



trainwest  
training your future

## ACCESS AND EQUITY POLICY

Trainwest is firmly committed to achieving best practice in the provision of vocational education and training, therefore incorporates access and equity principles into all program and resource development, delivery and assessment and client selection.

Trainwest acknowledges that this is dependent on non-discriminatory access to services and comparable educational outcomes by all groups in society. By providing accessible and equitable vocational education and training, employment and youth services all Australians will be able to develop knowledge and skills to enhance life and work opportunities.

Trainwest recognises that particular groups of people in society have experienced and continue to experience, institutional disadvantage and unequal educational outcomes. Target groups include women, Aboriginal and Torres Strait Islanders, people of non-English speaking backgrounds, people with physical or intellectual disabilities, the long-term unemployed and the rurally isolated.

This policy also provides a framework for the development of policies and strategies, which are aimed at achieving equal educational and vocational outcomes for target groups.

The CEO is responsible for ensuring access and equity principles and practices apply within Trainwest when dealing with:

- students;
- clients and participants;
- the community;
- employers;
- employees;

The objective of this document is to offer practical assistance to Trainwest staff responsible for preparing materials or conducting training in order to ensure that all provision at the Training Centre is culture, gender, equity and age inclusive.

Culture	<ul style="list-style-type: none"> <li>• The different cultural and contemporary forms of the family - extended, single parent, nuclear;</li> <li>• The impact of colonisation on indigenous peoples.</li> </ul>
Interests	<p>Interests can be taken into account by including the following, for eg:</p> <ul style="list-style-type: none"> <li>• The use of kitchen equipment to demonstrate how simple machines work;</li> <li>• The negotiation of aspects of the curriculum which are participant initiated;</li> <li>• Flexibility of content to provide for participant input.</li> </ul>
Needs	<p>Needs can be considered by including the following, for example:</p> <ul style="list-style-type: none"> <li>• Individual differences within cultural groups and sexes;</li> <li>• The variations of female lifestyles between societies;</li> <li>• The diversity within and among Aboriginal communities;</li> <li>• The many disabilities, seen and unseen, which affect people in society;</li> <li>• The practical emphasis on Aboriginal learning styles.</li> </ul>
Values	<p>Values, beliefs and expectations can be respected by the inclusion of the following, for example:</p> <ul style="list-style-type: none"> <li>• The use of names that illustrate the multicultural nature of Australian society and value the place of Aboriginal Australians;</li> <li>• Aboriginal kinship ties, relationship to the land and spirits of the dead;</li> <li>• A diverse range of racial, cultural and religious view points;</li> <li>• People with disabilities in positions of authority;</li> <li>• Aboriginal people in positions of authority.</li> </ul>
Contributions	<p>Contributions can be acclaimed by considering the following, for eg:</p> <ul style="list-style-type: none"> <li>• The contribution of people with disabilities; eg. Einstein was epileptic Beethoven was hearing impaired Van Gogh was schizophrenic</li> <li>• The contributions of female scientists;</li> <li>• The contribution of Aboriginal people to Australian art and literature.</li> </ul>

## DELIVERY STRATEGIES AND LEARNING ACTIVITIES

Opportunities for active participation by all participants regardless of cultural background, gender or disability, should be provided through a variety of delivery/learning strategies.

- 1 Encourage all student to recognise socio-economic, cultural, sex-role and disability stereotyping by including such activities as:
  - role plays and simulation games;
  - examination of the language and images in the media and textbooks.
- 2 Some skills and knowledge are commonly perceived as the domain of a particular culture, socio- economic group or sex. Encourage the participation of female students and students from diverse cultures by including:
  - activities for single-sex groups;
  - equal time for "hands on" experience with computers;
  - activities for Aboriginal students involving "shared book" and access to a wide range of literature.
- 3 Encourage the participation of female participants by including:
  - activities to promote self-concept and self-esteem;
  - cooperative problem solving techniques;
  - clustering participants to ensure supportive environment.
- 4 Encourage the participation of students from non-English speaking backgrounds by providing:
  - opportunities for participants to speak in their own language;
  - opportunities for access to materials in their own language.
- 5 Encourage the participation of students with disabilities by providing:
  - physical access to the learning materials and venues;
  - opportunities for access to materials in large print, on tape, in pictorial form or in simplified language;
  - opportunities for workers/staff and/or personal attendants for people with disabilities to be present.
- 6 Encourage the participation of Aboriginal students by including for example:
  - learning activities that emphasise demonstration rather than explanation;
  - the use of Aboriginal guest speakers and traditional and modern Aboriginal literature.

