10-15 years</p> <p><input type="checkbox"/>6. 15-20 years</p> <p><input type="checkbox"/>7. 20-30 years</p> <p><input type="checkbox"/>8. 30 years or above</p> | <p>6. How long have you taught young Persons with Disability (PWDs)?</p> <p><input type="checkbox"/>1. Less than a year</p> <p><input type="checkbox"/>2. 1-3 years</p> <p><input type="checkbox"/>3. 3-5 years</p> <p><input type="checkbox"/>4. 5-10 years</p> <p><input type="checkbox"/>5. 10-15 years</p> <p><input type="checkbox"/>6. 15-20 years</p> <p><input type="checkbox"/>7. 20-30 years</p> <p><input type="checkbox"/>8. 30 years or above</p> |

A. On a scale of 1 to 4, indicate your extent of agreement to the following statements

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| 1. Their identity as a person with disability (PWD) is a burden to them. | 1 | 2 | 3 | 4 |
| 2. Their identity as a person with disability (PWD) causes them inconvenience in their daily lives. | 1 | 2 | 3 | 4 |
| 3. The identity of being a person with disability (PWD) taints their lives. | 1 | 2 | 3 | 4 |
| 4. Their identity as a person with disability (PWD) makes them feel uncomfortable. | 1 | 2 | 3 | 4 |
| 5. They fear that others would know of their status as a person with disability (PWD). | 1 | 2 | 3 | 4 |
| 6. They feel like they cannot do anything about their disability status. | 1 | 2 | 3 | 4 |
| 7. They estrange themselves from others because of the identify as a person with disability (PWD). | 1 | 2 | 3 | 4 |

B. On a scale of 1 to 4, indicate your extent of agreement to the following statements about students with SEN.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| 1. Students with Special Education Needs (SEN) has equally diverse social networks as students without disabilities, including having close friends. | 1 | 2 | 3 | 4 |
| 2. Students with SEN, like students without disabilities, participates in extracurricular activities. | 1 | 2 | 3 | 4 |
| 3. When needed, parents and school staff will help students with SEN establish their social networks. | 1 | 2 | 3 | 4 |
| 4. Whenever possible, school staff without training in special education (e.g., classroom teachers, librarians, classmates, office personnel, janitors.) are nonetheless ready to provide physical, emotional, and instructional supports for students with SEN. | 1 | 2 | 3 | 4 |

| | | | | |
|--|---|---|---|---|
| 5. Students with SEN are willing to offer and receive support and assistance to/from others. | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

C. On a scale of 1 to 4, indicate your extent of agreement to the following statements about students with SEN.

| | Strongly disagree | Disagree | Agree | Strongly agree | Not applicable |
|---|-------------------|----------|-------|----------------|----------------|
| 1. They have enough information to determine which institution is best for their future. | 1 | 2 | 3 | 4 | 0 |
| 2. They know which type of institution they wish to enter in the future. | 1 | 2 | 3 | 4 | 0 |
| 3. Their current school is doing all it can to help them through their difficulties in studying. | 1 | 2 | 3 | 4 | 0 |
| 4. They feel settled in their current school | 1 | 2 | 3 | 4 | 0 |
| 5. They are making good progress with their education. | 1 | 2 | 3 | 4 | 0 |
| 6. They are treated fairly at school. | 1 | 2 | 3 | 4 | 0 |
| 7. They look forward to going to school and learning. | 1 | 2 | 3 | 4 | 0 |
| 8. Their disabilities prevent them from being the best version of themselves at school. | 1 | 2 | 3 | 4 | 0 |
| 9. Their disabilities prevent them from learning at school. | 1 | 2 | 3 | 4 | 0 |
| 10. Their disabilities prevent them from moving around their school freely. | 1 | 2 | 3 | 4 | 0 |
| 11. Their disabilities prevent them from joining extracurricular activities at school. | 1 | 2 | 3 | 4 | 0 |
| 12. Their difficulties in learning are caused by the school's inability to provide appropriate assistance. | 1 | 2 | 3 | 4 | 0 |
| 13. Their difficulties in learning are caused by the lack of public policies. | 1 | 2 | 3 | 4 | 0 |
| 14. Their difficulties in learning are caused by lack of understanding about special educational in the school. | 1 | 2 | 3 | 4 | 0 |
| 15. Their difficulties in learning are caused directly by their own disabilities. | 1 | 2 | 3 | 4 | 0 |
| 16. The Disability Discrimination Ordinance (DDO) protects their right to learn and to go to school. | 1 | 2 | 3 | 4 | 0 |
| 17. Their school has taken positive steps to comply with the Disability Discrimination Ordinance (DDO). | 1 | 2 | 3 | 4 | 0 |
| 18. The Disability Discrimination Ordinance (DDO) helps to integrate them into the school environment. | 1 | 2 | 3 | 4 | 0 |
| 19. Their disabilities will prevent them from getting a good job offer. | 1 | 2 | 3 | 4 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| 20. The teachers have encouraged them to set a greater goal in life. | 1 | 2 | 3 | 4 | 0 |
| 21. Their disabilities discourage them from pursuing further education. | 1 | 2 | 3 | 4 | 0 |

D. On a scale of 1 to 4, indicate your extent of agreement to the following statements about your school (Only to be attempted by mainstream school teachers)

| Curriculum design, instruction and support | Strongly disagree | Disagree | Agree | Strongly agree |
|---|--------------------------|-----------------|--------------|-----------------------|
| The curriculum... | | | | |
| 1. Includes study plans designed for students with severe/continuous learning difficulties. | 1 | 2 | 3 | 4 |
| 2. Is designed with the needs of students with SEN in mind | 1 | 2 | 3 | 4 |
| 3. Is supported by a variety of assessable facilities, including accommodation in educational hardware (e.g., enlarged texts on textbook, reduced speeds of oral instructions, accessible restrooms etc.). | 1 | 2 | 3 | 4 |
| 4. Is adapted to accommodate individual student's progress | 1 | 2 | 3 | 4 |
| In terms of instruction... | | | | |
| 5. The school constantly reviews the implementation of integrated education policies. | 1 | 2 | 3 | 4 |
| 6. The school utilizes multimedia to facilitate learning, e.g., by introducing visual and interactive learning experiences | 1 | 2 | 3 | 4 |
| 7. The school adopts research-based strategies to improve student achievement, such as: <ul style="list-style-type: none"> – Identifying students' levels of academic abilities – Identify and acknowledge students' learning efforts – Setting teaching objectives and to review the curriculum – Assess whether the curriculum is designed to suit for students with Special Education Needs (SEN) – Summarizing the class after each lesson – Give feedback on homework – Collaborate with other teachers for teaching | 1 | 2 | 3 | 4 |

| | | | | |
|--|---|---|---|---|
| — Review the teaching hypothesis | | | | |
| 8. The school offers students various teaching formats, such as learning in individual, pairs, small groups, and whole class. | 1 | 2 | 3 | 4 |
| In terms of support | | | | |
| 9. The school seeks to promote students' learning opportunities by having students of varying learning abilities attend classes together. | 1 | 2 | 3 | 4 |
| 10. The school outlined support programs for students with disabilities, focused on supporting their physical, emotional, and sensory wellbeing. | 1 | 2 | 3 | 4 |
| 11. Teachers consider the needs of students with disabilities during teaching. | 1 | 2 | 3 | 4 |
| 12. Teachers acknowledges and encourages active participation from students. | 1 | 2 | 3 | 4 |
| 13. Teachers are more focused on teaching students about good behaviour. | 1 | 2 | 3 | 4 |
| 14. Teachers' way of teaching is in line with the school's teaching philosophy. | 1 | 2 | 3 | 4 |
| In terms of assessment and grading... | | | | |
| 15. The school's grading policy is in line with Education Bureau's Integrated Education policy. | 1 | 2 | 3 | 4 |
| 16. Similar grading criteria applies to both students with/without SEN. | 1 | 2 | 3 | 4 |
| 17. Similar assessment methods apply to both students with/without SEN. | 1 | 2 | 3 | 4 |
| 18. Grades and results attained by students reflects their progress and personal achievements. | 1 | 2 | 3 | 4 |

