



THE AUSTRALIAN EARLY LEARNING MONITOR.

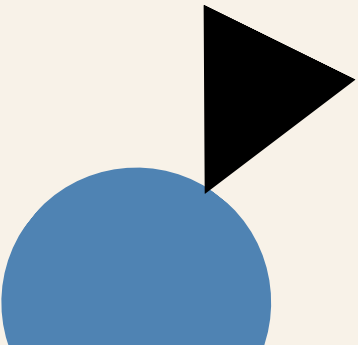
Parents of children with disability results
June 2021.



**THRIVE
BY FIVE**

KEY FINDINGS.

1. Parents of children with disability are generally engaged, supportive and aware of the broader impacts early learning can have on children under school-age
2. 91% of parents of children with disability believe that play-based learning is essential for the brain development of children between the ages of zero to five
3. 83% also agree that early learning should be part of the education system and 82% agree that the quality of early childhood education and care would improve if the system was more coordinated.
4. Improving the early childhood education and care system is important to two-thirds (66%) of parents of children with disability and 81% agree that improving this system would be good for the economy.
5. Parents of children with disability are more likely than other parents to say that a policy of universal high-quality early childhood education and care, would have far reaching social impacts (such as making gender inequality better, 65% of parents of children with disability compared to 56% of other parents).
6. A quarter of women with children with disability say they don't think they will achieve their career goals (26%) compared to just 8% of men in the same situation.
7. More than half say they would be more likely to vote for a party which committed to a universal high-quality early childhood education and care policy (53% of parents of children with disability and 54% of other parents).



METHODOLOGY.

Fieldwork: 22nd April – 7th May 2021

Sample: n=319 Parents of children under 18 with disability

Prepared by: Essential Research

Our researchers are members of the Research Society. This research is compliant with the Australian Polling Council Quality Mark standards.



**Australian
Polling Council
Quality Mark**

The quantitative poll was developed to canvas a representative sample of the Australian public on their views, attitudes and experiences with the early learning and childcare system in Australia, and to understand their views on relevant issues related to family life, working life and society more broadly.

The national online survey was hosted by Qualtrics and took respondents approximately 15 minutes to complete.

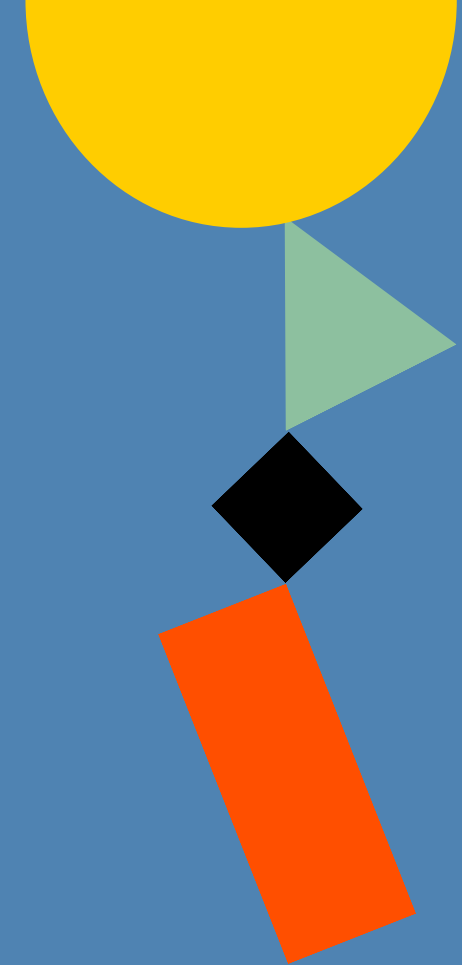
Note that some questions were asked of only half the sample to maximise the number of questions without increasing respondent burden.

The maximum margin of error is $\pm 5.5\%$ at a 95% confidence level for the full sample. For questions asked of half sample, maximum margin of error is $\pm 8.0\%$.

Some figures in this report will not total 100% due to rounding. Full methodology can be found [here](#). For more results from the Early Learning Monitor go to:

<https://thrivebyfive.org.au/earlylearningmonitor/>

CURRENT ATTITUDES AND BELIEFS.

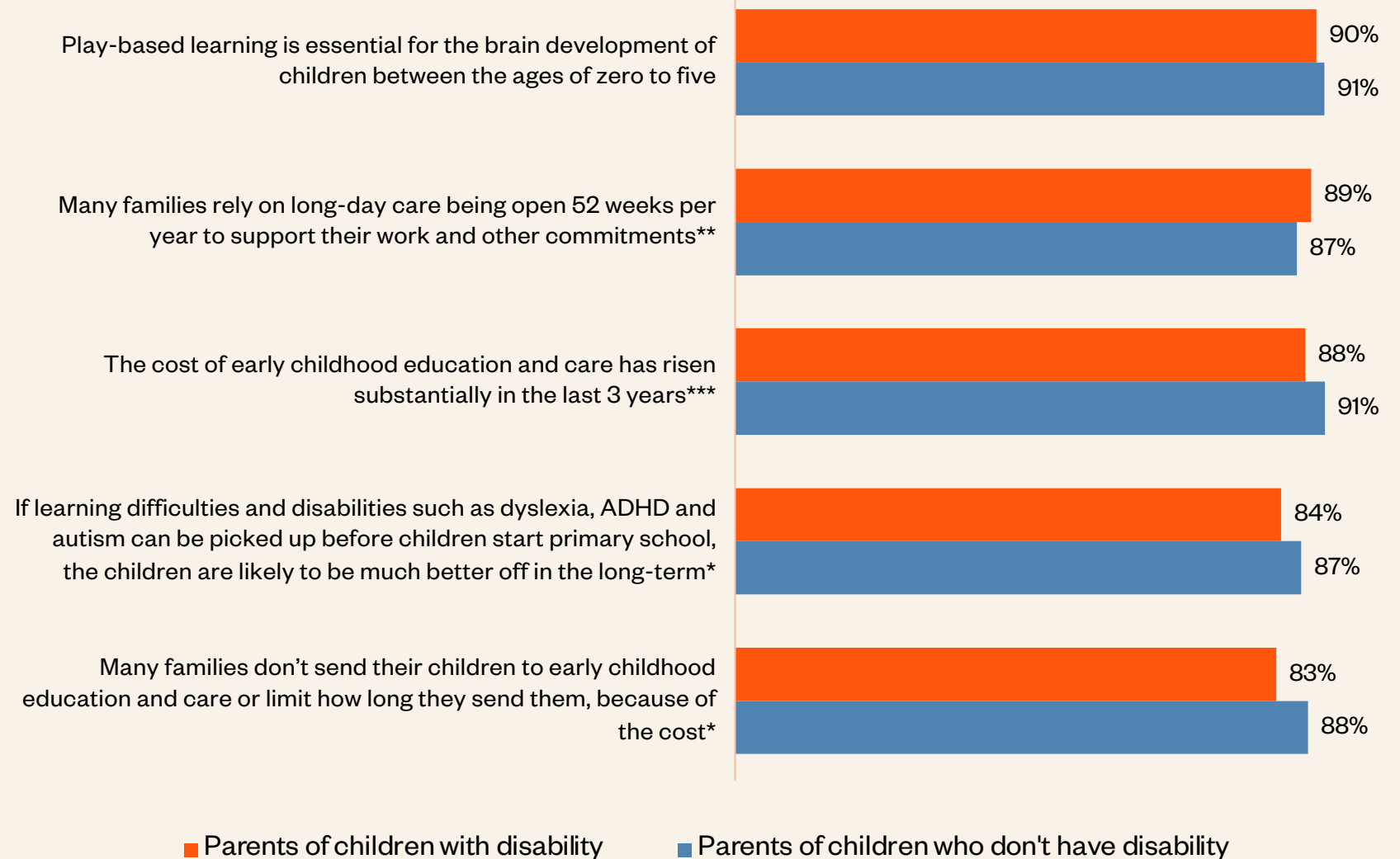


**THRIVE
BY FIVE**

THE VAST MAJORITY OF PARENTS OF CHILDREN WITH DISABILITY

UNDERSTAND THE IMPACT EARLY LEARNING CAN HAVE ON THEIR CHILDREN.

Understanding of the impact of early learning (% Definitely / Probably True)



Q. For each of the following statements about early childhood education and care, please indicate if you think they are definitely true, probably true, probably not true or definitely not true.

Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179

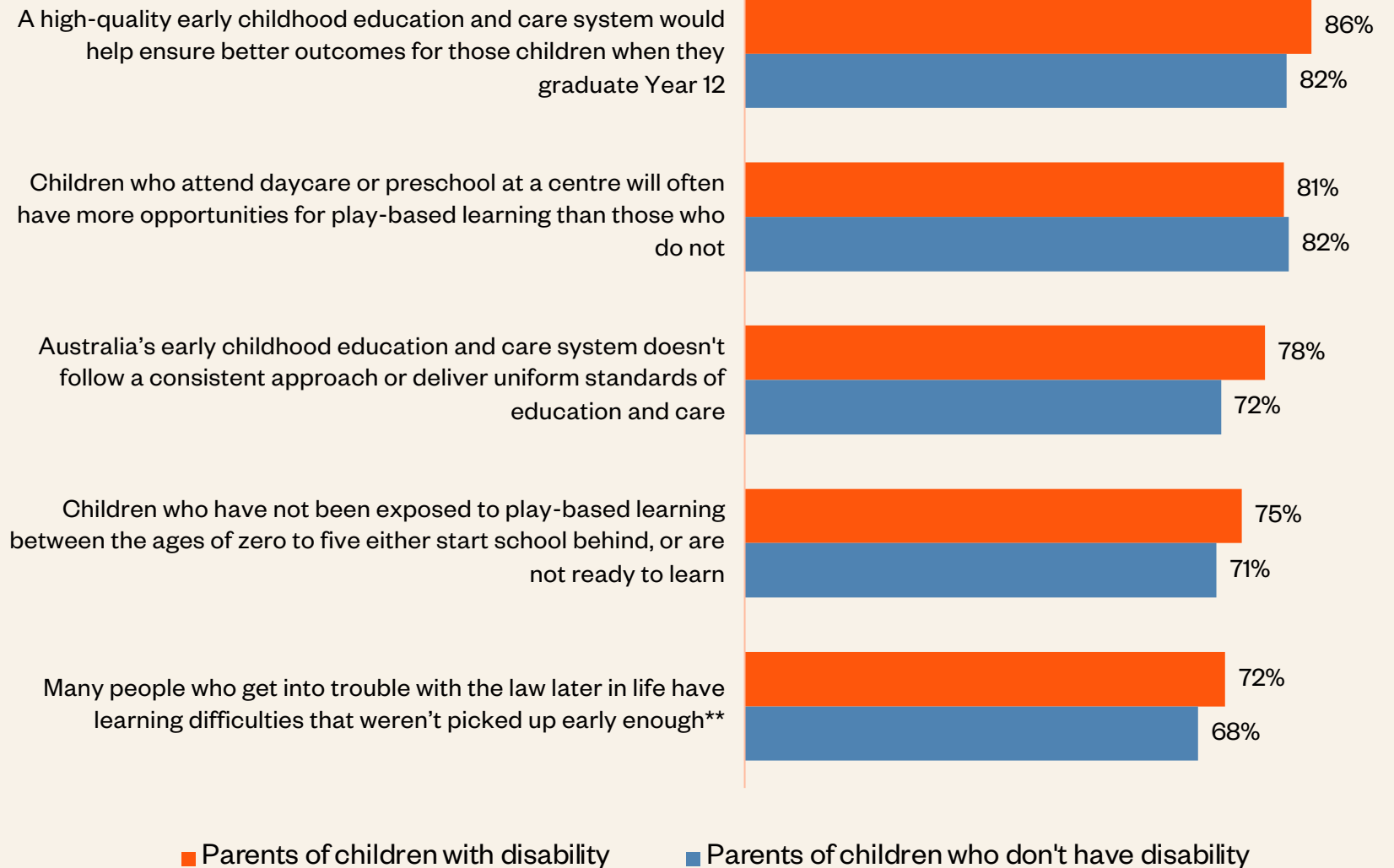
*Only shown to half sample: Parents of children with disability, n=167; Parents of children who don't have disability, n=589

**Only shown to half sample: Parents of children with disability, n=152; Parents of children who don't have disability, n=590

***Only shown to parents of a child with disability that attends/attended daycare, n=236; Parents of children who don't have disability, n=673

86% OF PARENTS OF CHILDREN WITH DISABILITY, BELIEVE HIGH-QUALITY LEARNING WOULD LEAD TO BETTER OUTCOMES FOR CHILDREN WHEN THE GRADUATE YEAR 12.

Understanding of the impact of early learning (% Definitely / Probably True)



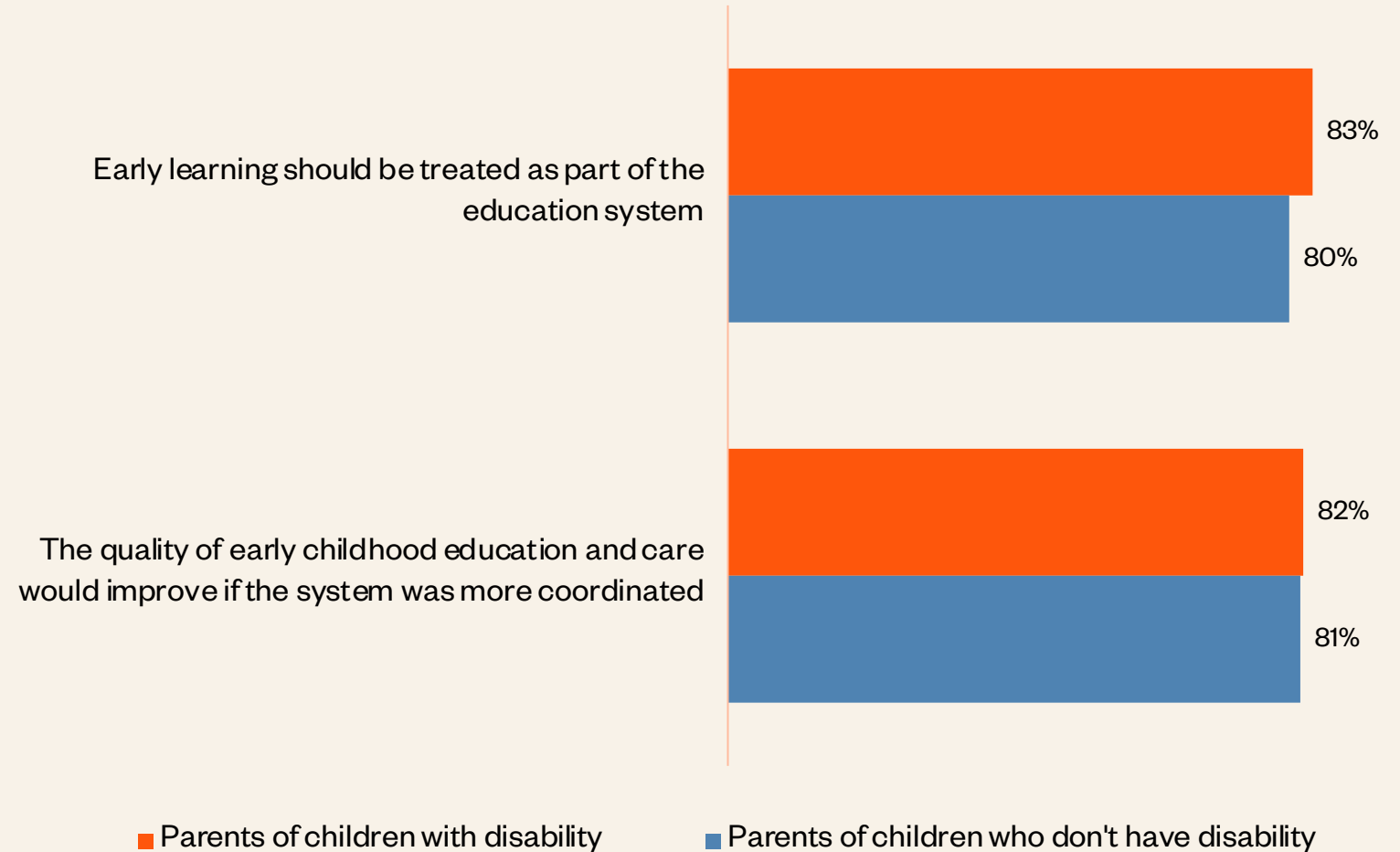
Q. For each of the following statements about early childhood education and care, please indicate if you think they are definitely true, probably true, probably not true or definitely not true.

Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179

**Only shown to half sample: Parents of children with disability, n=152; Parents of children who don't have disability, n=590

**MORE THAN 4 IN 5
PARENTS OF CHILDREN
WITH DISABILITY AGREE
THE EARLY LEARNING
SYSTEM SHOULD BE
PART OF THE EDUCATION
SYSTEM.**

Total agree with a coordinated future for early learning (%
Strongly / Somewhat agree)

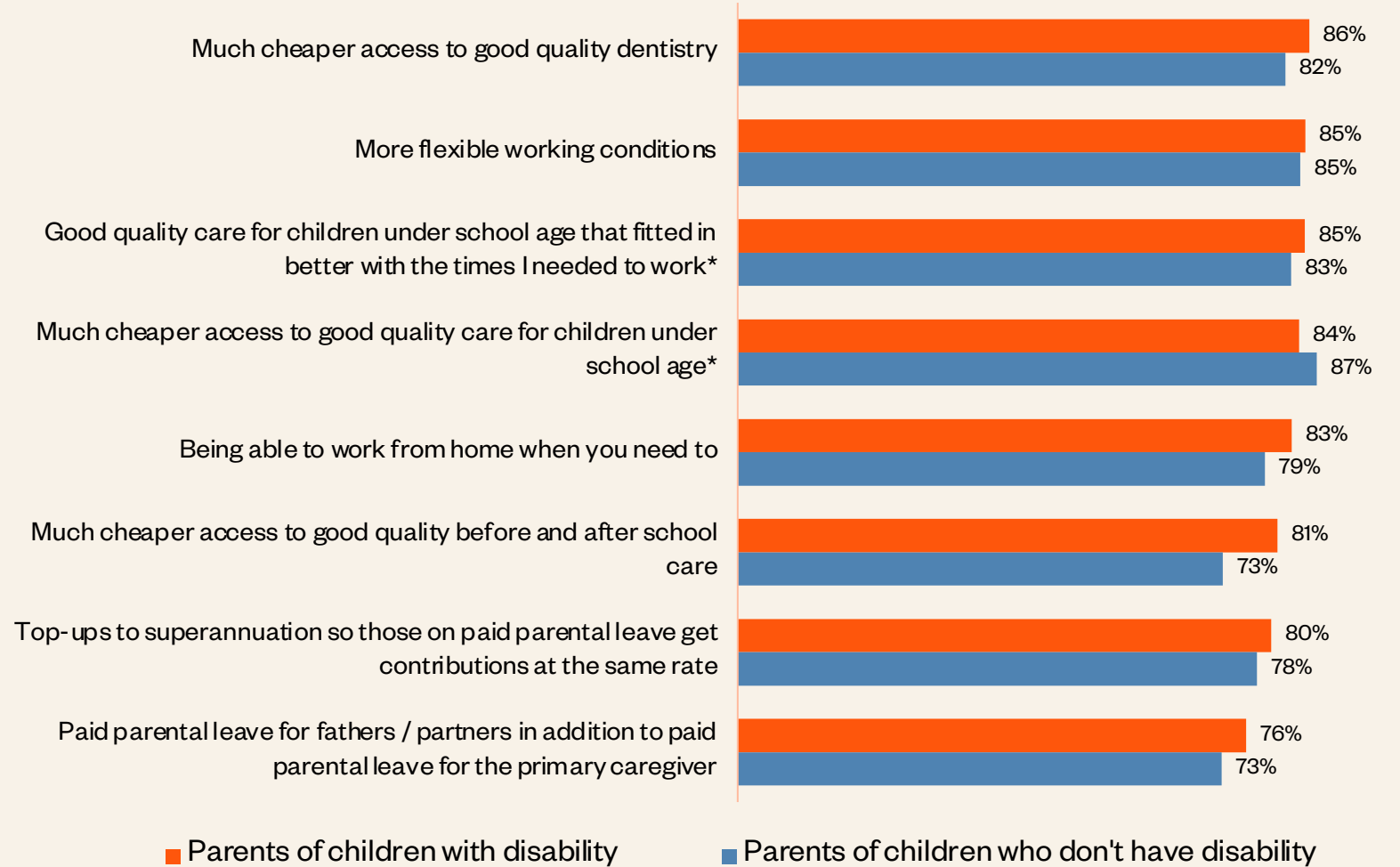


Q. How strongly do you agree or disagree with the following statements?

Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179

84% OF PARENTS OF CHILDREN WITH DISABILITY UNDER SCHOOL-AGE SAY CHEAPER ACCESS TO GOOD QUALITY CARE WOULD HELP THEIR FAMILY.

**What would help respondents and their families
(% A lot /A fair amount)**



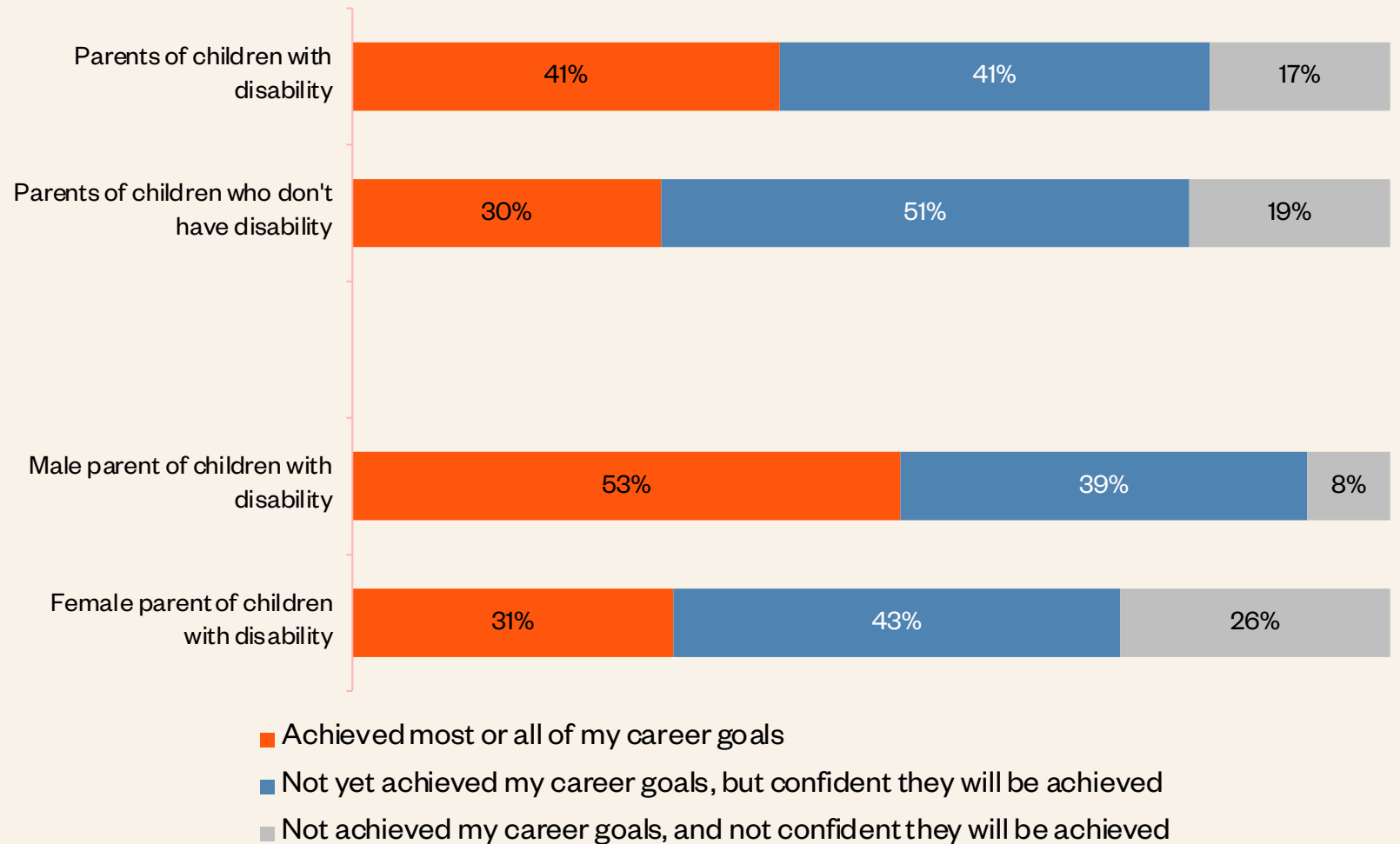
Q. How much would each of the following help you and your family, now or in the future?

Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179

*Only shown to parents with at least one child under school age: Parents of children with a disability, n=160; Parents of children don't have a disability, n=502

1 IN 4 FEMALE PARENTS OF CHILDREN WITH DISABILITY, FEEL THEY WILL NOT ACHIEVE THEIR CAREER GOALS.

Career goals achieved (%)

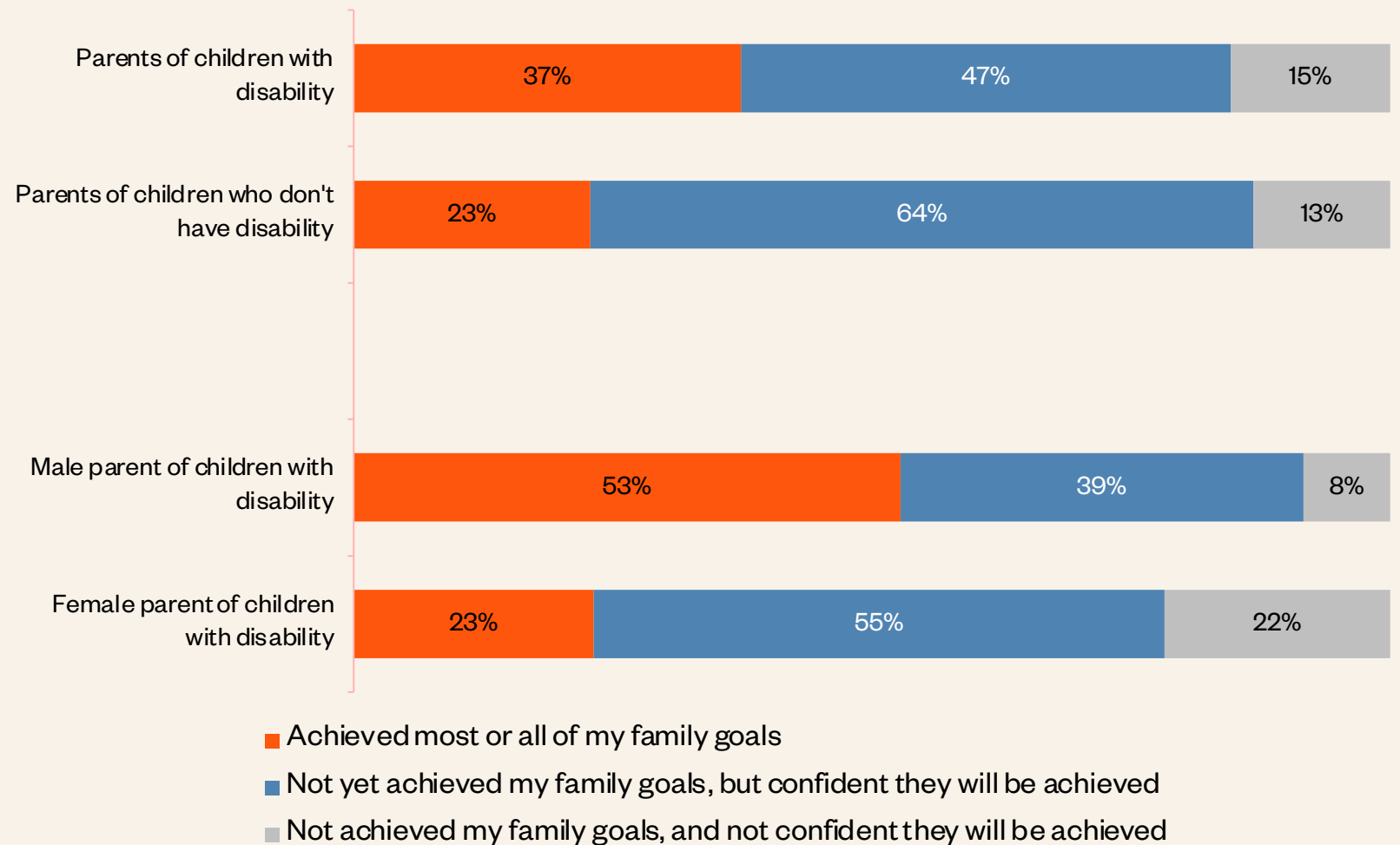


Q. Which of the following best applies to you?

Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179; Male parent of children with disability (n=153), Female parent of children with disability (n=165)

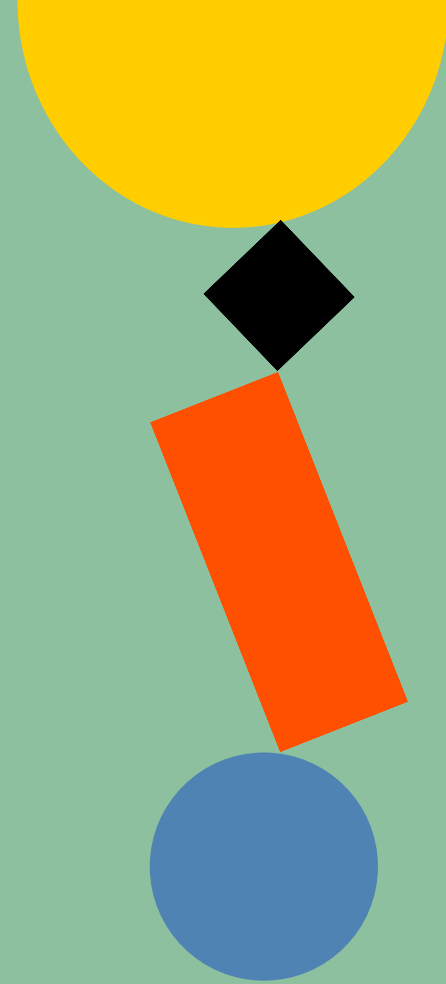
1 IN 5 WOMEN WHO HAVE A CHILD WITH DISABILITY, SAY THEY AREN'T CONFIDENT THEY WILL ACHIEVE THEIR FAMILY GOALS.

Family goals achieved (%)



Q. Which of the following best applies to you?
Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179; Male parent of children with disability (n=153), Female parent of children with disability (n=165)

