Women with disabilities and TAFE: South Australian consultation: project report.

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Women With Disabilities
and TAFE

A NATIONAL PLAN OF ACTION PROJECT

Department of Employment, Education and Training
Women with disabilities and TAFE

South Australian Consultation

PROJECT REPORT

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National Plan of Action Project

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ISBN: 0 7 308 2755 0

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October 1992
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1. ACKNOWLEDGMENTS

The Women with Disabilities and TAFE Project - South Australian Consultation was undertaken over a period of six months. I would like to thank the many people who contributed to the project, including staff members of TAFE, students presently enrolled in TAFE courses, past students of TAFE, potential students, advocacy groups, community service providers and other external agencies.

I would also like to acknowledge the contribution and cooperation of the state and territory disability contact persons.

Special thanks must go to Ms Penelope Curtin, Senior Librarian DETAFE, for her assistance with the literature search and bibliography.

In particular, I would like to thank Carol Watson, former Acting Assistant Director, Equal Opportunity and Social Justice Unit, and Lloyd Bennetts, Coordinator, Disability Support Services, for their help in the production of this report.

Finally, acknowledgment should go to the Department of Employment, Education and Training for funding the project.
2. EXECUTIVE SUMMARY

The National Plan of Action for Women and TAFE aims to improve both the educational and vocational opportunities and outcomes for women.

One group of women who have been neglected in the past are those with some form of disability. Women with disabilities are likely to have received less education and training opportunities than men with disabilities, a fact that is borne out by their poor workforce participation rates.

It would appear that society's perceptions of women with disabilities are embedded in the image and role expectations of women generally and further complicated by the perception that services extended to them should emanate from a health and welfare base. In order to overcome these negatives based on gender and disability, there is a need to focus on competence.

TAFE is strategically placed to play a key role in further developing competencies for women with disabilities and improving their sense of public acceptance through achievement and financial independence, and their self-esteem through personal growth.

The National Plan of Action for Women and TAFE allocated $10,000 to South Australia to devise a project proposal for the determination of issues for women with disabilities in TAFE.

A pilot consultation was undertaken in conjunction with a review of Australian and international literature regarding women, disabilities and vocational training, as a guide to determine directions for a project proposal.

THE CONSULTATION

Although this study was undertaken in South Australia, it is hoped that it will have a national application. Present and potential students of TAFE, advocacy groups, and other significant external agencies as well as TAFE staff were interviewed.

MAJOR FINDINGS

The South Australian consultation identified a wide range of issues. Six of the more significant issues affecting education and training for women with disabilities are listed below.
Data
Data collection mechanisms instituted for women with disabilities in TAFE are inadequate and/or client insensitive. The main problem seems to be that women with disabilities do not feel comfortable in supplying relevant information because they are not aware of the way such information is used.

Support
Unfortunately, the concepts of ‘mutual accommodation’ and ‘the least restrictive alternative’ are not well practised within the TAFE system. From a student’s initial enquiry to classroom procedures, women reported that they received inadequate support. While TAFE provides a number of support services and specialised equipment, there is still a shortfall in providing appropriate support to ensure success at all levels.

Transport and physical access
While on campus, students, especially those with mobility impairments, reported that they have difficulty moving about freely. The cost and availability of transport makes it difficult to attend courses and many reported feeling insecure while attending and on leaving colleges after dark.

Professional development
Concern was raised about the attitudes that staff hold in relation to women with disabilities. Lack of understanding and awareness about gender and disability issues affects the realistic and successful integration of women with disabilities in TAFE. Staff expressed the need for suitable professional development training in the area.

Income support
Most women reported that they were experiencing financial hardship and that this was a major barrier to their participation in TAFE. While TAFE does offer concessions, only a few knew of such concessions. Child care, domestic responsibilities, transport and the cost of disability itself puts significant strain on their budget. TAFE must recognise the financial burden that faces women with disabilities and respond appropriately and flexibly to their needs.

Information dissemination
The consultation identified a lack of targeted, clear and accessible information to present and potential students on the services and options for education, training and employment. Some advisers to women with disabilities do not see TAFE as an accessible, achievable option for potential students.
STATE AND NATIONAL PRACTICE

A literature search to determine whether any trends prevailed nationally or internationally, and articles gathered from specialists in the area of disability revealed that there was little information focusing on issues for women with disabilities and a lack of information on education, women and disability.

To gain a national perspective on current activities in the area of disabilities a report was compiled on each state and territory's approach to policy, programs, support and funding, evaluation of courses or provision for women with disabilities and other relevant issues.

The survey showed that most states and territories have developed policies relating to people with disabilities while others are in the process of developing or reviewing their policy. All agree therefore that there is a need for a specific policy for people with disabilities.

Only one state offers courses targeted to women with disabilities, and every state and territory is providing general courses for people with disabilities as well as programs that have been designed for students with specific disabilities.

There is a wide variation in the provision of support and in the degree of centralisation of funding and proportion of Commonwealth and state funds. Some states/territories provide support and insist on support at the college level, while others focus on a wide variety of needs for individuals.

Most states/territories are undertaking monitoring and review of policy and programs.

It was difficult to get meaningful statistics on the participation of women with disabilities. Most states/territories are not yet collating consistent, reliable data. This issue will be dealt with, it is hoped, by the Committee on TAFE and Training Statistics (COTTS).

NATIONAL PROJECTS

As a result of the South Australian findings, two projects under the National Plan of Action for Women and TAFE have been proposed:

1. Statistics on Disability - joint project
2. Promoting TAFE to Women With Disabilities
Statistics on disability - joint project

Currently, there is little data available on a national level on women and disability; there is a need to assist staff who will be encouraging students to complete the information on the enrolment form and to eliminate concerns of some students about the use to which the data will be put.

The objective of this project is to ensure that data is available on women with disabilities at a national level, utilising the national project on TAFE and training statistics currently under way. This data will allow the states, territories and the Commonwealth to analyse and plan for women with disabilities and ensure that they are included in any gains that women make as a result of the National Plan of Action for Women and TAFE. Without an adequate database, we run the risk of ignoring the needs of this group.

Promoting TAFE to women with disabilities

One of the major barriers for women with disabilities is a lack of information or misinformation about TAFE. There is therefore a need for targeted information to ensure that women in the community and in schools who have disabilities, and their advocates, fully consider the options of TAFE courses and services.

The objective of this project is to promote TAFE courses to women with disabilities and their advocacy groups, thereby increasing the number of women with disabilities studying in TAFE. Packages will be targeted at publicity and information staff, counsellors in both schools and TAFE and advocacy and advisory groups for women with disabilities.

RECOMMENDATIONS

The following recommendations are intended to resolve some of the major problems associated with TAFE meeting the educational and training needs of women with disabilities.

RECOMMENDATION 1

That this report be forwarded for consideration to the chair of the Vocational Education and Employment Training Advisory Committee (VEETAC) project on the marketing of TAFE (hosted by WA) to ensure that the needs of women with disabilities are adequately dealt with by the project.
RECOMMENDATION 2
That the chair of the national Committee on TAFE and Training Statistics (COTTS) be approached, with the agreement of the VEETAC Women’s Standing Committee, to jointly fund a national project that investigates the best means of collecting, using and educating about data on students with disabilities.

RECOMMENDATION 3
That the VEETAC Women’s Standing Committee recommend to VEETAC that it support the development of a national plan for students with disabilities in TAFE to adequately address the double disadvantage that women with disabilities experience.

RECOMMENDATION 4
That the national staff development project on teaching students with disabilities specifically address the double disadvantage experienced by women with disabilities.

RECOMMENDATION 5
That the VEETAC Women’s Standing Committee forward this report to COTTS for consideration in developing a student database.

BEST PRACTICE GUIDELINES
In addition the report suggests best practice guidelines at system-wide, college and classroom levels.
3. INTRODUCTION TO THE PROJECT

3.1 THE NATIONAL PLAN OF ACTION FOR WOMEN AND TAFE

The National Plan of Action for Women in TAFE launched in October 1991 has a strong commitment to equality of opportunity for women in the TAFE system. The National Plan involves DEET funding for national projects of which the Women with Disabilities project is one.

This was given high priority in the National Plan of Action for Women and TAFE, as comprehensive consultation was not possible in its preparation.

3.2 THE CONCEPT OF DOUBLE DISADVANTAGE

Women with disabilities are one of the designated excluded groups in contemporary Australian society. Women with disabilities may also be Aboriginal, isolated, unemployed, homeless, chronically ill or from non-English speaking backgrounds. By definition they are doubly disadvantaged.

Traditionally, membership of an excluded group has not been considered in a positive light. Such membership is associated with negative acceptance and devaluation. Double disadvantage can exacerbate the negatives.

The emphasis on double disadvantage is intended to encourage generic service providers such as the TAFE sector to focus affirmative action on all aspects of special needs.

In order to overcome society's obvious negatives such as disability and female gender, it is especially important to focus on competence. Given that Australian society values competence, the TAFE sector is strategically placed to help women with disabilities become more competent: on a personal basis through assertiveness training, and vocationally through career skills training.

3.3 PROJECT DESCRIPTION

Funds were allocated to South Australia ($10 000) by the National Plan of Action for Women and TAFE to develop a project proposal for national consultation. The funding was used to run a pilot consultation as a basis for a national project proposal for consultation.
However, as the issues raised by the pilot consultation and the review of the relevant literature were those already understood within the TAFE system, further expenditure on consultation seemed to be an inefficient use of limited national resources. The two project proposals developed therefore deal with different matters at the national level.