E. On a scale of 1 to 4, indicate your level of agreement to the statements below about PWDs.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| 1. People with Disabilities (PWDs) are fearful of starting employment because they will likely lose his/her government benefits once they commence employment. | 1 | 2 | 3 | 4 |
| 2. People with Disabilities (PWDs) are fearful of the reactions by co-workers and seniors if they learn of his/her disabilities. | 1 | 2 | 3 | 4 |
| 3. People with Disabilities (PWDs) are fearful that their disabilities will bring unnecessary attention from employees and seniors. | 1 | 2 | 3 | 4 |
| 4. People with Disabilities (PWDs) fear of not being trusted at work due to their poor/fluctuating physical conditions caused by their disabilities. | 1 | 2 | 3 | 4 |
| 5. People with Disabilities (PWDs) fear of not being able to properly carry out their job due to their poor or fluctuating physical conditions caused by their disabilities. | 1 | 2 | 3 | 4 |
| 6. Work is an important part of their life. | 1 | 2 | 3 | 4 |
| 7. Work gives them a sense of identity and belonging. | 1 | 2 | 3 | 4 |
| 8. Work merely means a source of income and nothing more. | 1 | 2 | 3 | 4 |
| 9. There are much more important things in life other than work. | 1 | 2 | 3 | 4 |
| 10. People with Disabilities (PWDs) believe that working is a way to prove their value to society. | 1 | 2 | 3 | 4 |
| 11. People with Disabilities (PWDs) believe there are social expectations for them to work for their living. | 1 | 2 | 3 | 4 |

F. On a scale of 1 to 4, indicate your level of agreement to the following statements about PWDs.

| | Strongly | Disagree | Agree | Strongly |
|--|----------|----------|-------|----------|
| Support from the government | | | | |
| 1. People with Disabilities (PWDs) are aware of the Employment Support Services provided by the government. | 1 | 2 | 3 | 4 |
| 2. People with Disabilities (PWDs) used / will use the Employment Support Services provided by the government to help with their careers. | 1 | 2 | 3 | 4 |
| 3. The Employment Support Services provided by the government is helpful in their job search. | 1 | 2 | 3 | 4 |
| 4. People with Disabilities (PWDs) are aware of the Job Attachment Allowance & Wage Subsidy by the government. | 1 | 2 | 3 | 4 |
| 5. People with Disabilities (PWDs) utilized / will utilize the Job Attachment Allowance & Wage Subsidy provided by the government to help their careers. | 1 | 2 | 3 | 4 |
| 6. The Job Attachment Allowance & Wage Subsidy provided by the government is helpful for their careers. | 1 | 2 | 3 | 4 |
| 7. People with Disabilities (PWDs) understand the Disability Discrimination Ordinance (DDO) of Hong Kong. | 1 | 2 | 3 | 4 |
| 8. The Disability Discrimination Ordinance (DDO) offers protection for their careers. | 1 | 2 | 3 | 4 |
| Support from social welfare Non-Governmental Organisations (NGOs). | | | | |
| 9. People with Disabilities (PWDs) are aware of the vocational training provided by NGOs. | 1 | 2 | 3 | 4 |
| 10. People with Disabilities (PWDs) used / will use the vocational training provided by NGOs to help their careers. | 1 | 2 | 3 | 4 |
| 11. The vocational training provided by NGOs is helpful for their careers. | 1 | 2 | 3 | 4 |
| 12. People with Disabilities (PWDs) are aware of the internship arrangements by NGOs. | 1 | 2 | 3 | 4 |
| 13. People with Disabilities (PWDs) used / will use the internship arranged by NGOs to help with their careers. | 1 | 2 | 3 | 4 |
| 14. The internship arrangements by NGOs are helpful for their careers. | 1 | 2 | 3 | 4 |
| 15. People with Disabilities (PWDs) understand the employment matchings and follow-ups provided by NGOs. | 1 | 2 | 3 | 4 |
| 16. People with Disabilities (PWDs) used / will use the employment matchings and follow-ups provided by NGOs to help their careers. | 1 | 2 | 3 | 4 |
| 17. The employment matchings and follow-ups provided by NGOs is helpful for their careers. | 1 | 2 | 3 | 4 |
| Support from current school/skills training centre | | | | |
| 18. People with Disabilities (PWDs) are aware of the careers guidance information provided by the school/skills training centre. | 1 | 2 | 3 | 4 |
| 19. People with Disabilities (PWDs) used / will use the careers guidance information of the school/skills training centre to help their careers. | 1 | 2 | 3 | 4 |
| 20. The careers guidance information of the school/skills training centre is helpful for their careers. | 1 | 2 | 3 | 4 |

The end, thank you!

Study on school-to-work transition of young People with Disabilities (PWDs) in Hong Kong
Survey 6: Other Stakeholders (Employers)

Greetings,

The Equal Opportunities Commission (EOC) has commissioned our research team at City University of Hong Kong to conduct a study, which aims to understand the situation faced by young People with Disabilities (PWDs) in Hong Kong when transitioning into the labour market post-graduation. You are cordially invited to participate in this research survey if you are an employer.

Your opinion is invaluable towards the improvement of rehabilitation and employment policies of Hong Kong. Data collected from this survey will be used solely for academic purposes. All information will be destroyed within 6 months after conclusion of the study. You are not required to provide your name for the completion of this questionnaire, any personal information will be kept confidential and anonymous. Future publication of the study will only display general statistics and will not disclose any personal information of study participants of the study. Your participation is voluntary, you may withdraw from the study at any point in time without incurring any loss or penalty. If you do decide to withdraw from this survey, your personal information will be destroyed as soon as possible.

To express our gratitude for your participation, a cash coupon will be given to each participant after completion of the survey. Should you have any enquiries, you are welcome to contact Dr Ricky Kwan (Tel: 852 3442 4532, email: ckkwan@cityu.edu.hk).

Thank you for your participation!

Principal Investigator

Dr Ricky Kwan

City University of Hong Kong

Assistant Professor, Department of Social and Behavioural

Sciences

March 15, 2021

I understand and agree to participate in the research Agree Disagree

1. Personal information

| | | |
|--|---|---|
| <p>1. What is your gender?</p> <p><input type="checkbox"/>1. Male</p> <p><input type="checkbox"/>2. Female</p> | <p>2. What is your age?</p> <p><input type="checkbox"/>1. 24 or below</p> <p><input type="checkbox"/>2. 25-29</p> <p><input type="checkbox"/>3. 30-34</p> <p><input type="checkbox"/>4. 35-39</p> <p><input type="checkbox"/>5. 40-44</p> <p><input type="checkbox"/>6. 45-49</p> <p><input type="checkbox"/>7. 55-59</p> <p><input type="checkbox"/>8. 50-54</p> <p><input type="checkbox"/>9. 60 or above</p> | <p>3. What is your highest, attained level of education?</p> <p><input type="checkbox"/>1. Primary education or below</p> <p><input type="checkbox"/>2. Secondary education</p> <p><input type="checkbox"/>3. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>4. Bachelor's degree</p> <p><input type="checkbox"/>5. Master's degree or above</p> |
| <p>4. Which industry do you work in?</p> <p><input type="checkbox"/>1. Agriculture, forestry and fishing</p> <p><input type="checkbox"/>2. Mining and quarrying</p> <p><input type="checkbox"/>3. Manufacturing</p> <p><input type="checkbox"/>4. Electricity, gas, and water</p> <p><input type="checkbox"/>5. Construction</p> <p><input type="checkbox"/>6. Import/export, wholesale and retail trades</p> <p><input type="checkbox"/>7. Accommodation and food services</p> <p><input type="checkbox"/>8. Transportation, storage and courier services</p> <p><input type="checkbox"/>9. Information and communication</p> <p><input type="checkbox"/>10. Financing, insurance, real estate and business services</p> <p><input type="checkbox"/>11. Community, social and personal services</p> <p><input type="checkbox"/>12. Others (Please specify: _____)</p> | <p>5. How many employees does your company have?</p> <p><input type="checkbox"/>1. 10 people or below</p> <p><input type="checkbox"/>2. 10-49 people</p> <p><input type="checkbox"/>3. 50-99 people</p> <p><input type="checkbox"/>4. 100-199 people</p> <p><input type="checkbox"/>5. 200-499 people</p> <p><input type="checkbox"/>6. 500 people or above</p> | <p>6. Is your company a multinational corporation?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> |
| <p>7. Is your company a listed company?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> | <p>8. Is your company currently employing any employees (including interns) with disabilities?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No (Please jump to question 10)</p> | <p>9. How many employees with disabilities does your company currently employ?</p> <p>_____</p> |