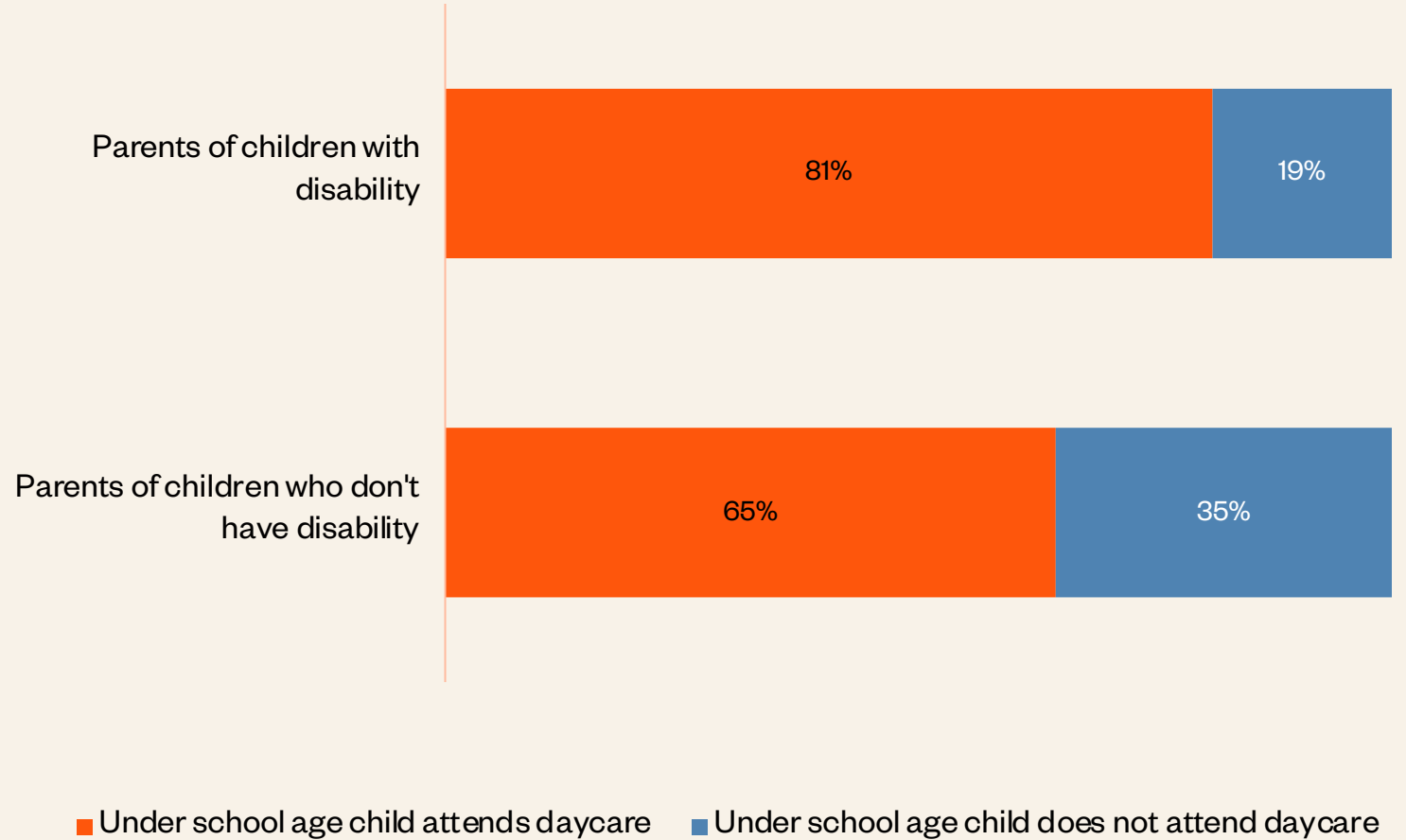
**TOWARDS A UNIVERSAL,
HIGH-QUALITY EARLY
LEARNING SYSTEM.**



**THRIVE
BY FIVE**

IF A CHILD IN THE HOUSEHOLD HAS A DISABILITY OR LEARNING DIFFICULTY, THE PARENTS ARE MORE LIKELY TO SEND THEIR UNDER SCHOOL-AGE CHILD TO DAYCARE.

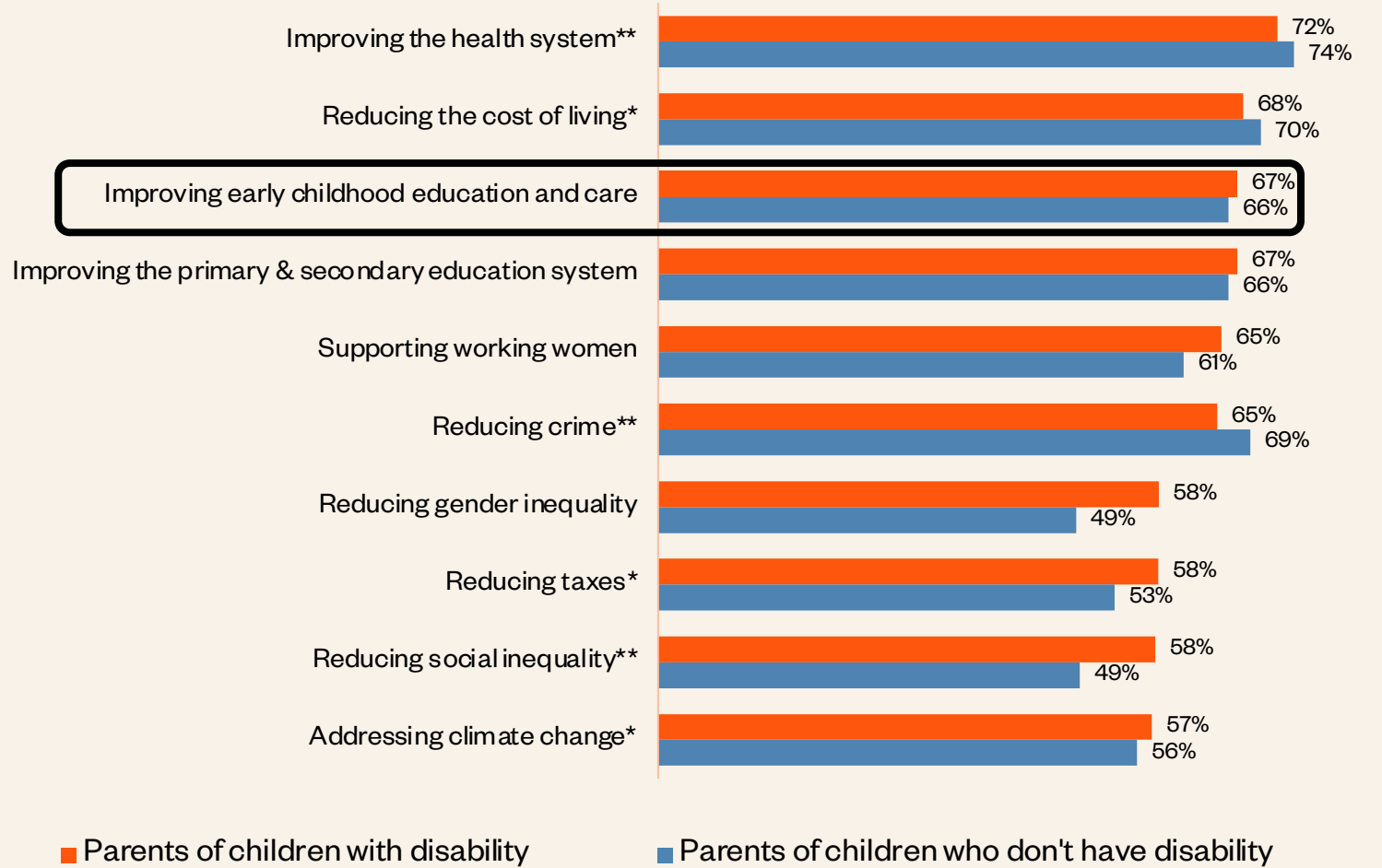
Daycare attendance (%)



Base: Parents of children with disability with a child under school age, n=160; Parents of children who don't have disability with a child under school age, n=502

TWO-THIRDS OF PARENT OF CHILDREN WITH DISABILITY SAY IMPROVING THE EARLY CHILDHOOD EDUCATION AND CARE SYSTEM IS IMPORTANT TO THEIR VOTE.