The revised objectives of the project were to:

• devise a detailed project proposal(s) for national action after consultation on issues with women with disabilities, their advocacy groups and TAFE staff. The consultation will focus on South Australia to work within the project budget;

• summarise the national TAFE approaches to women with disabilities, and review any relevant literature in the area.

This report therefore summarises current policy and practice, details the pilot consultation and the issues that arose, and makes recommendations about action at the national, state and college levels.

3.4 PROJECT METHODOLOGY

In order to achieve the aims and objectives of the project, the following methodological approach was developed.

National data collection

The National Working Party of Women’s Advisers in TAFE nominated appropriate state/territory contacts (Appendix 1) who were requested to provide policy documents, reports, discussion papers and any other relevant materials.

Literature search

As part of the literature search, a database search was conducted on DIALOGUE, making use of social sciences databases including ERIC, SOC. SCI. SEARCH and SOCIOLOGICAL ABSTRACTS. The search also included AUSINET, APAIS and AEI.

This material and other articles referred by specialists in the area of disability formed the basis of a literature search to determine whether any trend prevailed nationally or indeed, internationally.
The literature search also helped guide the formulation of questions to be directed to the participants in the consultation. However, it must be noted that information focusing on issues for women with disabilities is extremely limited - it focuses on women or disability, rarely both. Within this literature, there is very little on education, women and disability. Most information therefore has been gained via the consultation process.

Consultation

A pilot consultation was undertaken in South Australia. Present, past and potential students of TAFE were contacted as well as relevant TAFE staff, significant advocacy groups and other government and non government organisations that deal with women with disabilities.

Specifically, a series of question sheets were devised and directed to four main groups:

- TAFE staff (lecturers/teachers, student services officers and directors);
- students (past, present and potential);
- external agencies (community based training programs, CES and state government programs);
- advocacy groups.

These questions were not used verbatim in the consultation process, but rather as a guide to give the study some degree of continuity and focus (Appendix 2a-2d).

The following people were consulted:

- Coordinator, TAFE Disability Support Service;
- Acting Assistant Director of the Equal Opportunity and Social Justice Unit, TAFE;
- staff of the Education of Girls curriculum unit of the Education Department of South Australia, who advised on students with disabilities who were potential students of TAFE;
- local advocacy groups, who referred individuals and groups for inclusion in the consultation. Although these agencies were consulted in their own right, they proved useful in determining students who could be willing to participate in the consultation (Appendix 3 and 4);
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• over thirty women with disabilities between the ages of 15 and 57 including rurally isolated women;
• staff of Eyre College of TAFE and significant organisations in the Port Lincoln area, chosen to give a country perspective (Eyre College is located on the Eyre Peninsula, Port Lincoln; the community has a high degree of rural isolation).

The interviews with students were conducted both on an individual and small group basis. For other respondents, the process was on an individual level.

On completion, the information was compiled into four main categories; that is, the issues as seen by the students, TAFE staff, advocacy groups and other external agencies.

The consultations resulted in the identification of six major issues in relation to women with disabilities in TAFE.
4. SUMMARY OF CURRENT PRACTICE

To gain a national perspective on current activities in the area of disabilities, a report on each state/territory approach to women with disabilities was sought.

Specifically, the following information was required:

• state/territory policy on women and disabilities;
• details of programs and curriculum aimed specifically at:
  – people with disabilities;
  – women with disabilities;
• details of support structure and funding (including Commonwealth funds where applicable);
• any evaluation of courses, provision or policy for women with disabilities;
• any other information that would make state/territory structures and processes clear.

The relevant information was collated and details were then sent to each state and territory for confirmation. Further enquiries regarding each state/territory’s activities should be directed to the relevant contact person (Appendix 1).

4.1 STATE POLICY

Four states and territories provided copies of policy relating to students with disabilities.

ACT  Disability Policy and Equal Opportunity Policy.

NT  Northern Territory University - Policy for Students With Disabilities. 1990. Presently under review.


The documents were generic in nature and without exception had no separate or specific policy for women or indeed reference to women with disabilities.
This may indicate a lack of awareness by policy makers of the double disadvantage syndrome suffered by women with disabilities.

In essence, the policies were all similar in that they:

• affirmed the rights of equal opportunity to education;
• clearly defined the target groups, ie people with an intellectual, physical, psychological, sensory, neurological disability or combination of such disabilities;
• stressed the need for support and increased level of resources;
• expressed a commitment to improving access to facilities to reduce physical barriers;
• promoted staff development programs;
• encouraged integration, except where it was clearly against the interest of the student with disability.

The other states provided the following information about their policy:

QLD TAFE - TEQ Disability Policy. Draft form only.

TAS Tasmania does not have a TAFE policy, however the Hobart Technical College has recently developed a policy which is presently being circulated for comment as a step toward developing a statewide policy.

VIC The State Training Board Policy on People With Disabilities is presently being revised.

WA The final draft of the Disability Services Policy for Western Australia has recently been released for public comment and endorsement.

4.2 TARGETED STATE PROGRAMS AND/OR SPECIALISED CURRICULUM

While there appears to be a number of initiatives throughout Australia to cater for people with disabilities in general, there are few that are targeted to women with disabilities.

This section is divided into three subheadings to give an overview and some insight into some of the programs currently on offer across the nation:

• General courses for people with disabilities that are not gender or disability type specific.
• Programs that are disability specific but not gender specific.
• Targeted courses that are designed specifically for women with disabilities.

Courses designed or run for persons with any form of disability

ACT  The Outreach Program offers a variety of courses. Included among these are Preparation for Further Study, Literacy, Personal Development, Crafts, Women’s Writing, Job Seeking and Work Skills.

NSW  Employment access course used by a large number of women with disabilities.

NT  Funding has been requested for The First Step Disabled, a taster course to expose students to maths, communication, horticulture, study skills and assertiveness skills. Two institutions offer programs for people with disabilities within specific workplace situations. These are Literacy and Numeracy, Independent Living Skills and Skills for Access to Employment, as well as non-award course in All Australian Sign Language. An Introduction to Disability Care Course has been developed in consultation with the Alice Springs College of TAFE.

QLD  Community Independence, Domestic and Access and Work Course.

SA  Community Bridging curriculum. Modules are negotiable and any number can be taken by students depending on their individual requirements. Students can articulate into other courses.

IVEC  (Introductory Vocational Education Certificate). No formal academic requisites. This course aims to prepare students for entry into vocational programs.

TAS  Bridging and Access programs

VIC  The Certificate in Work Education, which provides vocational and employment training. It is a flexible curriculum with modular units incorporating individual program planning.

WA  Adult Literacy and Numeracy, Keyboard Skills and Word Processing, One Handed Typing, Computer Appreciation and Career Development.

Courses designed or run for persons with a specific disability

ACT  Literacy and maths for people with intellectual disabilities within the Independent Learning Centre.
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Work Preparation Program for the mildly intellectually disabled (aged 15-22). Includes communication, presentation skills and dealing with authority (eg supervisors).

Workshop Practices for accident and stroke victims as part of their rehabilitation program: a practical skills course.

NSW Careers Access for people with hearing impairment.

NT No specific programs, but there is provision for amended curriculum should the need arise.

QLD Certificate of Adult Tertiary Preparation for Deaf and Hearing Impaired.

Courses for the blind and vision impaired include: Braille, communication, craft, literacy, sewing, typing and computing. Many of the Queensland courses are being phased out however, and transitional courses are being developed.

SA English for hearing impaired students. Cooking for blind students.

TAS Life Skills Program for mildly intellectually disabled.

VIC Access courses for the deaf and hearing impaired. A transition course involving the transfer of students from special school settings to TAFE colleges, 18+ Transfer, is available for students with an intellectual disability.

Programs targeted to women with disabilities

WA • NOW Course for the deaf.

• Assertiveness course for women who are profoundly deaf.

• Access and bridging course for women with significant learning disabilities. This course teaches interpersonal and communication skills to allow students to go on to further education.

4.3 SUPPORT

ACT Students are assessed on an individual needs basis. Counselling staff are responsible for this assessment and the range of support given includes: signers, interpreters, tutors and special equipment.

NSW The Disability Unit comprises a head of unit and five senior education officers who cover the areas of hearing, intellectual, physical, visual and transitional education. Eighty-one disability teachers/consultants are distributed throughout the state system. These consultants establish and
coordinate teaching and non teaching support services for students. The state has specialist consultants for each disability type and generic disability officers. It has a centrally based Disability Unit and the majority of consultants are based in colleges.

NT Structure is in place for support in: student services (counselling); administration (enrolments and exam assistance); buildings and grounds staff (parking and physical access); library (designated staff to offer assistance); occupational health and safety (furniture and equipment); equal opportunity (monitoring of services).

QLD There is a centrally based disability officer and some college-based disability integration officers, with more positions to be appointed during 1992.

SA There is a centrally based coordinator-Disability Service and Equal Opportunity and Social Justice Unit, and several college-based generic disability officers.

TAS Support is presently provided to persons with disabilities by student counsellors or the Commonwealth Rehabilitation Service. Specialist teacher for students with mild intellectual impairment. There are no dedicated disability officers.