| | | |
|--|--|--|
| <p>10. In the past 5 years, have you employed any People with Disability (PWDs)?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No (Please jump to question 15)</p> | <p>11. What are some types of disabilities suffered by your staff? (May choose more than one)</p> <p><input type="checkbox"/>1. Physical disability</p> <p><input type="checkbox"/>2. Dyslexia</p> <p><input type="checkbox"/>3. Visual impairment</p> <p><input type="checkbox"/>4. Speech and language impairment</p> <p><input type="checkbox"/>5. Hearing impairment</p> <p><input type="checkbox"/>6. Mental and emotional disorders</p> <p><input type="checkbox"/>7. Intellectual disability</p> <p><input type="checkbox"/>8. Autism spectrum disorder</p> <p><input type="checkbox"/>9. Chronic illnesses</p> <p><input type="checkbox"/>10. Attention deficit/hyperactivity disorder</p> <p><input type="checkbox"/>11. Others (Please specify: _____)</p> <p><input type="checkbox"/>12. Don't know</p> | <p>12. Does your staff use auxiliary equipment e.g., wheelchair, walking stick, hearing aid, white cane etc.?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> |
| <p>13. What is the current employment status of employees with disabilities in your company? (May choose more than one)</p> <p><input type="checkbox"/>1. Long-term labourer</p> <p><input type="checkbox"/>2. Contract worker</p> <p><input type="checkbox"/>3. Freelance</p> <p><input type="checkbox"/>4. Full-time</p> <p><input type="checkbox"/>5. Part-time (Less than 30 working hours per week)</p> <p><input type="checkbox"/>6. Internship</p> <p><input type="checkbox"/>7. Others (Please specify: _____)</p> | <p>14. What are the roles and jobs of disabled employees in your company?</p> <p><input type="checkbox"/>1. Managers and executives</p> <p><input type="checkbox"/>2. Professionals</p> <p><input type="checkbox"/>3. Technicians and associate professionals</p> <p><input type="checkbox"/>4. Clerical support workers</p> <p><input type="checkbox"/>5. Service and sales workers</p> <p><input type="checkbox"/>6. Craft and related trades workers</p> <p><input type="checkbox"/>7. Plant and machine operators and assemblers</p> <p><input type="checkbox"/>8. Non-skilled worker</p> <p><input type="checkbox"/>9. Others (Please specify: _____)</p> | <p>15. Will you employ People with Disability (PWDs) in the future?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> |

A. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| 1. Their identity as a person with disability (PWD) is a burden to them. | 1 | 2 | 3 | 4 |
| 2. Their identity as a person with disability (PWD) incurs inconvenience in their daily lives. | 1 | 2 | 3 | 4 |
| 3. The identity of being a person with disability (PWD) taints their life. | 1 | 2 | 3 | 4 |
| 4. Their identity as a person with disability (PWD) makes them feel uncomfortable. | 1 | 2 | 3 | 4 |
| 5. They fear that others would know they are persons with disability (PWDs). | 1 | 2 | 3 | 4 |
| 6. They feel like they cannot do anything about their disability status. | 1 | 2 | 3 | 4 |
| 7. They avoid interacting with others because they are persons with disability (PWDs). | 1 | 2 | 3 | 4 |

B. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| 1. People with Disabilities (PWDs) are fearful of starting employment because they will likely lose his/her government benefits once they commence employment. | 1 | 2 | 3 | 4 |
| 2. People with Disabilities (PWDs) are fearful of the reactions by co-workers and seniors if they learn of his/her disabilities. | 1 | 2 | 3 | 4 |
| 3. People with Disabilities (PWDs) are fearful that their disabilities will bring unnecessary attention from employees and seniors. | 1 | 2 | 3 | 4 |
| 4. People with Disabilities (PWDs) fear of not being trusted at work due to their poor/fluctuating physical conditions caused by their disabilities. | 1 | 2 | 3 | 4 |
| 5. People with Disabilities (PWDs) fear of not being able to properly carry out their job due to their poor or fluctuating physical conditions caused by their disabilities. | 1 | 2 | 3 | 4 |
| 6. Work is an important part of their life. | 1 | 2 | 3 | 4 |
| 7. Work gives them a sense of identity and belonging. | 1 | 2 | 3 | 4 |
| 8. Work merely means a source of income and nothing more. | 1 | 2 | 3 | 4 |
| 9. There are much more important things in life other than work. | 1 | 2 | 3 | 4 |
| 10. People with Disabilities (PWDs) believe that working is a way to prove their value to society. | 1 | 2 | 3 | 4 |
| 11. People with Disabilities (PWDs) believe there are social expectations for them to work for their living. | 1 | 2 | 3 | 4 |

C. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| 1. Hiring persons with disabilities will increase health insurance costs. | 1 | 2 | 3 | 4 |
| 2. I fear costs associated with additional training required for employees with disabilities. | 1 | 2 | 3 | 4 |
| 3. I am concerned that excessive absenteeism will result from employee with disabilities' frequent needs for doctor visits. | 1 | 2 | 3 | 4 |
| 4. I am concerned about the cost of barrier-free facilities/accommodation. | 1 | 2 | 3 | 4 |
| 5. I am concerned about spending extra time handling problems my employees face at work as a result of their disabilities. | 1 | 2 | 3 | 4 |
| 6. I am concerned that employees with disabilities cannot meet the performance standards of a job. | 1 | 2 | 3 | 4 |
| 7. I fear not being able to discipline employees with disabilities because of potential lawsuits. | 1 | 2 | 3 | 4 |
| 8. I acknowledge the incentives available to employers for hiring persons with disabilities through the internet. | 1 | 2 | 3 | 4 |
| 9. I understand the benefit of hiring persons with disabilities through the internet. | 1 | 2 | 3 | 4 |
| 10. I acknowledge Government programmes that subsidise the costs of hiring persons with disabilities. | 1 | 2 | 3 | 4 |
| 11. I understand the Disability Discrimination Ordinance (DDO). | 1 | 2 | 3 | 4 |
| 12. I acquire knowledge about hiring persons with disabilities in accordance with the Disability Discrimination Ordinance (DDO). | 1 | 2 | 3 | 4 |
| 13. The organisation's policies and accommodation comply with the requirements stipulated in the Disability Discrimination Ordinance (DDO). | 1 | 2 | 3 | 4 |
| 14. I understand the capabilities of persons with disabilities. | 1 | 2 | 3 | 4 |
| 15. I acquire knowledge about mental disorders (Schizophrenia, Learning Disorders, Bipolar Disorder and Depression etc.). | 1 | 2 | 3 | 4 |
| 16. I acquire knowledge about physical disabilities (Visual Impairment, Hearing Impairment and Amputation etc.). | 1 | 2 | 3 | 4 |
| 17. I am willing to hire persons with disabilities with post-secondary qualifications. | 1 | 2 | 3 | 4 |
| 18. I am willing to hire persons with disabilities without post-secondary qualifications. | 1 | 2 | 3 | 4 |
| 19. My employee(s) do/does not know how to work with persons with disabilities. | 1 | 2 | 3 | 4 |
| 20. Hiring persons with disabilities increases the work burden of other employees. | 1 | 2 | 3 | 4 |
| 21. Employees with disabilities will cause danger to and adversely influence other employees | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| 22. My employee(s) is/are not willing to work with persons with disabilities. | 1 | 2 | 3 | 4 |
| 23. Employees with disabilities require close supervision to work effectively. | 1 | 2 | 3 | 4 |
| 24. My employee(s) do/does not mind working with person with disabilities. | 1 | 2 | 3 | 4 |
| 25. Employees with disabilities shall be assigned with simple and repetitive tasks. | 1 | 2 | 3 | 4 |
| 26. Employees with disabilities can integrate into competitive society. | 1 | 2 | 3 | 4 |
| 27. Under same job requirements, employees with disabilities shall receive the same remuneration as that of employees without disabilities. | 1 | 2 | 3 | 4 |

D. On a scale of 1-4, indicate your willingness of hiring individuals with the following disabilities (If you are not familiar with the stated disability, please circle 0).

| | Strongly unwilling | Unwilling | Willing | Strongly willing | not familiar with disability |
|---|--------------------|-----------|---------|------------------|------------------------------|
| 1. Physical disability | 1 | 2 | 3 | 4 | 0 |
| 2. Dyslexia | 1 | 2 | 3 | 4 | 0 |
| 3. Visual impairment | 1 | 2 | 3 | 4 | 0 |
| 4. Speech and language impairment | 1 | 2 | 3 | 4 | 0 |
| 5. Hearing impairment | 1 | 2 | 3 | 4 | 0 |
| 6. Mental and emotional disorders | 1 | 2 | 3 | 4 | 0 |
| 7. Intellectual disability | 1 | 2 | 3 | 4 | 0 |
| 8. Autism spectrum disorder | 1 | 2 | 3 | 4 | 0 |
| 9. Chronic illness | 1 | 2 | 3 | 4 | 0 |
| 10. Attention deficit/ hyperactivity disorder | 1 | 2 | 3 | 4 | 0 |