**Importance of issues when voting at federal elections
(% Extremely/very important)**



Q. How important are each of the following issues when it comes to voting at federal elections?

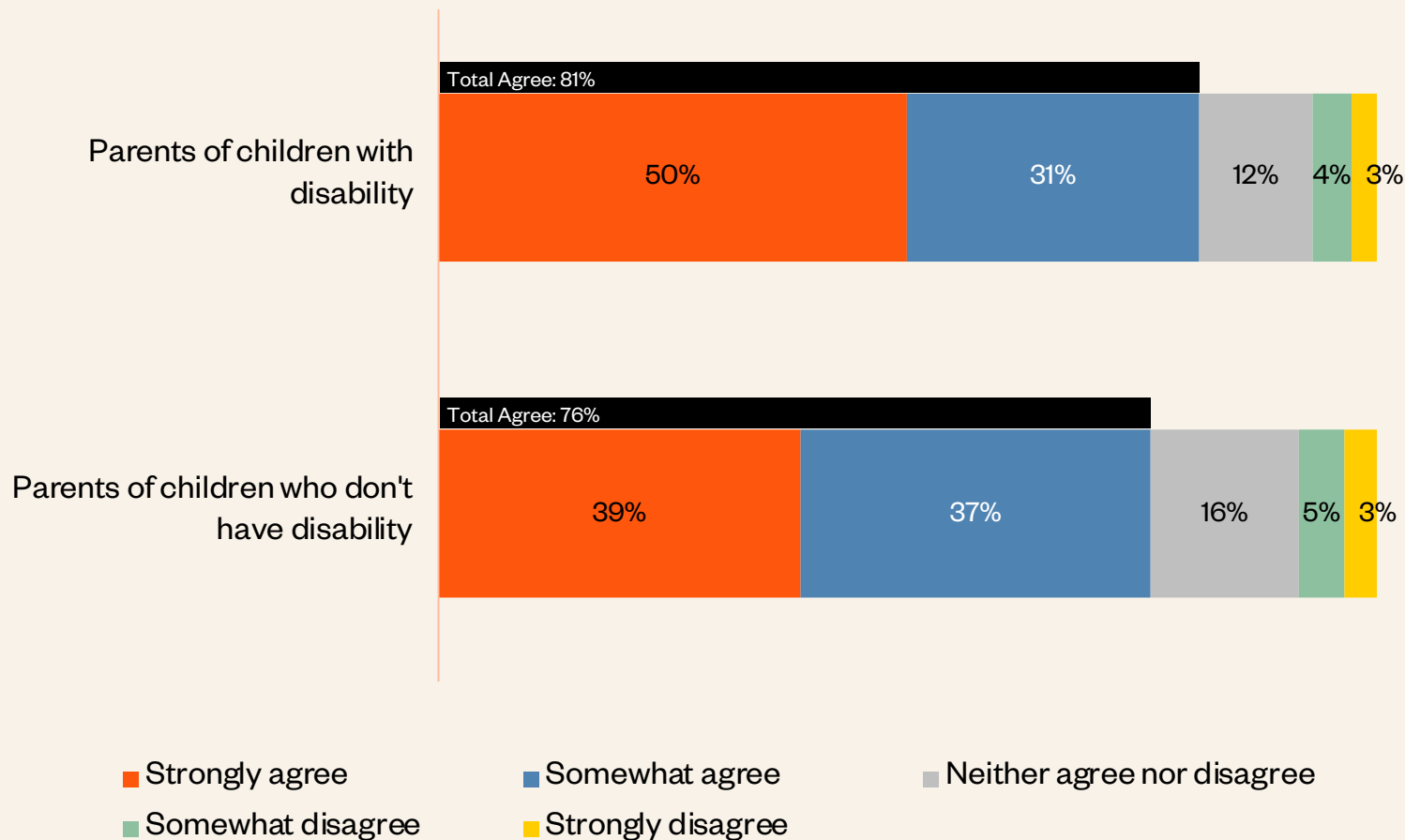
Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179

*Only shown to half sample: Parents of children with disability, n=167; Parents of children who don't have disability, n=589

**Only shown to half sample: Parents of children with disability, n=152; Parents of children who don't have disability, n=590

PARENTS OF CHILDREN WITH DISABILITY ARE MORE LIKELY TO AGREE THAT CHEAPER EARLY CHILDHOOD EDUCATION AND CARE WOULD BE GOOD FOR THE ECONOMY.

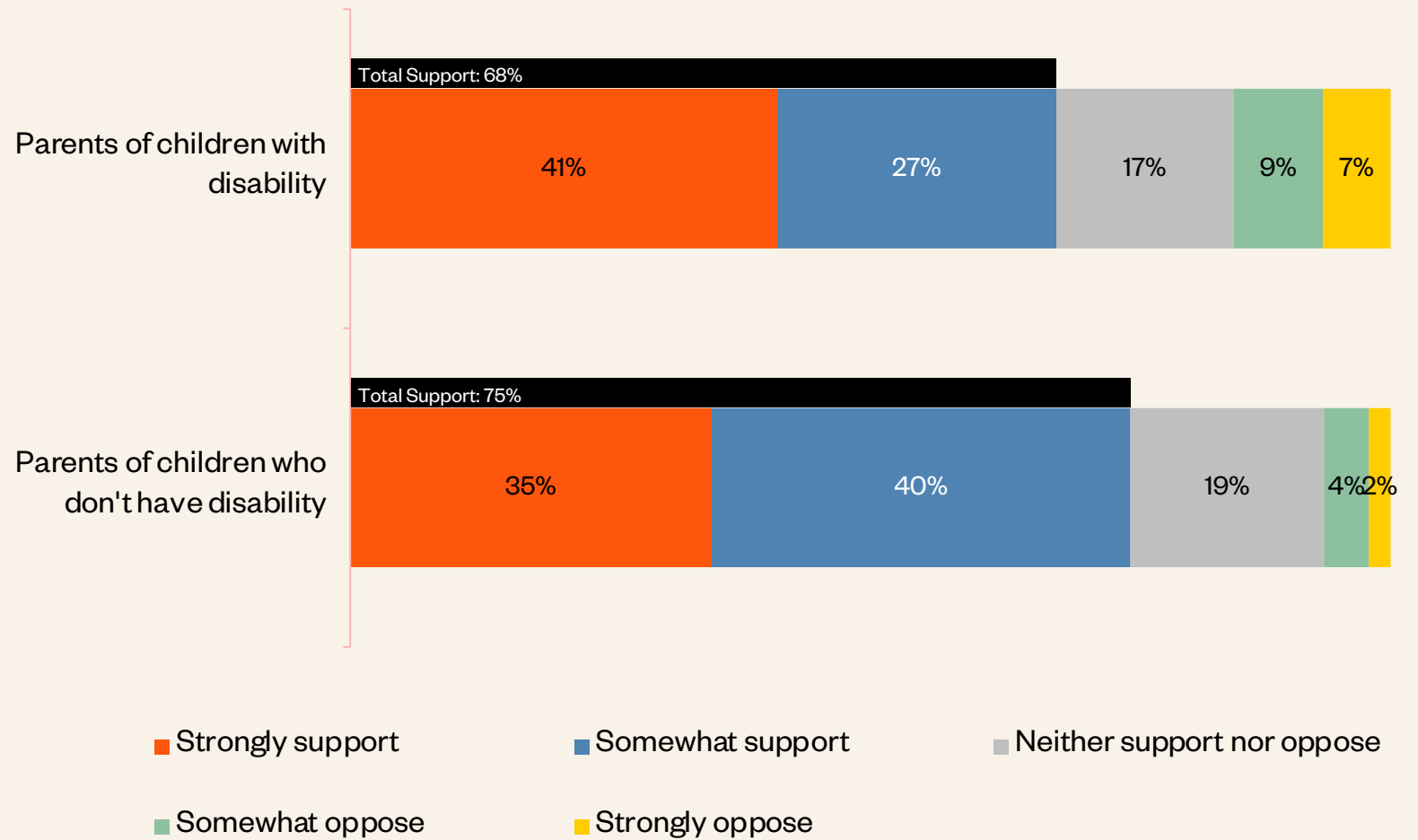
Agreement that cheaper early childhood education and care would be very good for the Australian economy as a whole (% Strongly / Somewhat agree)



Q. To what extent do you agree or disagree with the following statement?
Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179

THE MAJORITY OF PARENTS, REGARDLESS OF WHETHER THEIR CHILD HAS DISABILITY, SUPPORT A UNIVERSAL HIGH-QUALITY EARLY CHILDHOOD EDUCATION AND CARE SYSTEM.

Support for a universal high-quality early childhood education and care system (%)