VIC The Equity Policy and Programs Branch has a senior policy officer with responsibility equivalent to an industry planning officer for the disabilities area. The Victorian State Training System is decentralised and responsibility is shared across the system. This includes one college with responsibility as a network manager.

All TAFE colleges employ equal opportunity officers who assume responsibility for planning in this area. In addition integration coordinators, aides and project officers are employed by colleges to meet identified needs. These strategies are identified through the college's Negotiated Targets Strategy Action Plan.

The two major mechanisms for increasing access for people with disabilities (besides the two major projects 18+ Transfer and Integration Project) are the Negotiated Targets Strategy and the development of an industry training plan for the disabilities area. The Negotiated Targets Strategy involves targeting places in mainstream courses and colleges developing action plans to identify support. The industry training plan is being developed by the network manager for General Studies on behalf of the State Training Board. The industry training plan will provide the mechanism for developing priorities for programs in 1993.
Concurrently the Integration Project is helping to trial program support for the development of the industry training plan and includes projects aimed at specific groups.

WA Disabilities Services Bureau is centrally based and several equity bureaus within the department support the delivery of services to the equity groups.

4.4 FUNDING

ACT Held centrally (state funds)

The Equal Opportunity Department is responsible for budget allocation. A sample budget was supplied: one semester with 8 students cost $10,779.

NSW Held centrally (state funds)

Disability Unit - approximately $60,000 per consultant each year for individual students (teaching hours, travel and equipment).

Transition Education Service - approximately $700,000.

The Disability Service is funded by the state government. Operating costs for 88 staff are $45 million.

Held by colleges (state funds)

Funding for second and third year continuing students in mainstream vocational training.

Commonwealth funds

Individual consultants negotiate for funds for specific services.

NT Commonwealth funds

Department of Employment, Education and Training provide $154,000 equity grant shared between the TAFE and higher education sectors. Some of these funds have been allocated to improving access.

QLD No Commonwealth funds for individual students. Funding is for state-based positions. No further details.

SA Held centrally (state funds)

Support service for students with disabilities, funded from social justice funds.
TAS  **Held by colleges (state funds)**

Approximately $149,000 statewide for three full-time positions and part-time staff for the Life Skills courses. Students are exempted from fees.

**Commonwealth funds**

$34,000 during 1992 to Hobart Technical College for the Life Skills course.

VIC  **Held centrally**

In 1991-92 $1,070,000 was held centrally to manage two specific initiatives in the disabilities area: the Integration Project and the 18+ Transfer project.

The 18+ Transfer project has involved the development of curriculum for work education for students with an intellectual disability (women make up over 50% of students in programs) and funding of pilot programs to provide post secondary options for these students.

The State Training board provides $45,000 for deaf and hearing impaired access courses.

**Held by colleges**

In addition to centrally held funds, $600,000 was allocated to colleges to support the implementation of the Negotiated Targets Strategy, which involves colleges targeting places for disadvantaged groups, including women and persons with disabilities in mainstream courses. Funding provided goes to direct student support. Colleges identify resources within their own budgets to support local initiatives. In 1991-92 colleges were able to submit for program funds under Commonwealth money available to conduct programs for groups, including the courses for disabled students.

WA  **Held centrally**

The Disability Services Bureau and the Women's Employment and Training Bureau individually and jointly provide programs for women with disabilities.

However, there is minimal provision for funding individual students. There is an annual allocation of $11,000 from state funds to provide specialist assistance to hearing impaired students.

Individuals are usually referred to the Commonwealth Rehabilitation Service for sponsorship. Also, some of the specific service providers in the community assist individual students (eg Association for the Blind).
4.5 EVALUATION OF PROGRAMS AND POLICY

Information on the evaluation of courses was supplied by the following states:

NSW  Within the TAFE New South Wales Five Year Strategic Plan, one strategy includes an evaluation based approach to maximising cost effectiveness of program design and delivery.

    • Courses are regularly reviewed by Curriculum Services Division.
    • South Australia has undergone a major change in direction since 1989 from a support and preparatory course provision focus to an emphasis on the integration of people with disabilities into vocational courses.
    • The consultation has given the opportunity to evaluate provision for women in TAFE in South Australia.

VIC  State Training Board Policy and Programs Branch initiated the Integration Project to provide models of good practice and inform on ways of maximising resources relevant to the integration of people with disabilities. The Integration Project recognises the double disadvantage of women with disabilities and will incorporate the recommended targets of the National Plan of Action for Women and TAFE relevant to women with disabilities.

WA  The provision of the two special courses for women with disabilities will be monitored closely and outcomes evaluated. The outcomes for the NOW Course for the Deaf are: employment, further education/training, confrontation of personal issues and increased confidence. The outcomes of the Access and Bridging Course for students are expected to be: further education and training and increased confidence.

4.6 OTHER INFORMATION/ISSUES

ACT  The following data was supplied.

Total student population  18 000
Number of students known with disability:  195

This is made up of 78 males, 117 females.
Type of disability:

Hearing Impaired: 11
Physical disability: 62
Learning disability: 38
Intellectual disability: 75

TOTAL: 201

Note: Some students have multiple disabilities.

NSW  More information, too comprehensive to be reproduced here, was provided by New South Wales. The following data was chosen to be included in this section.

In semester 2, 1990, 47% (2338 students) of all students in access courses provided by the Disability Unit were female students with disabilities. A computerised database is now being compiled and will be able to give a detailed analysis of enrolment and outcomes in relation to gender. Data relating to women with disabilities only refers to those women in access courses: information on women with disabilities enrolled in mainstream TAFE courses is not recorded.

NT  Very low numbers of students with disabilities access TAFE. In 1991, Northern Territory University recorded that 180 students were identified as disabled; ‘special care’ was given to 25 students.

QLD  Complete figures for 1991 participation are not available. In semester 1 1991, of 808 students (in the 12 colleges whose data was usable) 87 were women.

VIC  In 1991, 100 special school students transferred from school settings to adult education in six TAFE colleges (18+ Transfer project). The accredited Certificate in Work Education has had enrolments of 60-75% women.

WA  During 1992, it is expected the 130 courses for approximately 1000 students will be conducted by the Disability Service Bureau to meet specific needs of people with disabilities in adult literacy and numeracy programs, vocational skills development (bridging courses) and the transition between secondary school, Department of Employment, Vocational Education and Training (DEVET) and employment.

The long-term plan of the Disability Service Bureau is for DEVET regions to take more responsibility for both support to mainstream
students with disabilities to the provision of special programs at college level. This will involve: special programs for students with disabilities; support mechanisms such as notetakers and interpreters and access to resources; flexible timetabling and accommodation for students with disabilities; modification of programs, enrolments and examinations and a disability advisory/support person located in each region. This is in line with the regional integrated employment and training model proposed by DEVET senior management.
5. THE CONSULTATION

The South Australian consultation identified a wide range of issues affecting education and training for women with disabilities.

This part of the report has been divided into sections covering issues from the perspective of the students, TAFE staff, advocacy groups and external agencies from both the city and rural areas consulted during the project.

To gain a rural perspective, the Eyre College of TAFE was visited as part of the consultation process. As the most isolated TAFE campus in South Australia, it was felt it would give the consultation a good insight into country experiences.

Eyre College of TAFE students and staff talked of the same kinds of problems as their city counterparts. Because of isolation some of these, such as transport, were exacerbated. However, it appeared that this isolation has acted as a catalyst for some positive initiatives at the campus.

The college has built up good networks with local and surrounding communities. There is good liaison between the Intellectual Disability Services Council (IDSC), Commonwealth Rehabilitation Service, the Commonwealth Employment Service and the other organisations that help their students. The administration has adopted an active role in ensuring that maintenance and administration staff have some training in the disability area, as often they are the first point of contact for students.

Other issues that the college has addressed have included targeted advertising, and some modifications to buildings and resources to accommodate people with disabilities.

The only problems unique to this facility because of its isolation were expressed by students and staff as the issue of confidentiality and the need for and availability of staff development. Some students were reluctant to identify their disability in the context of living in a country town. They felt that before long the whole town would know about their situation. Staff felt that because of their geographical isolation, they were at a disadvantage in developing the necessary skills of working well with people with disabilities. Many of the staff development programs are conducted in Adelaide and they did not have the same opportunity to attend sessions as their city counterparts.
It became apparent that many of the issues that were raised by each group are quite common to each, although not all to the same degree.

The most significant issues predominant in all groups are:

- data;
- support;
- transport and physical access;
- professional development;
- income support;
- information dissemination.

5.1 DATA

Summary

Data collection and analysis in any organisation is an essential element for efficient and purposeful administration. It is the tool for recognising existing trends, the basis for relevant training and essential for future planning.

The data collection mechanisms instituted for women with disabilities are inadequate or not client sensitive.

In the first instance, considerable concern was expressed by students about TAFE's enrolment procedures, in particular the South Australian enrolment form, which requests information about a student's membership of excluded groups. In general, those who had concerns felt that the equal opportunity questions would put them at a disadvantage; they believed it could jeopardise their course placement if they answered questions truthfully. Other students felt they could be 'labelled'.

In not declaring their disability, for whatever reason, women with disabilities are putting themselves at a distinct disadvantage. If staff are not aware of their needs, they can hardly be expected to respond appropriately. Similarly, planners cannot make accurate forecasts or develop policy accordingly.