E. On a scale of 1-4, indicate your willingness to make the accommodation/facilities stated below for persons with disabilities. Please also circle from Y or N to indicate whether the accommodation/facilities are in fact provided.

| | Willingness | | | | Actual situation | |
|--|--------------------|-----------|---------|------------------|------------------|--------------|
| | Strongly unwilling | Unwilling | Willing | Strongly willing | Provided | Not provided |
| 1. Handrails or ramps | 1 | 2 | 3 | 4 | Y | N |
| 2. Accessible parking space | 1 | 2 | 3 | 4 | Y | N |
| 3. Elevators | 1 | 2 | 3 | 4 | Y | N |
| 4. An elevator designed for employees with disabilities (Only to be attempted by those whose company occupies a whole building) | 1 | 2 | 3 | 4 | Y | N |
| 5. An office specifically adapted for the use of employees with disabilities | 1 | 2 | 3 | 4 | Y | N |
| 6. Accessible toilet | 1 | 2 | 3 | 4 | Y | N |
| 7. An automatic door | 1 | 2 | 3 | 5 | Y | N |
| 8. Induction loop system (T Switch) for the hearing impaired | 1 | 2 | 3 | 4 | Y | N |
| 9. Braille, enlarged print, special lighting or audio | 1 | 2 | 3 | 4 | Y | N |
| 10. Sign language interpretation | 1 | 2 | 3 | 4 | Y | N |
| 11. A job coach to help train and supervise the work of employees with disabilities | 1 | 2 | 3 | 4 | Y | N |
| 12. A personal assistant to help employees with disabilities with job-related activities | 1 | 2 | 3 | 4 | Y | N |
| 13. Special stationaries, office facilities for people with disabilities (e.g., low level desks for wheelchair users, Braille machines etc.) | 1 | 2 | 3 | 4 | Y | N |
| 14. Adjustment of task given, its difficulty and deadlines according to their specific needs | 1 | 2 | 3 | 4 | Y | N |
| 15. Flexible working time allowing for more breaks or rest periods | 1 | 2 | 3 | 4 | Y | N |
| 16. Offer part-time work for staff with disabilities | 1 | 2 | 3 | 4 | Y | N |
| 17. Some other work arrangement for staff with disabilities | 1 | 2 | 3 | 4 | Y | N |
| 18. Others (Please specify: _____) | 1 | 2 | 3 | 4 | Y | N |

The end, thank you!

Study on school-to-work transition of young People with Disabilities (PWDs) in Hong Kong
Survey 7: Other Stakeholders (Colleagues)

Greetings,

Greetings!

The Equal Opportunities Commission (EOC) has commissioned our research team at City University of Hong Kong to conduct a study, which aims to understand the situation faced by young People with Disabilities (PWDs) in Hong Kong when transitioning into the labour market post-graduation. You are cordially invited to participate in this research survey if you are currently employed, and not a Person with Disability (PWD).

Your opinion is invaluable towards the improvement of rehabilitation and employment policies of Hong Kong. Data collected from this survey will be used solely for academic purposes. All information will be destroyed within 6 months after conclusion of the study. You are not required to provide your name for the completion of this questionnaire, any personal information will be kept confidential and anonymous. Future publication of the study will only display general statistics and will not disclose any personal information of study participants of the study. Your participation is voluntary, you may withdraw from the study at any point in time without incurring any loss or penalty. If you do decide to withdraw from this survey, your personal information will be destroyed as soon as possible.

To express our gratitude for your participation, a cash coupon will be given to each participant after completion of the survey. Should you have any enquiries, you are welcome to contact Dr Ricky Kwan (Tel: 852 3442 4532, email: ckkwan@cityu.edu.hk).

Thank you for your participation!

Principal Investigator

Dr Ricky Kwan

City University of Hong Kong

Assistant Professor, Department of Social and Behavioural Sciences

March 15, 2021

I understand and agree to participate in the research Agree Disagree

1. Personal information

| | | |
|--|--|---|
| <p>1. What is your gender?</p> <p><input type="checkbox"/>1. Male</p> <p><input type="checkbox"/>2. Female</p> | <p>2. What is your age?</p> <p><input type="checkbox"/>1. 24 or below</p> <p><input type="checkbox"/>2. 25-29</p> <p><input type="checkbox"/>3. 30-34</p> <p><input type="checkbox"/>4. 35-39</p> <p><input type="checkbox"/>5. 40-44</p> <p><input type="checkbox"/>6. 45-49</p> <p><input type="checkbox"/>7. 55-59</p> <p><input type="checkbox"/>8. 50-54</p> <p><input type="checkbox"/>9. 60 or above</p> | <p>3. What is your highest, attained level of education?</p> <p><input type="checkbox"/>1. Primary education or below</p> <p><input type="checkbox"/>2. Secondary education</p> <p><input type="checkbox"/>3. Associate degree/ Higher Diploma</p> <p><input type="checkbox"/>4. Bachelor's degree</p> <p><input type="checkbox"/>5. Master's degree or above</p> |
| <p>4. What is your occupation?</p> <p><input type="checkbox"/>1. Managers and executives</p> <p><input type="checkbox"/>2. Professionals</p> <p><input type="checkbox"/>3. Paraprofessionals</p> <p><input type="checkbox"/>4. Clerical support staff</p> <p><input type="checkbox"/>5. Service work and sales personnel</p> <p><input type="checkbox"/>6. Craft and related personnel</p> <p><input type="checkbox"/>7. Machine and machine operators and assemblers</p> <p><input type="checkbox"/>8. Unskilled workers</p> <p><input type="checkbox"/>9. Other occupations (please specify:_____)</p> | <p>5. What industry do you work in?</p> <p><input type="checkbox"/>1. Agriculture, forestry and fishing</p> <p><input type="checkbox"/>2. Mining and quarrying</p> <p><input type="checkbox"/>3. Manufacturing</p> <p><input type="checkbox"/>4. Electricity, gas and water</p> <p><input type="checkbox"/>5. Construction</p> <p><input type="checkbox"/>6. Import/export, wholesale and retail trades</p> <p><input type="checkbox"/>7. Accommodation and food services</p> <p><input type="checkbox"/>8. Transportation, storage and courier</p> <p><input type="checkbox"/>9. Information and communication</p> <p><input type="checkbox"/>10. Financing, insurance, real estate and business services</p> <p><input type="checkbox"/>11. Community, social and personal service</p> <p><input type="checkbox"/>12 others (Please specify:_____)</p> | <p>6. How many employees does your company have?</p> <p><input type="checkbox"/>1. 10 people or below</p> <p><input type="checkbox"/>2. 10-49 people</p> <p><input type="checkbox"/>3. 50-99 people</p> <p><input type="checkbox"/>4. 100-199 people</p> <p><input type="checkbox"/>5. 200-499 people</p> <p><input type="checkbox"/>6. 500 people or above</p> |
| <p>7. Is your company a multinational corporation?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> | <p>8. Is your company a listed company?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> | <p>9. Is your company currently employing any employees (including interns) with disabilities?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No (Please jump to question 11)</p> |