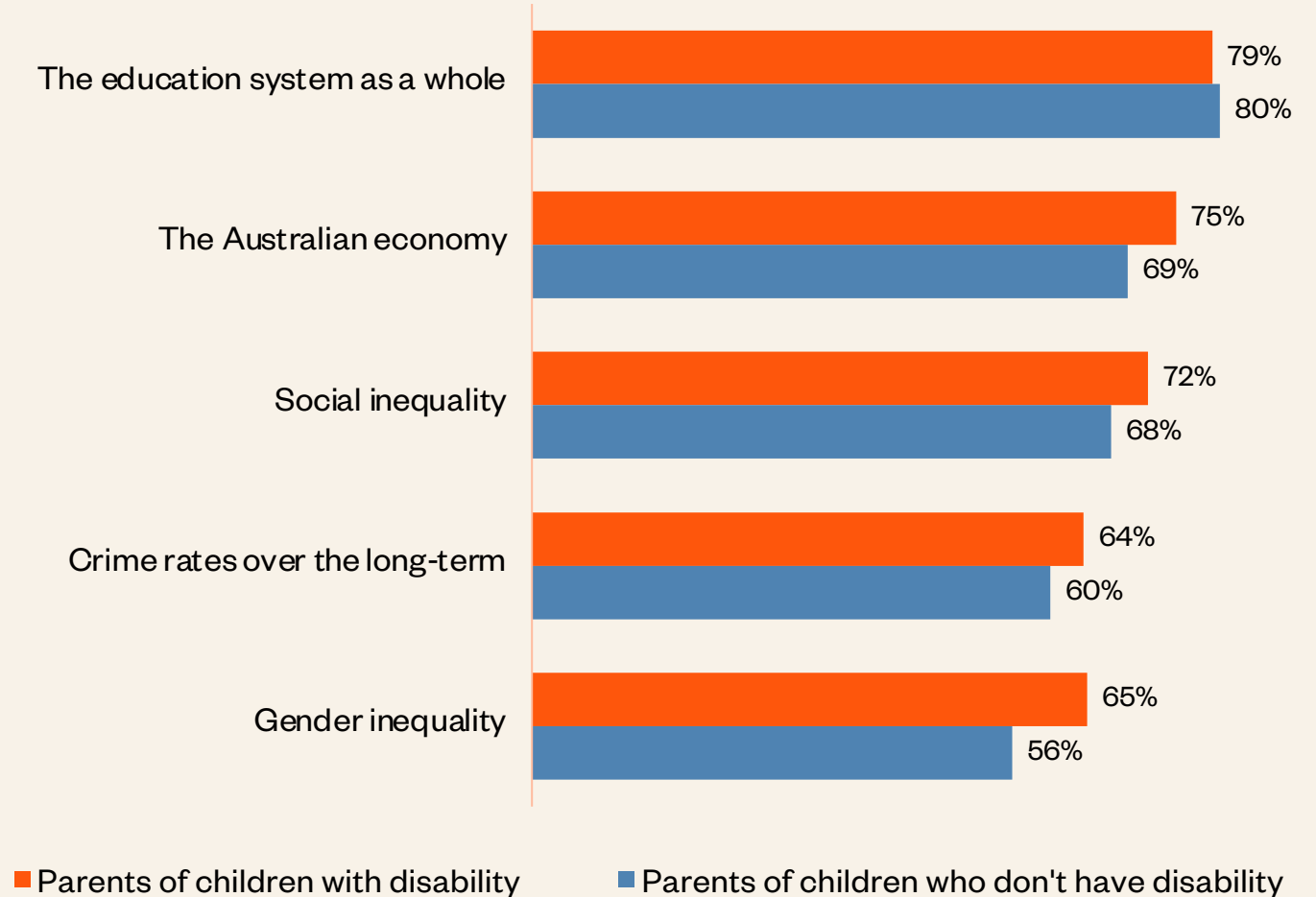


Q. For the purpose of the next few questions, please assume that 'a universal high-quality early childhood education and care system' would be one that was connected to the primary and secondary education system with a standard set of teaching priorities based around play-based learning. The system would be available at low or minimal cost to anyone who wants to use it, but using it would not be compulsory. How strongly do you support or oppose introducing a universal high-quality early childhood education and care system along those lines?

Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179

PARENTS OF CHILDREN WITH DISABILITY THINK A UNIVERSAL HIGH-QUALITY EARLY CHILDHOOD EDUCATION AND CARE WILL HAVE MORE SOCIAL IMPACTS THAN OTHER PARENTS.

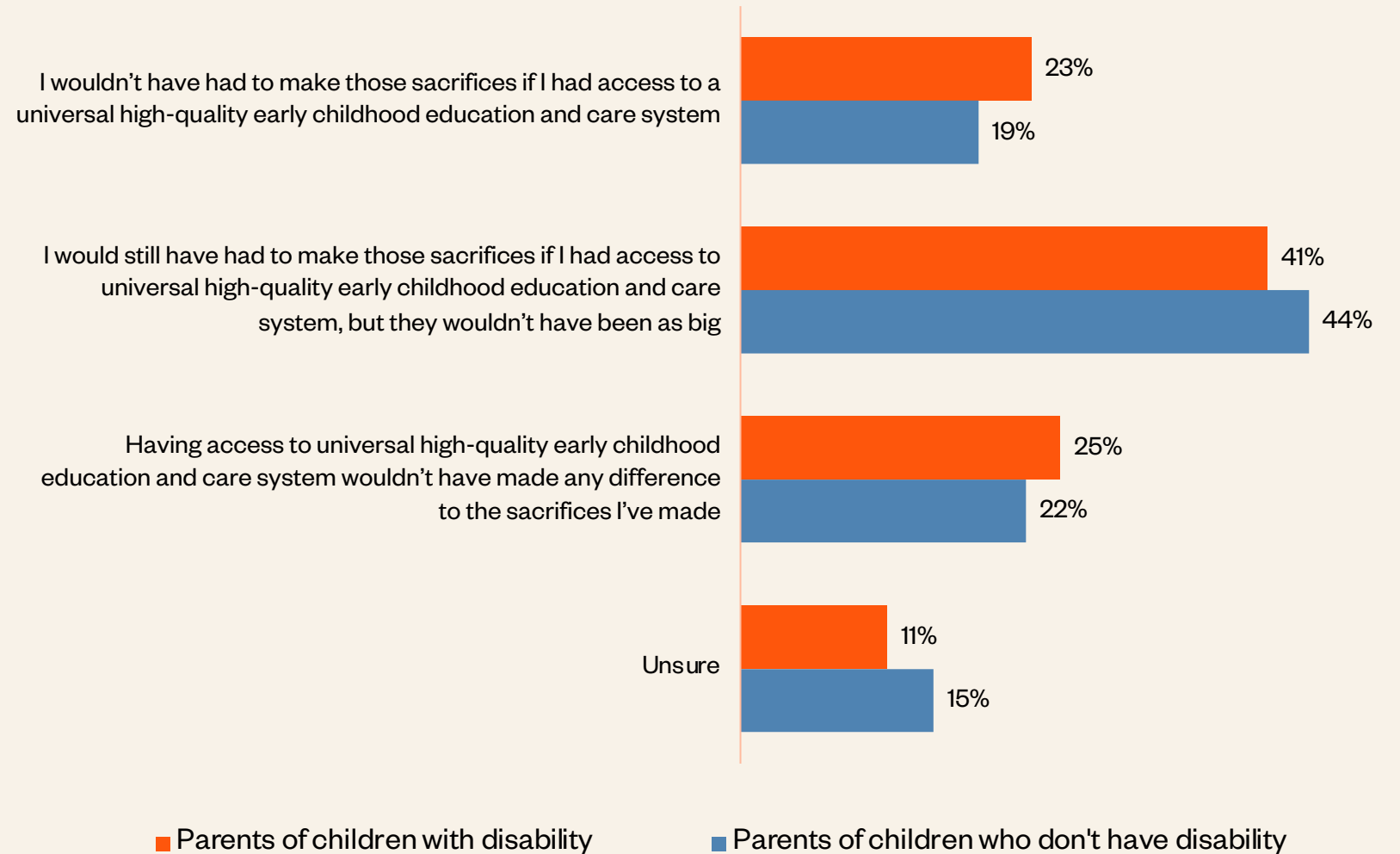
Effect of universal high-quality early childhood education and care system (% Make it a lot/a little better)



Q. If there was a universal high-quality early childhood education and care system, how do you think it would affect each of the following?
Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179

PARENTS OF CHILDREN WITH DISABILITY ARE NO MORE OR LESS LIKELY THAN OTHER PARENTS, TO SAY UNIVERSAL HIGH-QUALITY EARLY CHILDHOOD EDUCATION AND CARE WOULD HAVE ANY IMPACT ON THE SACRIFICES THEY HAVE MADE.