The main problem seems to be that women with disabilities do not feel comfortable in supplying relevant information because they are not aware of the way this information is used.
5.2 SUPPORT

Summary

From the initial enquiry stages to classroom procedures, women reported that they had not received adequate support. In some instances the disability was undeclared and therefore appropriate responses could not be made. Where the disability and need was declared, students were greeted with general inflexibility and little consideration; an observation echoed by the many advocacy groups consulted.

In those situations where the staff were assisted by disability or student services officers, or took the time to discuss special needs with students with disabilities, the support was valuable.

The TAFE sector may be a source of competency based training that will ultimately lead to greater integration of women with disabilities into society than is currently the case. TAFE training can lead to vocational competence, which is rewarding both from the point of view of increased public acceptance and potential financial independence. It is critical that TAFE provide adequate support if women with disabilities are to access vocational education.

Students

TAFE currently provides a number of support services for students with disabilities.

The SA Disability Service has a statewide function but is coordinated from a central base. Some of the duties of this service include:

• liaison with other agencies and advocacy groups;
• provision of an after hours telephone counselling service;
• coordination of home tutoring services where applicable;
• provision of counselling and advocacy services to students.

SA DETAFE also provides some students with specialised learning equipment including modified keyboards, a range of computer software to assist the visually impaired, tape recorders and low vision aids to those individuals with a demonstrated need, and interpreters for the deaf. These services and equipment are usually funded on a tripartite basis between SA Disability Service funds, TAFE colleges and the Royal Deaf Society or the Royal Society for the Blind.
Women with Disabilities and TAFE

Four colleges in South Australia employ a disability services officer, whose duties include:

- advocating for people with disabilities;
- liaising closely with lecturers concerning student needs, assessment procedures and modifications;
- follow-up of student progress;
- liaising with advocacy groups when necessary;
- liaising with the disability services coordinator.

All colleges have student services officers who effectively take on the role of a disability services officer where appropriate. Comments by students who were assisted by student services officers were very positive.

Also, some training programs have been initiated by TAFE colleges to raise awareness and help provide support to people with disabilities. They include:

- Train the Trainer programs;
- an interpreter’s course;
- literacy for hearing impaired;
- a video focusing on the special needs of students with disabilities.

However, many of the services available to and for women with disabilities are initiated as a response to a problem only after they have commenced with TAFE:

*With a few exceptions support for students with disabilities is given as a response to expressed needs. That is, individual support and assistance is provided if possible as a response to a request. While this reactive approach may be considered to work well it carries with it a number of disadvantages. These include that ‘ad hoc’ or ‘one off’ responses tend not to lead to proactive approaches to increasing the numbers of students within the institution (Australian Education Council Review Committee 1991).*

Given the above, during the consultancy process, most women with disabilities complained of the lack of appropriate support that they had received at some stage during their contact with TAFE. Problem areas were:

- information/enquiries;
- enrolment procedures;
- physical (equipment and access);
• emotional;
• financial;

On further enquiry, it became apparent that there were a number of reasons for this lack of support.

In a few cases, the women did not declare a need for extra assistance. Their reasons for this are varied. However, if students do not declare their disability, they cannot expect TAFE staff to direct them to the most appropriate service or plan for the future.

In some cases, students did not know what services were available to them. This, it would seem, is a case of poor promotion of services by TAFE to women with disabilities.

In a case where the disability was declared, the student concerned had to make multiple requests to get the support she required.

The original reaction to my involvement in the course by the coordinator was ‘it can’t be done’ and there was a lot of resistance at first to my participation. I had to keep asking for support, especially in the area of note taking and equipment and I really had to organise my own support in the beginning. Basically, I think that ignorance was the cause for their attitudes and, several months down the track things are starting to improve and I am doing it!

Students reported that some lecturers were inflexible. This inflexibility materialised in such areas as assessment procedures, changing the physical environment of the classroom, modes of delivery, allowing extensions and even adequate time for students to move from one lecture to the next. There are of course positive examples where lecturers have gone out of their way to assist students in their learning.

The lecturers in my Women’s Studies made it clear from the beginning of the course that they would be totally accessible. This, plus the fact that they were very affirming of women in general, made it very easy for me to approach them about any problems I was experiencing, inside and out of TAFE.

I needed support in lots of different ways. It was good and ongoing. It came from lecturers and fellow students. I am more assertive than others who are shy or think they may be looked upon as dumb or a burden.

Women should be encouraged to discuss their special needs with their lecturers. It is apparent that many women with disabilities are reluctant, shy or embarrassed to discuss their individual situations.
Women with Disabilities and TAFE

TAFE staff

Some staff acknowledged and appreciate the work that many disability officers and student services officers do to assist them in working with people with disabilities.

Indeed, information gained from the New South Wales experience tends to support the idea of consultants assisting both staff and students in the TAFE system as beneficial.

*It appears that when a consultancy service is established or expanded in a particular area, numbers of students with disabilities increase* (Hume 1991).

Advocacy groups

Advocacy groups and external agencies play an integral part in supporting women with disabilities in TAFE by way of information, specialised equipment, advocacy and counselling. Advocacy groups provide, where possible, backup, information and are involved in some training programs for TAFE staff.

Overall, advocacy groups felt that TAFE staff needed more assistance or training in dealing with people with disabilities that they may come in contact with. They related such concerns from students as lecturers not undertaking adequate pre course preparation in the provision of training and teaching materials including large print materials, modified key boards and computers and changing the learning environment to cater for students with special needs.

These groups also raised the concern about many lecturers' inflexibility in areas of assessment procedures and delivery methods.

Suggestions have been made to alleviate these problems, including students making oral presentations rather than written, and the provision of taped comments on students' work rather than written, as well as the consistent provision of high quality notes to assist students with hearing impairment.

One of the advocacy groups felt that TAFE should have total responsibility for the provision of specialised equipment and services. As mentioned earlier, such resources are currently provided in a cooperative way.
5.3 TRANSPORT AND PHYSICAL ACCESS

Summary

Three crucial issues that would prevent women with disabilities achieving the goal of education and training within the TAFE system are, getting there, moving freely within and feeling secure in doing so.

For some women with disabilities, the cost of transport makes it difficult to attend courses or even enrol in the first place. The State Transport Authority is not always a viable option, and taxis and specialised cab services are expensive.

While on campus students, especially those with mobility problems, report that they have difficulty moving about freely. This claim was well supported in the Andrews consultancy (Australian Education Council Review Committee 1991).

Women reported that they do not feel safe while attending TAFE. Instances were reported where they have been harassed by taxi drivers and felt insecure when leaving after dark.

Students

Women with disabilities have generally been educated in segregation from their peers, despite a movement toward a more integrated system. The effort toward a more integrated approach in education has seen TAFE make the commitment to the ideal of fully modified facilities to ensure equality of access.

Yet, despite this, present students still complain about physical access to buildings and through corridors. Indeed, the Andrews consultancy report (Australian Education Council Review Committee 1991) acknowledges that, 'physical access continues to be of concern to students'. It also reports that: 'Inappropriate doors and ramps are common . . . impeding movement by students with mobility problems'.

Some students reported that they found it difficult to move easily from one lecture area to another, which added to their feelings of frustration, embarrassment and in some instances, an unwillingness to participate.
Students' 'woes' do not start at the gates of TAFE however. For many, 'just getting to the place is a hassle'. The State Transport Authority is in many instances not a viable option for women with disabilities. Many rely on private transport but find that safe access routes after parking are just not there. A few women reported that they do not feel safe when leaving or returning to their parked vehicles, particularly at night. For others, the only option is using specialised taxi services. However, they reported that these services were unreliable, limited and expensive.

I rely on cabs to get me to college and I have a lot of trouble getting financial assistance for transport as I am not wheelchair bound.

One woman reported that there was more than one occasion where she was emotionally, physically and sexually harassed by various drivers. Dealing with this has been one of the hardest things about being in college and it greatly affects my work.

While TAFE has limited ability to stop such experiences occurring, it should be noted that the transport issue affects the accessibility of its services. One woman with a disability reported that she was provided with cab charge vouchers when she had to attend late lectures. This eased the financial burden of attending the college and ensured that she was safe when she travelled.

It is acknowledged that the cost involved in providing this kind of access could be seen as prohibitive. However, if TAFE is serious about being an equal opportunity educator, it must work toward that ideal. There are cases where the actual transport costs are minimal in comparison to the purchase of specialised equipment and the services of interpreters. If provision of transport assistance is the single barrier to a woman with a disability attending TAFE, some flexibility in the allocation of resources to students could have excellent outcomes.

5.4 PROFESSIONAL DEVELOPMENT

Summary

The main issue raised in this section relates to the attitudes of TAFE staff to women with disabilities.

A lack of awareness and understanding creates negative attitudes that affect the realistic and successful integration of women with disabilities in TAFE. Education provision for women with disabilities should be firmly based on an understanding of individual differences, learning potential and competence.
Stereotypes have no relevance in any education and training system. The problem is compounded where staff work in an environment without suitable professional development training.

Training has been offered on an ad hoc basis or on a specific disability basis. Training should include discussion of gender specific and disability specific issues, and the barriers that women with disabilities experience.

The staff view was that management needs to review the area and allocate resources.

Students
While some students related that they had experienced many positive attitudes from their lecturers, others reported that staff had made them feel uncomfortable. Some reported that they were excluded from various activities or left till last.