## LANGUAGE

- 1 Use language that includes women and does not use man to represent humanity, for example:
  - instead of mankind use humanity
  - instead of man's achievements use people's achievements
- 2 Use the appropriate masculine or feminine pronouns if the gender is known, otherwise use plurals or both pronouns, for example:
  - instead of the child .... he use the children ... they
  - instead of the nurse ... she use the nurse ... he or she
- 3 Use language that does not stereotype the role of men and women or ignore the existence of women, for example:
  - instead of the men and the ladies use the men and women
  - instead of cameramen use camera operator
- 4 Use language that does not take the values and standards of one culture as the yardstick to measure those of another, for example:
  - instead of non-white use black or brown
  - instead of culturally deprived use of different cultural backgrounds
- 5 Avoid language, particularly adjectives with negative connotations, which generalise about a group or its members, for example:
  - do not use crafty .....
  - do not use inscrutable .....
  - do not use cripple .....
- 6 Be careful to use the correct or appropriate terms for racial or ethnic groups. Avoid the use of terms not used by the groups themselves and those used as blanket descriptions, for example:
  - do not use foreigner/new Australian for people who have settled in or were not born in Australia;
  - do not use Asian/South East Asian/Indo Chinese as a term for the diverse cultures of Vietnam, Laos, Kampuchea, China, Malaysia or the Philippines;
  - refer to Aboriginal people correctly, i.e. as Nyungar, Yarridji, Wonggai - tribal names that recognise differing language and cultural practices among Aboriginal people in Western Australia.
- 7 Use language in relation to people with disabilities that is non-discriminatory and positive.



## ILLUSTRATIONS AND PHOTOGRAPHS

All materials produced or used should present a balanced depiction of the roles of men and women. It should also portray people from various ethnic backgrounds including Aboriginal people and people with disabilities. Using photographs of people is an effective way of depicting multicultural Australia.

The following are some points to assist in achieving inclusive illustrations:

1. Wherever appropriate, portray an equal number of females and males.
2. Portray females as active participants in the same proportion as males.
3. Do not restrict the display of a range of emotions to people of a particular ethnic group or to a particular gender or age group.
4. Illustrations and photographs should show a range of occupations, socio-economic background, dress styles, physical and facial characteristics, and lifestyles for males and females from diverse ethnic backgrounds.
5. Depict a wide range of family structures, eg extended families, single parent families, families in which the female is the breadwinner.
6. Ensure there is a diversity within the specific cultures. Do not over-use illustrations such as Aboriginal people hunting or Greek people dancing. It would be more appropriate to depict a group of Aboriginal or Greek people engaged in a variety of activities.
7. Ensure there is a diversity within disability. Do not over-use illustrations of people using wheelchairs to depict all people with disabilities. It would be appropriate to include people with Downs Syndrome, visual impairments or hearing impairments.
8. Include background or incidental characters in illustrations, where appropriate, to depict non-traditional occupations or recreational activities.
9. Take care when depicting Aboriginal art and design that the work is appropriate for general viewing by all Aboriginal and non-Aboriginal people.

Note: When commissioning work from artists or photographers, ensure that they are familiar with these guidelines.

## ILLUSTRATIONS AND PHOTOGRAPHS

1	The numbers of females and males are equally portrayed		
2	Females are portrayed as active participants		
3	A range of emotions for females and males is presented		
4	A balance of males and females is represented in non-stereotypical activities		
5	A range of occupations, socio-economic backgrounds, dress and styles, physical and facial characteristics, and lifestyles of females and males from diverse cultural backgrounds is represented		
6	A wide range of family structures is depicted		
7	People from various cultural backgrounds, including Aboriginal people, are portrayed		
8	Background or incidental characters are used in illustrations to depict non-traditional occupations or recreational activities		
9	Aboriginal art and design forms are appropriate for general publication		

## CHECKLIST FOR INCLUSIVE CURRICULUM MATERIALS

At the completion of the first draft of any publication, look at the material as a whole to gain an overall impression in general terms, then answer the following specific questions, depending on the topic, theme or area. Remember that not all of the questions may be relevant to the material you have produced - the emphasis should be on providing a balance in the whole work. (Your valued judgements if based on this checklist will be made in keeping with the policies on Aboriginal, Multicultural, Disabilities and Women as well as a range of age groups.)

<b>CONTENT</b>		<b>YES</b>	<b>NO</b>
1	The rights and contributions of each culture are equally acknowledged and represented		
2	The needs, interests and life experiences of students from varied socio-economic groups, cultural backgrounds and sexes are acknowledged		
3	People with disabilities have not been excluded		
4	Differing cultural traditions, values, beliefs and expectations are acknowledged		
5	Changes in cultural practice over time and place are acknowledged		
6	Differenced within cultural groups and both sexes are acknowledged		
7	Women and men are represented in a variety of non-stereotyped roles		

<b>DELIVERY STRATEGIES AND LEARNING ACTIVITIES</b>		<b>YES</b>	<b>NO</b>
1	Strategies which encourage participants to recognise cultural, socio-economic and sex stereotyping are included		
2	Inclusion of categories which encourage the participation of: <ul style="list-style-type: none"> <li>2.1 participants from diverse cultures</li> <li>2.2 female participants</li> <li>2.3 participants from non-English speaking backgrounds</li> <li>2.4 participants with disabilities</li> <li>2.5 Aboriginal participants</li> <li>2.6 participants from a wide range of age groups</li> </ul>		

<b>LANGUAGE</b>		<b>YES</b>	<b>NO</b>
1	The language includes women		
2	Appropriate masculine and feminine pronouns are used		
3	The language does not reflect the values and standards of one culture or socio-economic group		
4	The language does not stereotype the roles of men and women or ignore the existence of women		
5	Adjectives do not have negative connotations - correct and appropriate terms used for cultural groups		
6	Language in relation to people with disabilities is non-discriminatory and positive		
7	Misleading and emotional terms are excluded		
8	Inappropriate terms are not applied to members of minority groups		
9	Terms that create general impressions or exemplify do not stereotype groups		