| | | |
|---|--|--|
| <p>10. How many employees with disabilities does your company currently employ?</p> <p>_____</p> | <p>11. The proportion of your work with any People with Disability (PWDs) is?</p> <p><input type="checkbox"/>1. All</p> <p><input type="checkbox"/>2. Most</p> <p><input type="checkbox"/>3. Half</p> <p><input type="checkbox"/>4. Small</p> <p><input type="checkbox"/>5. Very small</p> | <p>12. In the past 5 years, have you worked with People with Disability (PWDs)?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No (Please jump to question 16)</p> |
| <p>13. What are some types of disabilities suffered by your colleagues? (May choose more than one)</p> <p><input type="checkbox"/>1. Physical disability</p> <p><input type="checkbox"/>2. Dyslexia</p> <p><input type="checkbox"/>3. Visual impairment</p> <p><input type="checkbox"/>4. Speech and language impairment</p> <p><input type="checkbox"/>5. Hearing impairment</p> <p><input type="checkbox"/>6. Mental and emotional disorders</p> <p><input type="checkbox"/>7. Intellectual disability</p> <p><input type="checkbox"/>8. Autism spectrum disorder</p> <p><input type="checkbox"/>9. Chronic illnesses</p> <p><input type="checkbox"/>10. Attention deficit/hyperactivity disorder</p> <p><input type="checkbox"/>11. Others (Please specify: _____)</p> <p><input type="checkbox"/>12. Not sure</p> | <p>14. Does your colleague use auxiliary equipment e.g., wheelchair, walking stick, hearing aid, white cane etc.?</p> <p><input type="checkbox"/>1. Yes</p> <p><input type="checkbox"/>2. No</p> | <p>15. What is the current employment status of your colleague with disabilities in your company? (May choose more than one)</p> <p><input type="checkbox"/>1. Permanent</p> <p><input type="checkbox"/>2. Contract worker</p> <p><input type="checkbox"/>3. Freelance</p> <p><input type="checkbox"/>4. Full-time</p> <p><input type="checkbox"/>5. Part-time (Less than 30 working hours per week)</p> <p><input type="checkbox"/>6. Intern</p> <p><input type="checkbox"/>7. Others (Please specify: _____)</p> |
| <p>16. Are you willing to work with People with Disability (PWDs) in the future?</p> <p><input type="checkbox"/>1. Very unwilling</p> <p><input type="checkbox"/>2. Unwilling</p> <p><input type="checkbox"/>3. Willing</p> <p><input type="checkbox"/>4. Very willing</p> | | |

A. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| 1. Their identity as a person with disability (PWD) is a burden to them. | 1 | 2 | 3 | 4 |
| 2. Their identity as a person with disability (PWD) causes them inconvenience in their daily lives. | 1 | 2 | 3 | 4 |
| 3. The identity of being a person with disability (PWD) taints their lives. | 1 | 2 | 3 | 4 |
| 4. Their identity as a person with disability (PWD) makes them feel uncomfortable. | 1 | 2 | 3 | 4 |
| 5. They fear that others would know of their status as a person with disability (PWD). | 1 | 2 | 3 | 4 |
| 6. They feel like they cannot do anything about their disability status. | 1 | 2 | 3 | 4 |
| 7. They estrange themselves from others because of the identity as a person with disability (PWD). | 1 | 2 | 3 | 4 |

B. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| 1. People with Disabilities (PWDs) are fearful of starting employment because they will likely lose his/her government benefits once they commence employment. | 1 | 2 | 3 | 4 |
| 2. People with Disabilities (PWDs) are fearful of the reactions by co-workers and seniors if they learn of his/her disabilities. | 1 | 2 | 3 | 4 |
| 3. People with Disabilities (PWDs) are fearful that their disabilities will bring unnecessary attention from employees and seniors. | 1 | 2 | 3 | 4 |
| 4. People with Disabilities (PWDs) fear of not being trusted at work due to their poor/fluctuating physical conditions caused by their disabilities. | 1 | 2 | 3 | 4 |
| 5. People with Disabilities (PWDs) fear of not being able to properly carry out their job due to their poor or fluctuating physical conditions caused by their disabilities. | 1 | 2 | 3 | 4 |
| 6. Work is an important part of their life. | 1 | 2 | 3 | 4 |
| 7. Work gives them a sense of identity and belonging. | 1 | 2 | 3 | 4 |
| 8. Work merely means a source of income and nothing more. | 1 | 2 | 3 | 4 |
| 9. There are much more important things in life other than work. | 1 | 2 | 3 | 4 |
| 10. People with Disabilities (PWDs) believe that working is a way to prove their value to society. | 1 | 2 | 3 | 4 |
| 11. People with Disabilities (PWDs) believe there are social expectations for them to work for their living. | 1 | 2 | 3 | 4 |

C. On a scale of 1 to 4, indicate your extent of agreement to the following statements.

| | Strongly Disagree | Disagree | Agree | Strongly agree |
|---|----------------------|----------|-------|-------------------|
| 1. Persons with disabilities shall disclose details of their disability that might affect them performing job-related tasks during the interview process. | 1 | 2 | 3 | 4 |
| 2. When hiring employees with disabilities, consideration should be given to how well their disability will be accepted by colleagues. | 1 | 2 | 3 | 4 |
| 3. Persons with disabilities are as capable as that of ordinary persons at work. | 1 | 2 | 3 | 4 |
| 4. I am not willing to have colleague(s) with disabilities as my teammate(s). | 1 | 2 | 3 | 4 |
| 5. Persons with disabilities are less likely to be emotionally stable under work pressure. | 1 | 2 | 3 | 4 |
| 6. If I had teammate(s) with disabilities, I would be concerned about the negative impact on my job performance. | 1 | 2 | 3 | 4 |
| 7. The inclusion of colleague(s) with disabilities can be detrimental to a project team. | 1 | 2 | 3 | 4 |
| 8. Colleague(s) with disabilities is/are more likely to make mistakes at work. | 1 | 2 | 3 | 4 |
| 9. I do not know how to get along with colleague(s) with disabilities in the workplace. | 1 | 2 | 3 | 4 |
| 10. Colleague(s) with disabilities typically expect(s) additional help in performing their routine works. | 1 | 2 | 3 | 4 |
| 11. Due to side effect of medication, colleague(s) with disabilities shall receive accommodation at work, even though this might affect other employees. | 1 | 2 | 3 | 4 |
| 12. I would be aware of my use of language when I communicated with colleague(s) with disabilities to avoid offending them. | 1 | 2 | 3 | 4 |
| 13. I would be unhappy if (my) supervisor requested me to assist a colleague with disability with performing a brief, routine task. | 1 | 2 | 3 | 4 |
| 14. Supervisors should not accept additional responsibilities on managing employee(s) with disabilities. | 1 | 2 | 3 | 4 |
| 15. Cost of accommodation for employees with disabilities often divert funds from other necessary expenditures. | 1 | 2 | 3 | 4 |
| 16. I am not willing to work with an employee with disability who does not work effectively. | 1 | 2 | 3 | 4 |
| 17. I am not willing to work with an employee with disability who has unsatisfactory job performance. | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| 18. Supervising employee(s) with disabilities is/are at the risk of being accused of discrimination in the workplace. | 1 | 2 | 3 | 4 |
| 19. As an employee, I consider it difficult for my employer to terminate employment with employee(s) with disabilities than that of employee(s) without disabilities, given both with unsatisfactory job performance. | 1 | 2 | 3 | 4 |
| 20. Supervisors or colleagues may have to spare more time on assisting colleague(s) with disabilities at work. | 1 | 2 | 3 | 4 |
| 21. Mistakes at work made by employee(s) with disabilities shall be overlooked if they make real effort to accomplish the task. | 1 | 2 | 3 | 4 |
| 22. Mistakes at work made by employee(s) without disabilities shall be overlooked if they make real effort to accomplish the task. | 1 | 2 | 3 | 4 |
| 23. I am willing to work with persons with disabilities with post-secondary qualifications | 1 | 2 | 3 | 4 |
| 24. I am willing to work with persons with disabilities without post-secondary qualifications. | 1 | 2 | 3 | 4 |

D. On a scale of 1-4, indicate your willingness of working alongside individuals with the following disabilities (If you are not familiar with the stated disability, please circle 0).

| | Strongly unwilling | Unwilling | Willing | Strongly willing | Not know about the disability |
|---|--------------------|-----------|---------|------------------|-------------------------------|
| 1. Physical disability | 1 | 2 | 3 | 4 | 0 |
| 2. Dyslexia | 1 | 2 | 3 | 4 | 0 |
| 3. Visual impairment | 1 | 2 | 3 | 4 | 0 |
| 4. Speech and language impairment | 1 | 2 | 3 | 4 | 0 |
| 5. Hearing impairment | 1 | 2 | 3 | 4 | 0 |
| 6. Mental and emotional disorders | 1 | 2 | 3 | 4 | 0 |
| 7. Intellectual disability | 1 | 2 | 3 | 4 | 0 |
| 8. Autism spectrum disorder | 1 | 2 | 3 | 4 | 0 |
| 9. Chronic illness | 1 | 2 | 3 | 4 | 0 |
| 10. Attention deficit/ hyperactivity disorder | 1 | 2 | 3 | 4 | 0 |

E. On a scale of 1-4, indicate your willingness to make the accommodation/facilities stated below for persons with disabilities. Please also circle from Y or N to indicate whether the accommodation/facilities are in fact provided.