Some staff members seem to lack any flexibility at all in accommodating the needs of women with disabilities, particularly in their delivery methods and assessment procedures. Lack of patience, unwillingness to improve communication and basic ignorance of the needs and situations of women was in evidence.

Indeed, some women reported that when they commenced at TAFE, they were reluctant to ask for support for fear they would be a burden or appear foolish.

*I am often ignored and kept waiting at reception counters and in the canteen and staff are often patronising and treat me like a little girl. I tend to not want to even try.*

TAFE Staff
All staff interviewed felt that more could be done to assist women with disabilities in TAFE. In all cases staff felt that to some degree they were handicapped in responding appropriately to particular needs by a lack of information, training, time and budget restraints. It is a case of ‘we all learn as we go along’; this is not a satisfactory approach for women students with disabilities.

Although it was reported that some staff development training had been made available, it was usually ad hoc, and based on a particular disability such as visual impairment. Staff thought that such training should be ongoing and
more comprehensive. One lecturer was concerned about the effectiveness of Train the Trainer courses, as participation was voluntary and many staff were reluctant to participate for various reasons. Generally, staff feel that there is a need for formal workshops and that these should include contributions from students with disabilities and their advocacy groups. Some generic training would be useful. Another suggestion was that seminars could be arranged where staff could exchange ideas and compare methods and experiences in dealing with students with disabilities.

Some staff indicated however that management should also strive to understand the problems of women with disabilities in TAFE. After all, it is management that is responsible for the allocation of funds and resources to ensure that staff are equipped to adequately deal with students with disabilities. Staff perceive that management is 'just too far from the coalface' and that this can impede the provision of services to women with disabilities.

**Advocacy groups**

Overall, advocacy groups felt that TAFE staff needed more assistance or training in dealing with persons with disabilities. Many stated that attitudes toward women with disabilities need to be changed, because in many instances they inhibit students' progress. The most telling example was of a staff member 'steering' a woman student away from the male-dominated disciplines such as science and the trades.

With the emphasis of TAFE training now on vocational rather than community education, concern has been raised from groups representing people with intellectual disabilities that this group is now being ignored.

However, there are two awards presently in place for women students with an intellectual disability. These are:

- Introductory Vocational Education Certificate, which aims to prepare students for entry into vocational programs. There are no formal entry requirements.

- Community Bridging Curriculum, which comprises a set of modules which are negotiable. Students may undertake any number of modules depending on their individual requirements. Undertaking this course, a student can articulate into other courses.

It is interesting to note that while many groups claim that women with disabilities are being ignored by TAFE, it became apparent during the consultation that:
- women with disabilities and women generally were not well represented on the executives/boards of many of these groups;

- some advocacy groups have taken a reactive and complaint based approach rather than a proactive role in encouraging and helping TAFE to provide better services to people with disabilities.

Some groups tend to focus on the negative experiences of their client group with TAFE rather than promote the positive aspects; women with disabilities may be discouraged rather than encouraged to pursue TAFE learning.

There is clearly a need for better communication between TAFE and the groups representing people with intellectual disability.

Attitudes are formed by and large through ignorance of a particular issue. It has become clear from the consultation that TAFE staff have not been given the opportunity to increase their knowledge and skill levels in dealing with women with disabilities.

Staff have attested to a number of areas such as training, budgets, time restraints and poor information flows that might affect their attitudes and therefore their performance in catering for women with disabilities.

5.5 INCOME SUPPORT

Summary

The consultation identified financial difficulties as being a major barrier to women with disabilities participating in TAFE programs.

While TAFE does offer concessions to those students who can demonstrate financial hardship, only a few of those consulted knew of such concessions.

The cost of disability itself often prevents some women from undertaking TAFE courses, especially those on income support. Child care, domestic responsibilities and transport puts a strain on the budget and substantially reduces the opportunity for furthering their education and training.

In short, TAFE must recognise and act on the financial burden that faces women with disabilities when they undertake courses.
Women with Disabilities and TAFE

Students

There is little doubt that in today's economic climate, many people face real hardship.

For women with disabilities it becomes doubly true. As a group, they have been described as 'the poorest of the poor' (Australian Disability Review 1991) and often must subsist on a disability support pension. Their disability in most cases incurs a higher than normal cost of living because of their special needs.

This poverty factor can substantially reduce the chances of women with disabilities successfully participating in or completing post secondary education and training. Therefore, some form of income support arrangement is necessary if women with disabilities are to succeed.

Fees were a big consideration when I decided to undertake my study with TAFE as I also had to consider the cost of transport, materials needed in the course and tutoring was necessary at one stage.

TAFE has in fact a mechanism where students who experience and can demonstrate financial hardship, can apply for a reduction in course costs. TAFE also provides support such as tutoring for students with disabilities. However, there were very few respondents who knew of such concessions or support services.

While correspondence courses could be seen as an alternative, students who have attempted them have reported that they felt isolated, unsupported and had difficulty maintaining their motivation.

Women who have children and/or domestic responsibilities often require additional support and assistance. The need for child care and financial assistance were major issues for them.

5.6 INFORMATION DISSEMINATION

Summary

Any large organisation needs to promote and market itself to existing and potential consumers of its products or services.

From the evidence gathered from the consultation, it is apparent that TAFE has not been successful in promoting itself and its range of services to women with disabilities. Indeed, some advisers to women with disabilities do not see TAFE as an accessible, achievable option for potential students.
There is a lack of accessible, clear and relevant information to present and potential students on services and options for education, training and employment.

TAFE staff are also disadvantaged by a lack of information. They raised concerns about lack of data, resources and relevant training opportunities.

**Students**

TAFE is a huge organisation offering a broad range of courses and services. Everyone has heard of TAFE, but the comment 'I don’t know much about what it does' was consistent among the potential student group.

One of the most striking findings of the consultation with present and potential students was their frustration at the lack of information about the organisation. All knew of its existence but were vague about the range of courses available and the entry requirements; few could elaborate on other assistance and services that were available to them.

This situation exists, not because women with disabilities have not tried to get the relevant information, rather because they felt it was insufficient or inaccessible.

Some expressed the concern that the content of pamphlets provided was not comprehensive enough. Although this is not an unusual situation for most people, most women consulted felt they needed a more targeted publication.

One woman reported that she enquired about a computer course on the strength of a college pamphlet and a telephone conversation. When she travelled to the campus concerned for an enquiry session, she found that the computer area was not wheelchair accessible. If this had been stated in the pamphlet, she could have saved herself considerable frustration.

Many think that TAFE does not promote benefits that would encourage women with disabilities to enrol. Many women did not know about TAFE’s policy on concessions and services to women with disabilities until after they enrolled. These concerns were raised in the consultancy report for the Finn review:

*There are few examples of tertiary institutions undertaking recruitment activities specifically to increase the participation of students with disabilities. The generally accepted approach is to wait for students to enrol, and then seek to provide a measure of assistance - a ‘reactive’ rather than a ‘proactive’ position* (Australian Education Council Review Committee 1991).
Considerable concern was expressed by students regarding enrolment procedures and in particular, the enrolment form, which requests information about a student's status.

I was reluctant to identify my disability for fear my selection would be jeopardised.

And from another student with a different perspective:

I feel that the question on the back of the enrolment form is irrelevant because all the reasons why people with disabilities are not well represented at TAFE and universities relate to disability oppression. I personally believe that the most core oppression against women with disabilities is that their disability is seen as negative or a bad thing.

Many thought that an attachment to the form clearly stating why this information is required and how it is used would have encouraged them to be more forthcoming in the first instance about their disability.

**TAFE staff**

Lecturers generally share the experience of women with disabilities in that they do not know about services and resources available through TAFE that are outside their area of expertise.

Most of those interviewed declared that there was not much information available to them about women with disabilities. However, while this was seen as imperative, many thought that it would be more useful to have appropriate literature and in particular, case studies.

Another observation by TAFE staff was that generally, women with disabilities lacked the ability to assert themselves when requesting information or support. Therefore, staff saw assertiveness as a serious issue affecting women with disabilities in TAFE, and stressed the importance of some sort of training to develop their confidence and self-esteem.

**Advocacy groups**

Advocacy groups felt that TAFE could do more in the area of networking, by keeping them informed of changes that might affect their client group and consulting them more on ways of offering a better service to women with disabilities in TAFE courses.
6. CONCLUSIONS AND RECOMMENDATIONS

Women with disabilities are an ignored group in TAFE, though there are signs that systems are endeavouring to improve educational outcomes for them. Action is required at all levels: national, state and college, to improve the accessibility of TAFE to this group. The best practice guidelines (section 7) detail some actions that will move TAFE towards this goal.

A critical area is the availability of information about TAFE to women with disabilities; as there is a national project addressing the marketing of TAFE it is also appropriate that this be dealt with by that project (Recommendation 1).

The question of adequate data is critical to the analysis of problem areas and to measure progress in an accountable fashion. It is most appropriate that the data question is dealt with within current national frameworks, and recommendations to this effect have been made (Recommendations 2 and 5).

The second critical area is the availability of information about TAFE to women with disabilities; as there is a national project addressing the marketing of TAFE it is also appropriate that this be dealt with by that project (Recommendation 1).

There are also many issues of TAFE/school relations, but these vary greatly between states and territories and need to be addressed within the state/territory frameworks rather than at a national level.