Views towards career/family sacrifices made (%)

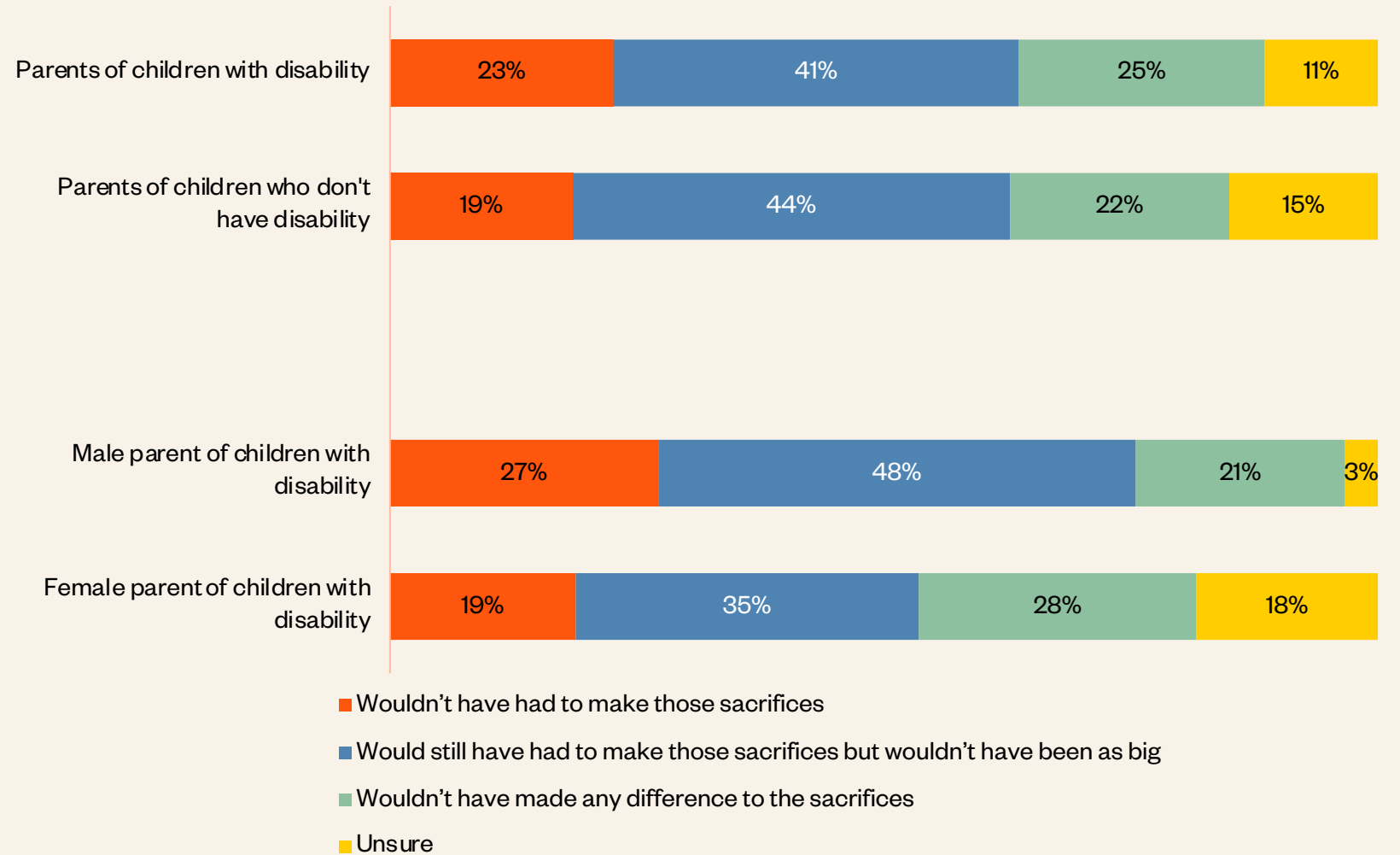


Q. You said earlier that you had made sacrifices in your career for your family or in your family life for your career. Which of the following do you think would have applied to you had you access to a universal high-quality early childhood education and care system?

Base Participants who strongly/somewhat agree that they have made career or family sacrifices: Parents of children with disability, n=272; Parents of children who don't have disability, n=945

1 IN 4 MALE PARENTS OF CHILDREN WITH DISABILITY SAY THEY WOULDN'T HAVE HAD TO MAKE FAMILY OR CAREER SACRIFICES, IF THEY HAD ACCESS TO UNIVERSAL HIGH-QUALITY EARLY CHILDHOOD EDUCATION AND CARE.

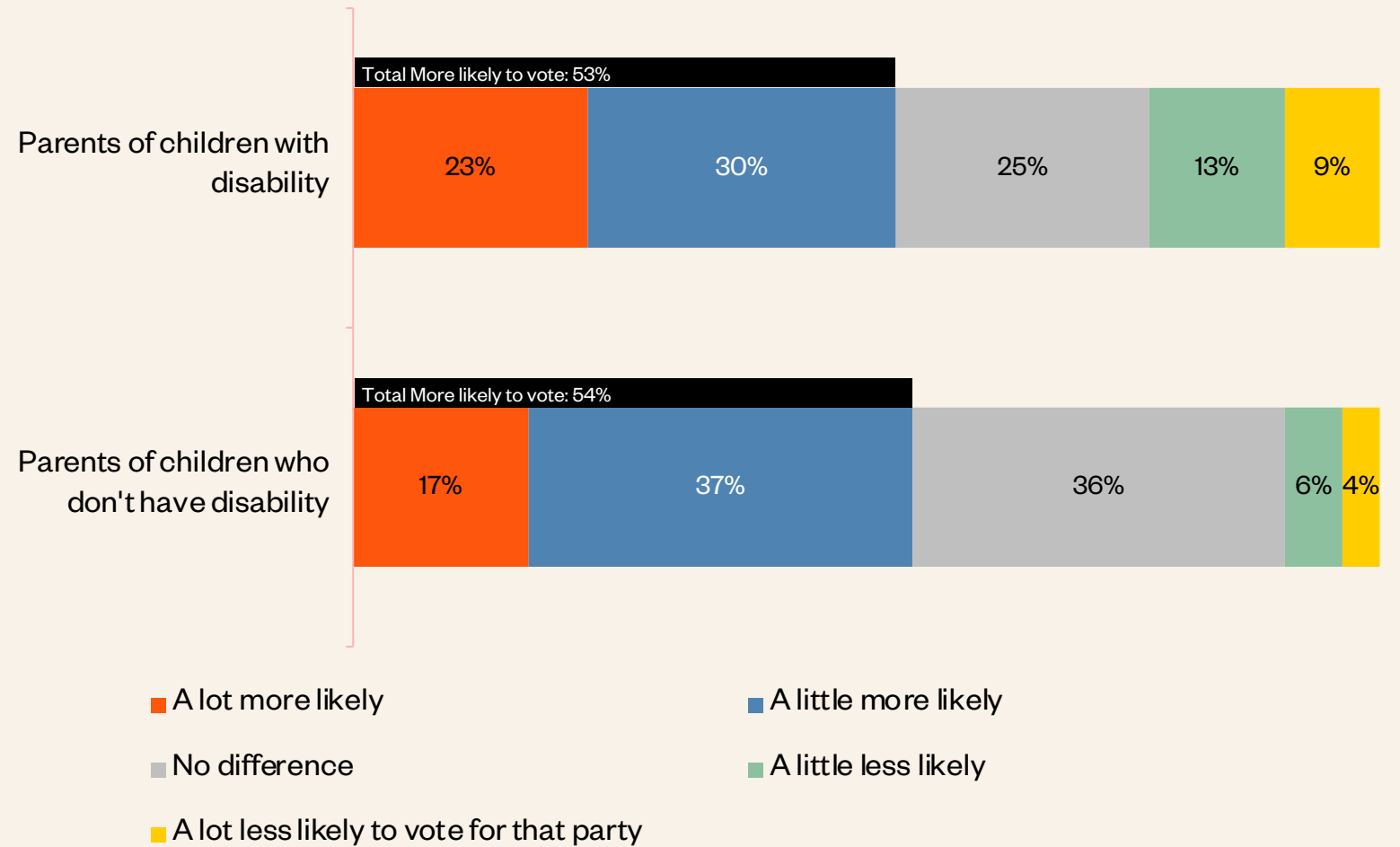
Views towards career/family sacrifices made (%)



Q. You said earlier that you had made sacrifices in your career for your family or in your family life for your career. Which of the following do you think would have applied to you had you access to a universal high-quality early childhood education and care system?
 Base: Parents of children without disability who strongly/somewhat agree that they have made career or family sacrifices (n=945), Parents of children with disability (n=272); Male parent of children with disability (n=128), Female parent of children with disability (n=144)

MORE THAN HALF OF PARENTS OF CHILDREN WITH DISABILITY WOULD BE MORE LIKELY TO VOTE FOR A PARTY COMMITTED TO THIS POLICY.

Influence of a universal ECE and care policy on voting intention (%)



Q. If a party committed to introducing a universal high-quality early childhood education and care system, how would that affect your likelihood of voting for that party?
Base: Parents of children with disability, n=319; Parents of children who don't have disability, n=1,179