| | Willingness | | | | Actual situation | |
|---|--------------------|-----------|---------|------------------|------------------|--------------|
| | Strongly unwilling | Unwilling | Willing | Strongly willing | Provided | Not provided |
| 1. Handrails or ramps | 1 | 2 | 3 | 4 | Y | N |
| 2. Accessible parking space | 1 | 2 | 3 | 4 | Y | N |
| 3. Elevators | 1 | 2 | 3 | 4 | Y | N |
| 4. An elevator designed for employees with disabilities (Only to be attempted by those whose company occupies a whole building) | 1 | 2 | 3 | 4 | Y | N |
| 5. An office specifically adapted for the use of employees with disabilities | 1 | 2 | 3 | 4 | Y | N |
| 6. Accessible toilet | 1 | 2 | 3 | 4 | Y | N |
| 7. An automatic door | 1 | 2 | 3 | 4 | Y | N |
| 8. Induction loop system (T Switch) for the hearing impaired. | 1 | 2 | 3 | 4 | Y | N |
| 9. Braille, enlarged print, special lighting or audio | 1 | 2 | 3 | 4 | Y | N |
| 10. Sign language interpretation | 1 | 2 | 3 | 4 | Y | N |
| 11. A job coach to help train and supervise the work of employees with disabilities | 1 | 2 | 3 | 4 | Y | N |
| 12. A personal assistant to help employees with disabilities with job-related activities | 1 | 2 | 3 | 4 | Y | N |
| 13. Special stationaries, office facilities for persons with disabilities (e.g., special desks for wheelchair users, Braille machines etc.) | 1 | 2 | 3 | 4 | Y | N |
| 14. Adjustment of task given, its difficulty and deadlines according to their specific needs. | 1 | 2 | 3 | 4 | Y | N |
| 15. Flexible working time allowing for more breaks or rest periods. | 1 | 2 | 3 | 4 | Y | N |
| 16. Offer part-time work for staff with disabilities. | 1 | 2 | 3 | 4 | Y | N |
| 17. Some other work arrangement for staff with disabilities | 1 | 2 | 3 | 4 | Y | N |
| 18. Others (Please specify: _____) | 1 | 2 | 3 | 4 | Y | N |

The end, thank you!

Appendix 5 Interview guides for individual in-depth interviews

Interview Guides for Individual In-Depth Interviews

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong - Young persons with disabilities studying at secondary schools or vocational schools

In-depth Interview guide (approx. 1.5 hours)

Part I: Background Information

1. How old are you? (Choose from age groups)
2. Sex (To be filled by interviewer)
3. Where do you live?
4. Where do you study at?
5. Which stage of study are you enrolling in?
6. Can you talk about your disability?
7. Who are you living with? Is he/she/are they your guardian?
8. What are the level of educational attainment of your parents?
9. Do you have any siblings?
10. What are the occupations of your parents?

Part II Interview Questions

First, let's start with education.

1. What secondary school are you studying? Is it mainstream or special school?
2. What subjects are you studying in your secondary school?
3. Do you think your disability affects your learning? Please give some examples to illustrate how it affects your learning.
4. Do you think your disability will lead to discrimination in school? If yes, how much does it contribute to discrimination? Can you share your experience?

Then, let's talk about further studies and employment-related issues of you and your surroundings.

5. In terms of education, have you ever encountered any difficulties stemmed from your disability? If yes, what are they?
6. Have you ever tried to overcome these challenges? Are there any methods that help you overcome these challenges? Can you overcome these challenges? If not, what are the reasons?
7. How often do you think about your academic and career prospect? Do you know what kind of jobs or studies you are interested in? If yes, what kind of degree (hint: vocational training, associate degree, or bachelor's degree) do you prefer? Is that what you like? What are the reasons behind your decisions?
8. How will you achieve your career or academic goals as mentioned? Have you come across difficulties when pursuing your goals? How will you handle these difficulties? Do you believe that

you can achieve these goals?

9. How often do you discuss your goals and planning in your career and education with the following persons? How much can they help? Please illustrate your experiences with appropriate real-life examples.

- (a) Family members
- (b) Teachers
- (c) Social workers
- (d) Friends
- (e) Neighbour
- (f) Others

10. Did your secondary school provide vocational training courses? If yes, to what extent do you think these courses can help your job searching and employment?

11. Where can you find career or academic related information? Did you receive any information from the place mentioned? If yes, how was your experience? Is that information useful to you?

12. To what extent do you think Hong Kong allow you to achieve your educational and career goals? Is there anything hindering your plans and goals?

13. Do you feel anxious about your studies, job searching and future employment? How will you overcome these worries?

14. What kind of support do you need to help achieve your education and career goals? What makes you believe that these kinds of support can help you achieve your goals?

*The questioning format will be adjusted accordingly to interviewees' needs.

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong -Young persons with disabilities studying at post-secondary institutions
In-depth Interview guide (approx. 1.5 hours)

Part I: Background Information

1. How old are you? (Choose from age groups)
2. Sex (To be filled by interviewer)
3. Which type of secondary school are you attending?
4. Where do you live?
5. Where are you studying at?
6. What are you majoring in? Why do you choose this course?
7. Can you talk about your disability?
8. Did you used to receive, or are you receiving vocational training or vocational coaching services?
9. Who are you living with? Is he/she/are they your guardian?
10. If not, where do you live? Do you live in a university residence hall? How do you think of this experience?
11. What are the level of educational attainment of your parents?
12. Do you have any siblings?
13. What are the occupations of your parents?

Part II: Interview Questions

First, let's talk about education.

14. Do you like the course you are studying?
15. How can a post-secondary course be regarded as ideal?
16. Do you think your disability affects your academic performance?
17. Do you think your disability will lead to discrimination in school? If yes, how much does it contribute to discrimination?

Next, let's talk about further studies and employment-related issues of you and your surroundings.

18. Have you ever come across challenges or difficulties stemmed from your disabilities? If yes, what is it?
19. Did you try to solve them? Is there any way that helps you to solve them? If not, why can't it be solved?
20. From your perspective, how do you perceive yourself? What are your strengths and weaknesses?
21. When talking about yourself, do you have any internal properties that affect your educational or work achievements?
22. How often do you discuss your study or job plans and goals with the following persons? How much can they help? Please explain with examples.
 - (a) Family members
 - (b) Teachers

- (c) Social workers
- (d) Student affairs offices
- (e) Friends
- (f) Neighbour
- (g) others

23. Does your school provide any vocational training courses to you? If yes, to what extent can these courses help your job-seeking process?
24. Do you ever think of your future career?
25. Do you think you can find a satisfying job in the future?
26. Do you feel anxious about your job searching and future employment? How will you overcome these worries?
27. Do you think your disabilities will affect your job-seeking upon your graduation? If yes, what is it?
28. Where can you find career or academic related information? Did you receive any information from the place mentioned? If yes, how was your experience? Is that information useful to you?
29. Is there anything in Hong Kong (e.g., Policies or organisations) that helps or hinders your educational or vocational goal?
30. To what extent does Hong Kong allow you to achieve your career or academic goals? Is there anything that hinders your planning? If yes, what are they?
31. What kind of support do you need to achieve your educational and career goals? What makes you believe that these kinds of support can help you to achieve your goals?

*The questioning format will be adjusted accordingly to interviewees' needs.

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong -Young persons with disabilities graduated from secondary schools
In-depth Interview guide (approx. 1.5 hours)

Part I: Background Information

1. How old are you? (Choose from age groups)
2. Sex (To be filled by Interviewer)
3. Which type of secondary school did you study at?
4. Where do you live?
5. Can you talk about your disability?
6. Have you ever, or is now receiving any vocational training or counselling services?
7. Who are you living with? Is he or she/are they your guardian?
8. If not, where do you live? How has been your experience?
9. What are the level of educational attainment of your parents?
10. Do you have any siblings?
11. What are the occupations of your parents?

Part II: Interviewing Questions

First, let's talk about job related issues.

12. Are you employed?

(If the interviewee answered yes)

- a. What are your occupation?
- b. Are you working full time or part time?
- c. Is your current job ideal for you?
- d. Are you satisfied with your job? If yes, what makes you feel satisfied? If not, what makes you feel unsatisfied?
- e. Among your experience, do you regard your job-seeking process as easy? What are the major difficulties that hinder your job-seeking process?
- f. Can you recall your first job-seeking experience?

(If the interviewee answered no)

- g. Can you talk about the reason why you are not working?
- h. Do you want to seek a job? Why?
- i. What do you do on normal days as you do not have to work?
- j. What plans do you have currently?