The professional development question is already being addressed by the National Staff Development Committee in a major national project developing training materials for teaching students with a disability. This project should ensure that the issues of double disadvantage are specifically addressed (Recommendation 4).

The needs of women with disabilities will be better addressed by the TAFE system if an action plan for students with disabilities is produced to complement the National Plan of Action for Women and TAFE (Recommendation 3). It would therefore be timely for VEETAC to consider the production of such a plan using the Disability Advisers Network established for the national staff development project.
If all of the actions recommended in this report are undertaken, then the momentum already in existence within the TAFE system will allow for superior educational outcomes for a greatly disadvantaged group - women with disabilities.

SUMMARY OF RECOMMENDATIONS

RECOMMENDATION 1
That this report be forwarded for consideration to the chair of the Vocational Education and Employment Advisory Committee (VEETAC) project on the marketing of TAFE (hosted by WA) to ensure that the needs of women with disabilities are adequately dealt with by the project.

ACTION: Chair of VEETAC Women's Standing Committee

RECOMMENDATION 2
That the chair of the Committee on TAFE and Training Statistics (COTTS) be approached, with the agreement of the VEETAC Women's Standing Committee, to jointly fund a national project that investigates the best means of collecting, using and educating about data on students with disabilities.

If this project is not supported for funding by the National Plan of Action for Women in TAFE, the chair of COTTS should be approached to undertake the project within COTTS funding.

ACTION: Chair of VEETAC Women's Standing Committee

RECOMMENDATION 3
That the VEETAC Women's Standing Committee recommend to VEETAC that it support the development of a national plan for students with disabilities in TAFE to adequately address the double disadvantage that women with disabilities experience.

ACTION: VEETAC Women's Standing Committee
RECOMMENDATION 4

That the funded National Staff Development Project on teaching students with disabilities specifically deal with the double disadvantage experienced by women with disabilities.

ACTION: Chair of VEETAC Women's Standing Committee to write to chair of National Staff Development Committee

RECOMMENDATION 5

That the VEETAC Women's Standing Committee forward this report to the National Committee on TAFE and Training Statistics for consideration in developing a student database.
7. **BEST PRACTICE GUIDELINES**

These guidelines have been formulated to help policy makers, educators and support staff consider in their planning and improve educational outcomes for women with disabilities. They are not prescriptive, but suggest practical steps that can be taken.

**SYSTEM-WIDE ACTION**

**Support**
- Ensure that legal arrangements allow for a companion, when requested by the student, to be covered for accident compensation.

**Transport and physical access**
- Ensure that TAFE policy allows transport costs as a valid support service for women with disabilities.
- Request that each college undertake an accessibility audit and develop a yearly action plan to progressively remove physical barriers.
- Allow computer suites to be built on the ground floor with adequate security, rather than upstairs (to discourage theft).

**Income support**
- Ensure that central policy allows colleges to offer exemptions or scholarships to women with disabilities. (This applies particularly to those whose only option otherwise is to study externally.)
- Ensure coordination between both state and federal government departments to expand existing financial support schemes and if appropriate, explore the possibility of creating new schemes.
- Publicise TAFE's concession policy through advocacy groups and the secondary education sector.

**Information dissemination**
- Ensure that women with disabilities are visible in photos or videos that the system produces.
• Embark on a targeted publicity campaign both in the media and through relevant support organisations to promote TAFE services to women with disabilities.

• Suggest that the media facility prepare a ‘here’s how’ kit for colleges to ensure that college publicity and information reaches women with disabilities.

Policy development

• Include the concept of the ‘least restrictive alternative’ and ‘mutual accommodation’ in department policy (Appendix 6).

• Use language preferred by people with disabilities (ie not ‘handicapped’ but ‘disabled’ and preferably ‘student with disability’, rather than ‘disabled student’).

COLLEGE ACTION

Data

• Review and monitor data collection to ensure accurate information is collated and used to cater for the needs of present and potential students.

• Reinforce with students the confidentiality of any information they might give, why it is being collected and how it will be used.

• Promote a better understanding among administration, enrolment and counselling staff of the reasons for collecting data so that they can encourage students to complete equal opportunity details.

Publicity/ Promotion

• Publicise TAFE’s support provision and concession policy in all brochures and material promoting courses at the college.

• Target women with disabilities already in TAFE through existing literature, as well as staff promoting existing services, assistance and support systems.

• Undertake regular information/recruitment programs in high schools and special schools.

• Hold open days for targeted groups; run one jointly with a major advocacy group of people with disabilities where the group contributes the publicity.
Women with Disabilities and TAFE

- Meet on a regular basis with schools, advocacy groups and organisations dealing with people with disabilities.
- Ensure that distribution lists include community centres and advocacy groups.
- Produce course information in alternative formats (e.g., audiotape).
- Advertise flexibility (e.g., hours for course and location/alternative delivery sites).
- Review current course information material to ensure its relevance to women with disabilities.
- Provide information on non-traditional careers in trades to women with disabilities in accessible formats.
- Ensure TAFE staff are well versed in existing support services and that they disseminate information through meetings, seminars and newsletters.
- Develop methodologies that actively encourage the participation of women with disabilities and direct it to service organisations, advocacy groups and schools.

Support

- Encourage the practice of targeting in relation to selection in those courses that may be viewed by women with disabilities as unattainable.
- Review, improve and provide better access to support services.
- Provide at each campus a consultative service to staff, students and external agencies to ensure the adequate provision of resources specifically required by students with disabilities.
- Coordinate and encourage staff to share experiences and resources.
- Encourage teachers/lecturers to be flexible and sensitive in the provision of services to women with disabilities, by exploring alternative modes of delivery and assessment procedures or allowing a companion system when requested by the student.
- Consider funding implications of equipment, access or staff development in the budget planning process.

Transport and physical access

- Do an accessibility audit with a person in a wheelchair to define problem areas.
• Review and upgrade existing facilities to ensure better access and mobility for people with disabilities.

• Request that the Royal Society for the Blind produce maps of the college in Braille.

• Provide adequate parking spaces at closest point of entry to buildings and services.

• Ensure parking spaces for people with disabilities are clearly marked and maintained.

• Ensure safe access routes inside and outside the college are developed and maintained.

• Encourage flexibility in timetabling or class location where people with disabilities have greater difficulty in moving from one lecture to another.

• Examine the potential for alternative delivery sites or more flexible service delivery that will enable women with disabilities to have better access and/or choice of a wider range of education and training options.

• Develop a safety audit mechanism for use in colleges that allows for identification of security issues, specifically those relating to women with mobility impairments.

Professional development

• Develop staff development, training and information dissemination programs to increase staff awareness and understanding of disability issues.

• Ensure ready access to a comprehensive resource manual on disability and update it as required.

• Promote the sharing of successful teaching methods for students with disabilities among staff.

• Promote positive interaction and communication between staff and students with disabilities ensuring attitudes are not overprotective or patronising, and that women with disabilities are not ignored.

Decision-making

• Encourage women with disabilities to participate in student bodies and student activities.
Selection

- Always ensure that interviews are held in a physically accessible place.
- Ensure gender balance on student selection panels.
- Ask a community member with a disability or a representative of an advocacy group to participate in selection if you believe that there will be applications from students with a disability.
- Avoid using technical jargon where it can be avoided.
- Recognise prior learning/life experiences in the selection process.
- Remember that a doubly disadvantaged woman with a disability is very likely to have low confidence and self-esteem - allow for it in interview style, format and environment.

CLASSROOM ACTION

Support

- Recognise that many women have child care responsibilities and do what you can to assist.
- Expect all your students to be successful regardless of gender or disability.
- Let students know that visual or hearing impaired students may be more comfortable at the front of the class.
- Include some specific discussion about career and employment opportunities; it may be necessary to have a special discussion with a woman with a disability to encourage her to apply for jobs.
- Empower students when they are having difficulties - allow them to work out and decide for themselves with support.
- Evaluate current methods of delivery, assessment and support, (eg large print formats, taped assessments, oral presentation of assignments).
- Use inclusive language examples.
- Consider ways of overcoming barriers to education and training caused by isolation and meeting their needs. (eg video and telephone conferencing).
- Describe the concept of mutual accommodation, ie staff have a responsibility to adjust to a student's need and the student has a responsibility to let staff know what those needs are and whether they are being met.
Women with Disabilities and TAFE

• Develop a relationship of trust - be available and approachable and make clear that you're happy to discuss problems.
• Provide written notes of lessons, large print materials and taped formats.
• Face the class when speaking so that students who lipread can understand.

Transport and physical access
• Ensure classrooms are accessible to students with mobility impairment.

Income support
• Encourage students with a genuine case of financial hardship to apply for exemption of fees.

Information dissemination
• Give information as part of the Induction process, about the support people in college, ie student service officers, disability officers and equal opportunity staff.
• Let the class know that information and resources are available if they need it.
• Give details of facilities available for students with disabilities.
8. NATIONAL PLAN OF ACTION FOR WOMEN AND TAFE NATIONAL PROJECT PROPOSALS 1992

8.1 STATISTICS ON DISABILITY

1. Title of proposed project
Statistics on Disability - Joint Project

2. Contact person
Miriam Daley
A/Assistant Director
Equal Opportunity and Social Justice Unit
12th floor, 31 Flinders Street
Phone: (08) 226 3250
Fax: (08) 226 3383

3a. Project objectives
To ensure that adequate data is available on women with disabilities at a national level. With adequate data, states and the Commonwealth can analyse the needs of and plan for women with disabilities, and ensure that they are included in any gains that women make as a result of the National Plan of Action for Women and TAFE.

3b. Rationale
The collection of data that can be desegregated by sex is a critical basis for action for women with disabilities in TAFE. Currently, there is extremely limited data available on a national level. Intervention is timely, however, as a national approach to data collection is currently underway through COTTS.

The proposed project deals with all students with disabilities and therefore a joint funding approach is sought with COTTS.

There is also a need to assist staff who will be encouraging students to complete the information on the enrolment form by providing them with adequate information to answer questions and eliminate the concerns of some students about the use to which the data will be put.
3c. Relationship to relevant National Plan of Action for Women and TAFE objective

This project will provide the information to ensure that Objectives 1 - 5 are being met for women with disabilities in TAFE. Without an adequate database, we run the risk of ignoring the needs of this group.

4. Project outcomes

- A report to COTTS on the best means and process of data collection on disability (which can be desegregated on the basis of sex). This report would also recommend on the uses of this data, and issue appropriate regular reports for state/territory, Commonwealth and national purposes.

- An information package on the data collected, the reasons for its collation and how it will be used on a national and state/territory basis.

5a. Methodology

The project officer would need to report to COTTS and work within the processes and systems currently being developed. S/he would need to investigate mechanisms of data collection on disability in education across all education sectors in Australia, within TAFE currently and on an international basis. S/he would need to consult with potential and current students with disabilities and their advocates, to develop a system that is sensitive to their needs and provides the information required.

The project officer would then develop well designed, easy-to-use information packages on:

- data collected and why this approach was chosen;
- definitions of terms;
- uses to which the data will be put;
- confidentiality;
- ways of dealing with resistance to completing the information.

A national advisory group would be formed to advise on the production of this package.
### 5b. Project stages

<table>
<thead>
<tr>
<th>STAGE</th>
<th>OUTCOME</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarisation with national system</td>
<td>Understanding of proposed COTTS data system and stage of processes.</td>
<td>2 weeks</td>
</tr>
<tr>
<td>2. Data collection</td>
<td>Literature search - national and international database. Consultation with ABS - understanding of difficulties and approaches to disability data collection and information available for comparison purposes. Investigation of state approaches to data collection - report of current status. Investigation of higher education and schools systems - report on feasibility of these systems. Investigation of any relevant international approaches.</td>
<td>8 weeks</td>
</tr>
<tr>
<td>3. Consultation</td>
<td>People with disabilities and their advocacy groups - report on their issues and preferred approaches of the client group. State systems - report on practical requirements of enrolment, statistical and teaching staff with respect to data on disability.</td>
<td>4 weeks</td>
</tr>
<tr>
<td>4. Preparation of report</td>
<td>Consolidate report with recommendations to VEETAC through COTTS and VEETAC WSC on a national approach to data collection on disability.</td>
<td>3 weeks</td>
</tr>
<tr>
<td>5. Information Package</td>
<td>Establishment of a national advisory committee. Development of information materials. Printing and dissemination of package.</td>
<td>9 weeks</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>26 weeks</strong></td>
</tr>
</tbody>
</table>

Note: Consultation with state systems will take place concurrently with Stage 2 - data collection. A national meeting would not be necessary; teleconferences and written replies would suffice for a small information package of this type.
6. **Implementation issues**

This project should only be undertaken if half of the funding is made available from other sources of national funding; COTTS is appropriate, however there may be other sources of funding.

7. **Proposed budget**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>24,000</td>
</tr>
<tr>
<td>Secretarial</td>
<td>6,000</td>
</tr>
<tr>
<td>On costs (@ 33%)</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$40,000</strong></td>
</tr>
<tr>
<td>Non-Salary</td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>5,000</td>
</tr>
<tr>
<td>Teleconferences</td>
<td>1,000</td>
</tr>
<tr>
<td>Travel and Accommodation</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$16,000</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$56,000</strong></td>
</tr>
</tbody>
</table>

### 8.2 PROMOTING TAFE TO WOMEN WITH DISABILITIES

1. **Title of proposed project**

Promoting TAFE to Women with Disabilities

2. **Contact person**

Miriam Daley  
A/Assistant Director  
Equal Opportunity and Social Justice Unit  
12th floor, 31 Flinders Street  
Phone: (08) 226 3250  
Fax: (08) 226 3383
3a. Project objectives
To promote TAFE's courses to women with disabilities and their advocacy groups, thereby increasing the numbers of women with disabilities studying in TAFE.

3b. Rationale
One of the major barriers for women with disabilities is a lack of information, or mis-information, about TAFE (See Women with Disabilities and TAFE project report by Kath Lawless)

There is therefore a need for targeted information to ensure that women in the community and in schools who have disabilities, and their advocates, fully consider the option of TAFE courses.

A national project would focus on providing advice and information about targeting information to women with disabilities, their advocates and advisers. The package would need to look at:

- departmental information;
- college-based approaches to women with disabilities;
- career counsellors and teachers in schools;
- advocacy and advisory services to women with disabilities;
- career counsellors and teachers in TAFE.

3c. This project is specifically related to National Objective 1, Target 1.1
By the end of 1992, to develop strategies to meet the education and training needs of Aboriginal women, women of non-English speaking backgrounds and women with disabilities.

It is also a facilitating project to ensure that women with disabilities are represented in any achievement of increased successful participation in vocational training (Objective 2) and increased benefit by women for training for industry and award restructuring (Objective 5).

4. Project outcomes
Packages targeted at:

- publicity and information staff;
- counsellors (school and TAFE);
• advocacy and advisory groups for women with disability.
These will assist in the promotion of TAFE courses, and TAFE in general, to women with a disability.

5a. Methodology
• Establish a national advisory group with representatives of women with disabilities and key stakeholders within the TAFE system.
• Consult with: experts within state systems (marketing, publicity, information and disability specialists); women and girls with disabilities; education systems (public and private); advocacy groups; counsellors (TAFE and education) to determine information needs, best practice and methods of dissemination of information.
• Prepare information packages targeted at key groups: school counsellors; advocacy groups; information/publicity officers in TAFE.
• Produce information packages and distribute through the state TAFE system.

5b. Project outcomes

<table>
<thead>
<tr>
<th>STAGE</th>
<th>OUTCOME</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advisory groups</td>
<td>Establish national advisory group</td>
<td>1 week</td>
</tr>
<tr>
<td>2. Consultation</td>
<td>Paper summarising needs and best practice for discussion by the advisory group</td>
<td>8 weeks</td>
</tr>
<tr>
<td>3. Package preparation</td>
<td>Targeted draft packages for key operators in providing information to women with disabilities</td>
<td>8 weeks</td>
</tr>
<tr>
<td>4. Production</td>
<td>Printed information packages</td>
<td>3 weeks</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>20 weeks</strong></td>
</tr>
</tbody>
</table>
6. **Proposed budget**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salary</strong></td>
<td>21,000</td>
</tr>
<tr>
<td>Secretarial support</td>
<td>7,000</td>
</tr>
<tr>
<td>On costs (@33%)</td>
<td>9,240</td>
</tr>
<tr>
<td>Secretarial</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$37,240</td>
</tr>
<tr>
<td><strong>Non-Salary</strong></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>12,000</td>
</tr>
<tr>
<td>Advisory group meeting (x2)</td>
<td>10,000</td>
</tr>
<tr>
<td>Travel and accommodation</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$32,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$69,240</td>
</tr>
</tbody>
</table>
9. APPENDICES

1. STATE AND TERRITORY CONTACT PERSONS

NATIONAL TAFE DISABILITY ADVISERS GROUP

<table>
<thead>
<tr>
<th>State</th>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Jo Lamont</td>
<td>Equal Opportunity Officer</td>
<td>(06) 207 3100</td>
</tr>
<tr>
<td>NSW</td>
<td>Ian McDonald</td>
<td>Disability Unit</td>
<td>(02) 289 7673</td>
</tr>
<tr>
<td>NT</td>
<td>Janet Durling</td>
<td>Equal Opportunity</td>
<td>(087) 46 6421</td>
</tr>
<tr>
<td>QLD</td>
<td>Lyn Hammond</td>
<td>Disability Officer</td>
<td>(07) 239 6539</td>
</tr>
<tr>
<td>SA</td>
<td>Lloyd Bennetts</td>
<td>Disability Services</td>
<td>(08) 226 3442</td>
</tr>
<tr>
<td>TAS</td>
<td>Graeme Chequer</td>
<td>Head Teacher, Disability Services</td>
<td>(002) 44 9411</td>
</tr>
<tr>
<td>VIC</td>
<td>Ginnette Searle</td>
<td>Disability Contact</td>
<td>(03) 628 2311</td>
</tr>
<tr>
<td>WA</td>
<td>Janelle Du Bois</td>
<td>Disability Services</td>
<td>(09) 420 4168</td>
</tr>
</tbody>
</table>

Department of Employment and TAFE South Australia
2a. QUESTIONNAIRE FOR POTENTIAL STUDENTS OF TAFE

OPTIONAL INFORMATION:

NAME:
SCHOOL/EMPLOYMENT:
DISABILITY:
AGE:

Do you know anything about TAFE?
How did you hear about TAFE and what it offers?
What it is about TAFE that made you decide not to use it?
What do you know about the assistance available to you?
Do you know about the TAFE INFORMATION CENTRE?
What is your perception of the image of TAFE?
Do you perceive any barrier to your entry into TAFE? If so, what are they?
(Practical, attitudinal, options, finance, transport or other)
What do you perceive are your options for the future? (education and training and career)
What do you know about other programs and services?
WEA (Workers Educational Association)
Skillshare Program
Division of Youth Affairs
Work Experience Centres
What do you know about the range of courses available at TAFE?
What are the issues for women in the area of education and training?
How difficult is it for women to get information, support and advice?
How much do you want teachers/lecturers to know about you?
What is your perception of the premise that women have significantly less vocational training than men?
What are your positive experiences about education and training?
Any other comments
2b. QUESTIONNAIRE FOR PRESENT STUDENTS OF TAFE

OPTIONAL: Name
          Age
          Disability
          College

How did you hear about TAFE?