13. Up till now, how will you rate your vocational achievements? (0 = the worst, 10 = the best)
What factors affect your ratings?

14. To you, what constitutes an ideal job?

15. With reference to your experience, what factors help or hinder your job-seeking?

16. If you had a chance to choose, would you seek a better job?

Next, let's talk about your school-to-work transition.

17. Do you think the knowledge acquired in your secondary education applicable to your job?
18. What are your views on the career support provided by your secondary school? Have you used these services? Please give examples.
19. Does your disability bring you any difficulty that hinders your job-seeking or placement? Please elaborate with examples.
20. Does your disability bring you any difficulty that hinders your school-to-work transition?
21. With reference to your experience, is there any method or person that help your job-seeking process?
22. Does your family, friends, teachers, or social workers support your job-seeking? If yes, how do they support it?
23. Do you mind letting your colleagues know your disability conditions?
24. Did you come across with any happy or unhappy experiences during your job-seeking process or work?
25. In sum, are you satisfied with your school-to-work transition?

Lastly, let's talk about Government policies and support on your school-to-work transition

26. Do you know any of the existing policies, services or plans provided by the Government that can help your job searching or work? If yes, how useful are those policies or services to you?
27. Where can you find career or academic related information? Did you receive any information from the place mentioned? If yes, how was your experience? Is that information useful to you?
28. To what extent does Hong Kong allow you to achieve your career or academic goals? Is there anything that hinders your planning? If yes, what are they?
29. What kind of support do you need to achieve your educational and career goals? What makes you believe that these kinds of support can help you to achieve your goals?

*The questioning format will be adjusted accordingly to interviewees' needs.

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong-Young persons with disabilities graduated from post-secondary institutions
In-depth Interview guide (approx. 1.5 hours)

Part I: Background Information

1. How old are you? (Choose from age groups)
2. Sex (To be filled by Interviewer)
3. Where did you complete your secondary education?
4. Where did you complete your post-secondary education?
5. Can you talk about your disability?
6. Who are you living with? Are they your guardian?
7. If not, where do you live? Do you live in a university residence hall? How do you think of this experience?
8. What are the level of educational attainment of your parents?
9. Do you have any siblings?
10. What are the occupations of your parents?

Part II: Interview Questions

First, let's talk about issues related to your post-secondary education and work.

11. What post-secondary course did you enrol in?
12. What subject did you major in?
13. Did you like the post-secondary course? If yes, what was/were the reason(s)? If not, what was/were the reason(s) that made you continued with your study?
14. With reference to your experience, what was/were the major obstacle(s) you encountered in your post-secondary study?
15. What can help you to overcome the difficulties? With reference to your experience, how did you overcome these difficulties? Please elaborate with 3 examples.
16. Does post-secondary education change your life? If yes, what changes does it bring?
17. Up till now, how will you rate your vocational achievements? (0 = the worst, 10 = the best). What factors affect your ratings?
18. Are you employed?
(If the interviewee answered yes)
 - a. What is your occupation?
 - b. Are you working full time or part time?
 - c. Is your current job your dream job?
 - d. Are you satisfied with your job? If yes, what makes you feel satisfied? If not, what makes you feel unsatisfied?
 - e. With reference to your experience, do you regard your job searching process as easy?
 - f. Can you recall your first job-seeking experience? Please share the difficulties of your first job-seeking.

(If the interviewee answered no)

- g. Can you talk about the reason why you are not working?
- h. Do you want to seek a job? Why?
- i. What do you do on normal days as you do not have to work?
- j. What plans do you have currently?

- 19. Up till now, how will you rate your vocational achievements? (0 = the worst, 10 = the best)
What factors affect your ratings?
- 20. To you, what constitutes an ideal job?
- 21. With reference to your experience, is there any factor that helps or hinders your job searching?
- 22. If you have had a choice, would you seek a better job?

Next, let's talk about your school-to-work transition experience.

- 23. Do you think the knowledge acquired in your secondary education applicable to your job?
- 24. What are your views on the career support provided by your post-secondary institution? Have you used these services? Please give examples.
- 25. Do you think owning a post-secondary qualification will facilitate your job-seeking?
- 26. Does your disability bring you any difficulty that hinders your job searching or placement?
- 27. Does your disability bring you any difficulty that hinders your school-to-work transition?
- 28. With reference to your experience, is there any method or person that can help your job-seeking?
- 29. Does your family, friends, teachers, or social workers support your job-seeking? If yes, how do they support it?
- 30. Do you mind letting your colleagues know your disability conditions?
- 31. Did you come across any happy or unhappy experiences during your job-seeking process or work?
- 32. In sum, are you satisfied with your school-to-work transition?

Lastly, let's talk about Government policies and support on your school-to-work transition.

- 33. Do you know any of the existing policies, services or plans provided by the Government that can help your job searching or work? If yes, how useful are those policies or services to you?
- 34. Where can you find career or academic related information? Did you receive any information from the place mentioned? If yes, how was your experience? Is that information useful to you?
- 35. To what extent does Hong Kong allow you to achieve your career or academic goals? Is there anything that hinders your planning? If yes, what are they?
- 36. What kind of support you need in order to achieve your educational and career goals? What makes you believe that these kinds of support can help you to achieve your goals?

*The questioning format will be adjusted accordingly to interviewees' needs.

Appendix 6 Interview guides for focus group interviews

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong-Parents of young persons with disabilities Interview guide for Focus Group Interviews (approx. 1.5 hours)

Part I: Background Information (To be collected by interviewer before the focus group interviews)

1. How old are you? (Choose from age groups)
2. What is your sex?
3. Where do you live?
4. What is your level of educational attainment?
6. Can you talk about your child's disability?
7. Are you living with your child?
8. If not, where do you live? How is your experience?

Part II : Interview Questions

First, let's talk about your child's studies and employment.

9. Is your child studying or working?

(For parents that answered "studying")

- a. What secondary/post-secondary school/university is your child studying at?
- b. Do you think his/her disabilities contributes to discrimination in school?
- c. Have they received any vocational training?
- d. (If yes) Do you find these kinds of vocational training useful?
- e. Have you ever thought of his/her future career paths?
- f. As a parent, what expectations do you have towards your child's studies and career? What are the reasons behind your expectation?
- g. As a parent, how can you support your child's academic or career goals? Please elaborate with three examples.
- h. Do you think his/her disabilities will affect his/her future studies or job searching?
- i. Do you think your child will receive unfair treatment in future studies or job-seeking process?

(For parents that answer "working")

- j. What does your child do for a living?
- k. As a parent, what expectations do you have towards your child's studies and career? What are the reasons behind your expectations? If your child has no disability, will you have different expectations?
- l. As a parent, how can you support your child's academic or career goal? Please elaborate with three examples.

- m. Do you think your child will be discriminated against in job-seeking / at work by his/her disabilities?
- n. From your experience, do you think the services provided by social workers, counsellors and schools can help you child in job searching and adapting to work? Please illustrate with examples.
- o. Do you think employers will give equal treatment to persons with disabilities?
- p. If you were given a chance, what would you say to employers?
- q. From your observation, do you think the knowledge acquired by your child in school is applicable to his/her job? Please elaborate with examples.
- r. In sum, do you regard your child's school-to-work transition as smooth?

Lastly, let's talk about supporting policies from the Government.

- 10. Do you know any of the existing policies, services or plans provided by the Government that can help your child's job searching or work? If yes, how useful are those policies or services to him/her?
- 11. When your child seek academic or career-related information, will you search for policies, services or plans to cope with his/her problems? Did you receive any information from the place mentioned? If yes, how was your experience? Do you think the information useful?
- 12. Do you know where can your child find academic or career related information? If yes, what are the channel(s)? Is that information useful?
- 13. To what extent does Hong Kong allow your child to achieve his/her career or academic goals? Is there anything that hinders his/her planning? If yes, what are they?

*The questioning format will be adjusted accordingly to interviewees' needs.

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong- Teachers of Special Educational Needs Students
Interview guide for Focus Group Interviews (approx. 1.5 hours)

Part I: Background Information (To be collected by interviewer before the focus group interviews)

1. How old are you? (Choose from age groups)
2. What is your sex?
3. What is your professional background?
4. How long have you been working as a tutor in special educational schools/training centres?

Part II : Interview Questions

First, let's talk about studies of young persons with disabilities.