Did we provide adequate information to you? Do you know about the JAC system, course and job information or range of courses?

How did you find the enrolment process? Did you receive fair treatment?

Were you aware of the level of assistance available to you or rather left to your own resources?

Did you need support? Did you get it? Was it good/ongoing?

Who did you get support from? Lecturer, other students, student service officer, advocacy group or other?

Have you encountered any barriers/problems (practical or attitudinal along the way)?

If so, how did/do you deal with these?

Can you identify any issues for women with disability and their education and training?

How much do you wish your lecturer to know about your disability?

Did you speak with lecturers in advance?

What courses have you been involved in?

Have you heard of alternative ways of doing a course with TAFE? (eg: video conferencing, learning packages, others)

Any positive experiences you’d like to tell me about?

Have you heard of or use WEA, Skillshare Programs, Work Preparation Centres, Division of Youth Affairs, other?

Any other comments
2c. CONSULTATION WITH LECTURER

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>POSITION</th>
<th>DATE</th>
</tr>
</thead>
</table>

Do you have or have you had any students with disability in your courses?

Have you or do you have any women in your course with a disability?

What problems/barriers do you think women with disability have in getting information/advice/support re their education and training?

Have you been offered any inservice/staff development training on disability or have lecturers generally? If so, were they valuable exercises?

If not, would they be beneficial to you or others?

What sort of training or information do you think lecturers need to deal with students with disabilities (eg hearing impaired or vision impaired students - what are their particular needs, what do they rely on?)

What courses do women with disabilities prefer?

What can you tell me about alternative methods and delivery?

Are you aware of any particular issues concerning women with disabilities and their education and training?

Do you liaise with advocacy groups or organisations that deal with people with disability eg re shared resources, information or the financing of equipment or materials or for any other reason?

Any comments on mainstream versus special courses for people with disabilities?

Are some special courses more effective in meeting needs?

Are women with disability making informed choices? (ie are they aware of articulated courses, employment oriented courses, other?)

Are you aware of any data collected in this area?

Any feedback from students regarding enrolment form, procedure or the course content?

Do you receive information about your students before the course commences eg from SSO, disability officer or the student themselves?

Do you think that facilities and resources are appropriate in this college?

Any other comments
2d. CONSULTATION WITH ADVOCACY GROUP / EXTERNAL AGENCY

NAME:

ORGANISATION:

DATE:

Your position and role within this organisation
Outline of organisation and its services
Does your organisation have an education resource unit?
Do you receive many enquiries re education and training?
Has your organisation a particular policy regarding women?
Does it employ anyone to deal with women's issues?
Can you identify any issues for women with disabilities concerning their education and training?
Any other comments
3. LIST OF CONSULTATIONS

TAFE STAFF

STUDENT SERVICES OFFICERS
Vic Barnes  
Annie Guthrie  
Barry Hetherington

LECTURERS
Meg Bicknell  
Norm Chesterfield  
Judith Davis  
Heather Gill  
Gyn Hyde  
Sharon Reischmuller

COORDINATOR OF DISABILITY SERVICES
Lloyd Bennetts, Central Office

DIRECTOR
Colin Thorn, Eyre College

CURRICULUM BRANCH
Bob Miller, Central Office

ADVOCACY GROUPS
Council for Ethnic Disabled Ivo Eltes
  Disability and Information Resource Centre Neil Lilliecrapp
  Intellectual Disability Services Council Fred Brincat
  LESPH - Port Lincoln Sonia Boyce
  Mental Health Association and Resource Centre Maggie Dobson
South Australian Consultation

Women with Disabilities and TAFE

Royal Society for the Blind, S.A. Catherine Neinz
South Australian Deaf Society Dorothy O’Brien
Self Advocacy for Intellectually Disabled Silvana Gant

EXTERNAL AGENCIES AND ORGANISATIONS

Adelaide Women’s Health Centre
  Vicki Hiscock
  Resource and Information Officer

Career Skills Group Training Scheme
  Ashley Baum
  Manager

Commonwealth Employment Service
  Jim Newland
  (Women’s Contact)
  Jim Anderson
  (Disability Officer)

Commonwealth Rehabilitation Service
  Josephine Dowsett
  Senior Adviser

Chamber of Commerce
  Kirsten Ahmer
  Assistant Manager
  Industrial Relations

Department of Community Services and Health
  Bob Bolton
  Disability Services
Education Department of South Australia

Anne Hopkins
Teacher
Senior Hearing Impaired Centre
Marion High

Anne Walsh
Co-ordinator, Adaptive Education
Gepps Cross Girls High

Employment and Training Division

Honor Lockwood
Senior Project Officer, KICKSTART

Institute of Disability Studies Incorporated (HETA)

Paul Creedon
Program Manager

Julia Farr Centre

Rosemary Martin
Manager: Future Directions

Dawn Brooks
Project Officer Future Directions

Skillshare Training Centre

Margo O’Neill
(Port Lincoln)Project Manager

United Trades and Labour Council of South Australia

Mike Taggart
Disability, Unemployment and Training

WEA (SA) Inc.

Carolyn Burns
Liaison Officer
4. THE STUDENT RESPONDENTS

**TABLE 1:**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>1</td>
<td>Have left school</td>
</tr>
<tr>
<td>Psychiatric Disorder</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mobility Impairment</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Profoundly Deaf</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Slow Learners</td>
<td>5</td>
<td>Still at school</td>
</tr>
</tbody>
</table>

**TABLE 2:**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind/Visual Impairment</td>
<td>6</td>
<td>Adelaide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Croydon Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eyre Peninsula</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gilles Plains</td>
</tr>
<tr>
<td>Mobility Impairment</td>
<td>6</td>
<td>Kensington</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kilkenny</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Light</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>4</td>
<td>Noarlunga</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tea Tree Gully</td>
</tr>
</tbody>
</table>
TABLE 3:

Past TAFE students

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility Impairment</td>
<td>1</td>
<td>Adelaide</td>
</tr>
<tr>
<td>Deaf/Hearing Impaired</td>
<td>2</td>
<td>Croydon Park</td>
</tr>
<tr>
<td>Psychiatric Disorder</td>
<td>1</td>
<td>Port Adelaide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Noarlunga</td>
</tr>
</tbody>
</table>

Total: 32

5. COURSES OF STUDENT RESPONDENTS

Adult Literacy (Special Programmed)
Art (Diploma Course)
Business Skills
Commercial Studies
Communication Skills
Community Services Certificate
Computing
Introduction Vocational Education Certificate
New Opportunities for Women
Typing
Women's Studies
Electrical Apprenticeship
6. MUTUAL ACCOMMODATION AND LEAST RESTRICTIVE ALTERNATIVE

Two key concepts should predominate in an efficient education and training system for women with disabilities within the TAFE sector:

• mutual accommodation;
• least restrictive alternative.

Mutual accommodation is the basis of support services that aim to assist persons with disabilities who need assistance to cope with mainstream courses. Obviously the aim is to negotiate an optimum level of support which neither stifles individual independence nor makes unreasonable resource demands on the support budget.

The least restrictive alternative holds that those who can, do. That is, integrated schooling is a preferred option as are open employment and community living. It is based on competence. The more competent the person, the less restriction needs to be placed on self-determination.

Unfortunately, these concepts are not practised well within the TAFE system. While TAFE provides a number of services and specialised equipment to assist students with disabilities, there is still a shortfall in providing appropriate support to ensure success.
10. SELECT BIBLIOGRAPHY AND REFERENCES

DOCUMENTS RECEIVED FROM STATE AND TERRITORY CONTACTS

ACT
- Summary of students by type of disability and gender
- Sample Budget for Students with Disabilities
- Sample Assessment Report for Support Services

NSW
- Disabilities Management Plan 1989-94
- 1990 statistics from newly established database
- TAFE in Australia - Background Paper from the Policy
- Variety of policy statements that have been gazetted re disabilities
- A Draft Policy Statement (May 1991)
- List of employment access courses used by a large number of women with disabilities. Draft Prospectus for a 5 year strategic plan
- List of consultants - statewide

NT
- Disabilities Report (March 1991)
- Policy for Students with Disabilities (1990) Report on State Approach
QLD
Report on State Approach to Women with Disabilities

SA

TAS
Report of Writing Disabled Students
Report on State Approach

VIC

WA
Report on State Approach to Women with Disabilities

REFERENCES


POCOCK, Barbara. (1987) Changing systems - women, work and TAFE. Canberra: AGPS.

Women With Disabilities and TAFE