5. If young persons with disabilities were placed in mainstream school, do you think they would be discriminated?
6. In terms of academic performance, is there any differences between students with disabilities and those without disabilities?
7. What is the main challenges in teaching students with disabilities? What is the main challenge in the learning process of students with disabilities? How do you overcome those challenges?
8. In terms of teaching students with disabilities, what kind of support has been provided by the Government and school? How effective are those support?
9. In terms of teaching students with disabilities, what kind of support do you need? Why these kinds of support are useful to you?
10. How often do students with disabilities enquire academic or career related information from you? Is there any reason that makes them (not) ask from you? What kind of information do they usually seek?
11. How would you rate academic, or career goals set by students with disabilities? From your observations, what is the reason behind their goals?

Next, let's talk about the employment of young persons with disabilities.

12. Do you think vocational courses provided by special educational schools or vocational schools are sufficient to help their job-seeking and employment? If not, do you have any suggestions that can fulfil their needs?
13. What concerns do you have when designing courses or making teaching resources?
14. Do you think their disabilities will affect their job searching in the future?
15. Compared to students without disabilities, do you think they will be discriminated or feel unfairly treated during job searching or in the workplace?
16. With reference to your personal experience, what kind of difficulties will be overcome by students with disabilities during their job search? How much do you think the difficulty is related to their disabilities? How much is it related to the social environment? How much is it related to Government policies? Please elaborate with examples.

17. How do students with disabilities search for jobs? Is there any successful or failure experiences? Are there any factors contributing to the outcomes?

18. How do you cooperate with other parties to help the employment of students with disabilities?

Lastly, let's talk about the supportive policies by the Government.

19. Do you know any of the existing policies, services or plans provided by the Government that can help their job searching or employment? If yes, how useful are those policies or services to them? Can you explain why they are useful / useless?

20. To what extent does Hong Kong allow students with disabilities to achieve their career or academic goals? Is there anything that hinders their planning? If yes, what are they?

*The questioning format will be adjusted accordingly to interviewees' needs.

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong-Counsellors, Social workers
Interview guide for Focus Group Interviews (approx. 1.5 hours)

Part I: Background Information (To be collected by interviewer before focus group interviews)

1. How old are you? (Choose from age groups)
2. What is your sex?
3. What is your professional background?
4. How long have you been working as a counsellor / social worker? (Working for young persons with disabilities)

Part II: Interview Questions

First, let's talk about studies of young persons with disabilities.

5. If young persons with disabilities were placed in mainstream school, do you think they would be discriminated against?
6. In terms of academic performance, are there any differences between students with disabilities and students without disabilities? If yes, can you explain the differences?
7. In terms of helping students with disabilities, what kind of support you need? Why this kind of support are useful?
8. How often do students with disabilities enquire academic or career related information from you? Is there any reason that makes them (not) ask from you? What kind of information do they usually seek?
9. How often do you interact with parents of students with disabilities? Is there any reason that makes you to reach out to them, or make them reach out to you?
10. How would you rate academic, or career goals set by students with disabilities? From your observations, what is the reason behind their goals?
11. From the above questions, is there any difference between young persons with disabilities and those without disabilities?

Next, let's talk about the employment of young persons with disabilities.

12. Do you think their disabilities will affect their job searching in the future?
13. Compared to students without disabilities, do you think they will be discriminated against, or feel unfairly treated during job searching or in the workplace?
14. With reference to your personal experience, what kind of difficulties will be overcome by young persons with disabilities during their job searching? How much do you think the difficulty is related to their disabilities? How much is it related to the social environment? How much is it related to Government policies? Please elaborate with examples.
15. How do young persons with disabilities search for jobs? Is there any successful or failure experiences? Are there any factors contributing to the outcomes?
16. When they are employed, is there anything important to be followed up?
17. How vocational counselling can help young persons with disabilities?
18. Do you find current vocational rehabilitation services effective? Can you explain why they are

useful or useless?

19. When interacting with their parents, employers, and colleagues, what do you feel? What kind of roles do they play in the employment of young persons with disabilities?

20. How do you cooperate with other parties to help the employment of students with disabilities?

21. In sum, what advice would you give to improve their employment?

Lastly, let's talk about the supportive policies by the Government.

22. Do you know any of the existing policies, services or plans provided by the Government that can help their job searching or employment? If yes, how useful are those policies or services to them? Can you explain why they are useful / useless?

23. To what extent does Hong Kong allow young persons with disabilities to achieve their career or academic goals? Is there anything that hinders their planning? If yes, what are they?

*The questioning format will be adjusted accordingly to interviewees' needs.

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong - Employers
Interview guide for Focus Group Interviews (approx. 1.5 hours)

Part I: Background Information (To be collected by interviewer before the focus group interviews)

1. How old are you? (Choose from age groups)
2. What is your sex?
3. What is your level of educational attainment?
4. What field of industry are you in?
5. How many employees do your company/ organization have? Are there any persons with disabilities?

Part II: Interview Questions

First, let's talk about employment of young persons with disabilities.

6. Have you ever hired young persons with disabilities?
7. (If yes) Is there anything that attracts or deters your company to hire young persons with disabilities?
8. (If yes) Where do you hire young persons with disabilities?
9. (If yes) Do you arrange workers with disabilities to work with other employees?
10. (If yes) How would you rate the inclusion level between workers with disabilities and other workers without disabilities? Are there any conflicts? If yes, what caused that conflict? Please elaborate with examples.
11. (If yes) Do you treat workers with disabilities differently? How would you treat them? (Hint: positions or job distribution, salary level, promotion or training opportunities, relationships with workers without disabilities)
12. (If yes) With reference to your experience, is there any difference between workers with disabilities and workers without disabilities in terms of ability and career aspirations?
13. (If yes) Overall, are you satisfied with the performances of workers with disabilities?
14. (If not) If you have never hired workers with disabilities, why? Is there anything that attracts or deters your company to hire young persons with disabilities?
15. (If not) If a worker with disabilities was hired, what would be others' opinions?
16. (If not) From your viewpoint, is there any difference between workers with disabilities and workers without disabilities in terms of ability and career aspirations?
17. (If not) From your viewpoint, can you think of any possible conflicts between workers with disabilities and workers without disabilities? If yes, what lead to these conflicts? Have you heard of any real-life cases?
18. Do you think workers with disabilities are discriminated or treated unfairly by the labour market?

Lastly, let's talk about the supportive policies by the Government.

19. Do you know any of the existing policies, services or plans provided by the Government that

can help their job searching or employment?

20. (If yes) How useful are those policies or services to them? Can you explain why they are useful / useless?

21. As an employer, what kinds of support does a company that hire workers with disabilities need? Why these supports are important?

22. To what extent does Hong Kong allow young persons with disabilities to achieve their career or academic goals? Is there anything that hinders their planning? If yes, what are they?

*The questioning format will be adjusted accordingly to interviewees' needs.

Study on Effective Strategies to Facilitate School-to-work Transition of Young Persons with Disabilities in Hong Kong- Employees
Interview guide for Focus Group Interviews (approx. 1.5 hours)

Part I: Background Information (To be collected by interviewer before the focus group interviews)

1. How old are you? (Choose from age groups)
2. What is your sex?
3. What is your level of educational attainment?
4. What field of industry are you in?
5. How many employees do your company/ organization have? Are there any persons with disabilities?

Part II: Interview Questions

First, let's talk about the employment of young persons with disabilities.

6. How much do you understand about persons with disabilities?
7. Please talk about your view on employment issues of persons with disabilities.
8. If you were given a chance to work with persons with disabilities, what would be your first response?
9. Do you work with them now?
10. From your impressions, what are the strengths and weaknesses of persons with disabilities in work?
11. From your viewpoint, is there any difference between workers with disabilities and workers without disabilities in terms of ability and career aspirations? Please illustrate with examples.
12. From your viewpoint, can you think of any possible conflicts between workers with disabilities and workers without disabilities? If yes, what lead to these conflicts? Have you heard of any real-life cases?
13. Is there any happy experience or difficulties in working with them?
14. Is there anything you want to tell your colleagues with disabilities?
15. Do you think workers with disabilities are discriminated or treated unfairly by the labour market?

Lastly, let's talk about the supportive policies by the Government.

16. Do you know any of the existing policies, services or plans provided by the Government that can help their job searching or employment?
17. (If yes) How useful are those policies or services to them? Can you explain why they are useful / useless?
18. To what extent does Hong Kong allow young people with disabilities to achieve their career or academic goals? Is there anything that hinders their planning? If yes, what are they?

*The questioning format will be adjusted accordingly to interviewees' needs.
