



DISABILITY AWARENESS AND DISCRIMINATION TRAINING FRAMEWORK FOR THE PROMOTING INDEPENDENCE STRATEGY

Background

The 'Promoting Independence: Disability Action Plans for South Australia', policy statement was launched in October 2000. The policy requires all Portfolios to report annually on the progress being made in developing Disability Action Plans as a strategy to systematically address disability access and inclusion within State government services.

Portfolio Progress reports are then collated, assessed and consolidated into a whole-of-government progress report which is forwarded to the Minister for Disability. The Minister tables the Progress reports in Parliament and meets with Portfolio Chief Executives to publicly launch reports and discuss progress. The Progress Reports are also presented to the Human Rights and Equal Opportunity Commission (HREOC).

The five key outcome areas contained in *Promoting Independence* apply to all publicly funded services and programs of South Australian Government portfolios and their agencies. Outcome three of *Promoting Independence* states that: **Portfolios and their agencies deliver advice or**

services to people with disabilities with awareness and understanding of issues affecting people with disabilities.

There are two specific strategies identified as a means to achieve Outcome Three which are to:

1. Ensure education and awareness training programs are delivered to staff on access and participation issues for people with disabilities and their associates or advocates.
2. Ensure that existing mainstream training programs are reviewed to include components on Commonwealth Disability Discrimination Act (DDA) obligations and understanding of people with disabilities.

Problem identification

A consistent theme identified from all progress reports is the lack of training in disability awareness and discrimination, which has impeded the successful implementation of Disability Action Plans. The Reference Group identified this as a priority issue to be addressed across government to ensure consistency and integrity of the training required. This resulted in the Reference Group developing the following Terms of Reference for a sub-committee.

Terms of Reference

Develop a training and resource framework for the provision of in-service education and training that will equip staff with the skills and awareness necessary to ensure that access and services are inclusive and do not discriminate against people with a disability.

Training purpose

The purpose of the training is to provide staff with the foundation on which to:

- identify and adopt competent practices when relating to clients or staff who have a disability and /or their needs;
- demonstrate an understanding of the implications of the Disability Discrimination Act (1992) and avoid practices that discriminate against people who have a disability.

Rationale

As a starting point and key principle, it is critical that people involved in the development and implementation of Disability Action Plans (DAPs) have undertaken training in the areas of (1) disability awareness; and (2) disability discrimination. Without this basic grounding, the DAP and processes that follow are unlikely to identify barriers and any other inequalities that currently exist in the delivery of services. They will also struggle to identify suitable solutions/strategies to address barriers.

This same rationale can also be applied in terms of portfolios and agencies meeting Outcome Three i.e. “deliver advice or services to people with disabilities with awareness and understanding of issues affecting people with disabilities.” If portfolios and agencies have not ensured that ‘frontline staff’ have been engaged in disability awareness and discrimination training, it is highly likely they will not accommodate the needs of people with a disability and therefore either directly or indirectly discriminate against them. The same applies to all other staff who either work directly with clients or their work indirectly affects the access for people with disabilities (i.e. facility managers or information and communication staff),

If the SA Government and all of its portfolios and agencies are serious about developing reasonable DAPs and disability audits of service provision, training in this area must take place. If we are also to ensure some consistency and agreement about what this training should entail to appropriately address these deficits, we should be working towards some specifics in terms of a training framework, minimum requirements and expected outcomes.

Process

All Portfolio Chief Executives received a letter from the Chair of the Promoting Independence Reference Group, asking that disability awareness and discrimination training be made a priority and that they nominate a representative to a whole of government committee. This committee met and established a working group who agreed that the best way to advance this work was to:

- a) explore what disability awareness and discrimination training was available;
- b) confirm the extent of training and learning outcome requirements that is needed in order to achieve Outcome Three;
- c) discuss a range of implementation strategies for the delivery of multi level and flexible training based on adult learning principles; and
- d) undertake a training needs analysis.

The working group considered a range of training packages that had been developed both in SA but also others from interstate that had been developed specifically for government agencies. It also considered a training needs analysis that was undertaken by five local governments and the recommendations that specify the learning outcomes needed depending on role and responsibilities of various positions.

The working group developed a similar training needs analysis process that included identifying the range of public sector positions and employment streams under the Public Sector Management (PSM) Act and Australian Standard Classification of Occupations (ASCO) and preparing a matrix (attachment 1).

The matrix groups together a range of positions and makes recommendations on the level of training or training modules that is required depending on:

1. whether the positions have responsibility for customer service;
2. whether their work directly impacts on access provisions i.e. buildings and facilities, communications and web management;
3. level of responsibility;
4. management and supervision responsibilities.

The training modules include:

- DDA Responsibilities;
- Disability Awareness;
- Communication skills;
- Australian Standards/HREOC advisory notes;
- Accessible web design/print/media.
(for more detail refer to attachment 2)

Delivery of training

Portfolios and their respective agencies should develop their own plans to establish their overall training requirements and the various strategies for implementing the training. Where possible, they should incorporate this training requirement into existing training and orientation programs that address diversity issues.

The delivery of training should also directly involve people with a disability who are better able to share personal experiences and effect attitudinal change through active dialogue and exercises within the training.

Many of the modules and learning outcomes can be delivered through a range of strategies such as:

- Pre-reading of articles, fact sheets, guidelines and technical and legal documents;
- Videos that have specifically been developed on customer service and people with disabilities;
- Interactive group-work and teamwork activities specifically to explore and work through values, attitudes and myths regarding people with disabilities.

Given that there is a range of learning materials that is available for the various modules and flexible ways to deliver these, all of staff's training requirements should be able to be met. Sessions can be specifically designed for example for those frontline staff who will need greater exposure and intensity to communication skills, they may need specific instruction on using telephone typewriters (TTYs) or the Australian Communication Exchange (ACE).

Introduction to disability awareness training can be incorporated into staff meeting times and briefings to senior staff within a thirty minute presentation. However, a more in-depth awareness and understanding that requires experiential learning exercises with feedback and debriefing sessions is needed for staff involved in customer service. A minimum of two hours is needed for such sessions.

Managers and supervisors will need to be aware of and understand the implications of disability discrimination as it pertains to both staff and clients. They also need training on

their responsibilities as managers as well as the responsibilities of staff that they supervise. Disability awareness and communication training will be essential for managers to enable them to monitor staff performance in this area. Managers and supervisors will need to show leadership.

In establishing training requirements, there should be every opportunity for staff to apply for recognised prior learning (RPL) where they can demonstrate that they have already achieved the specified learning outcomes through previous training and/or experience. Workplace assessor training can be incorporated into the workplace to ascertain RPL.

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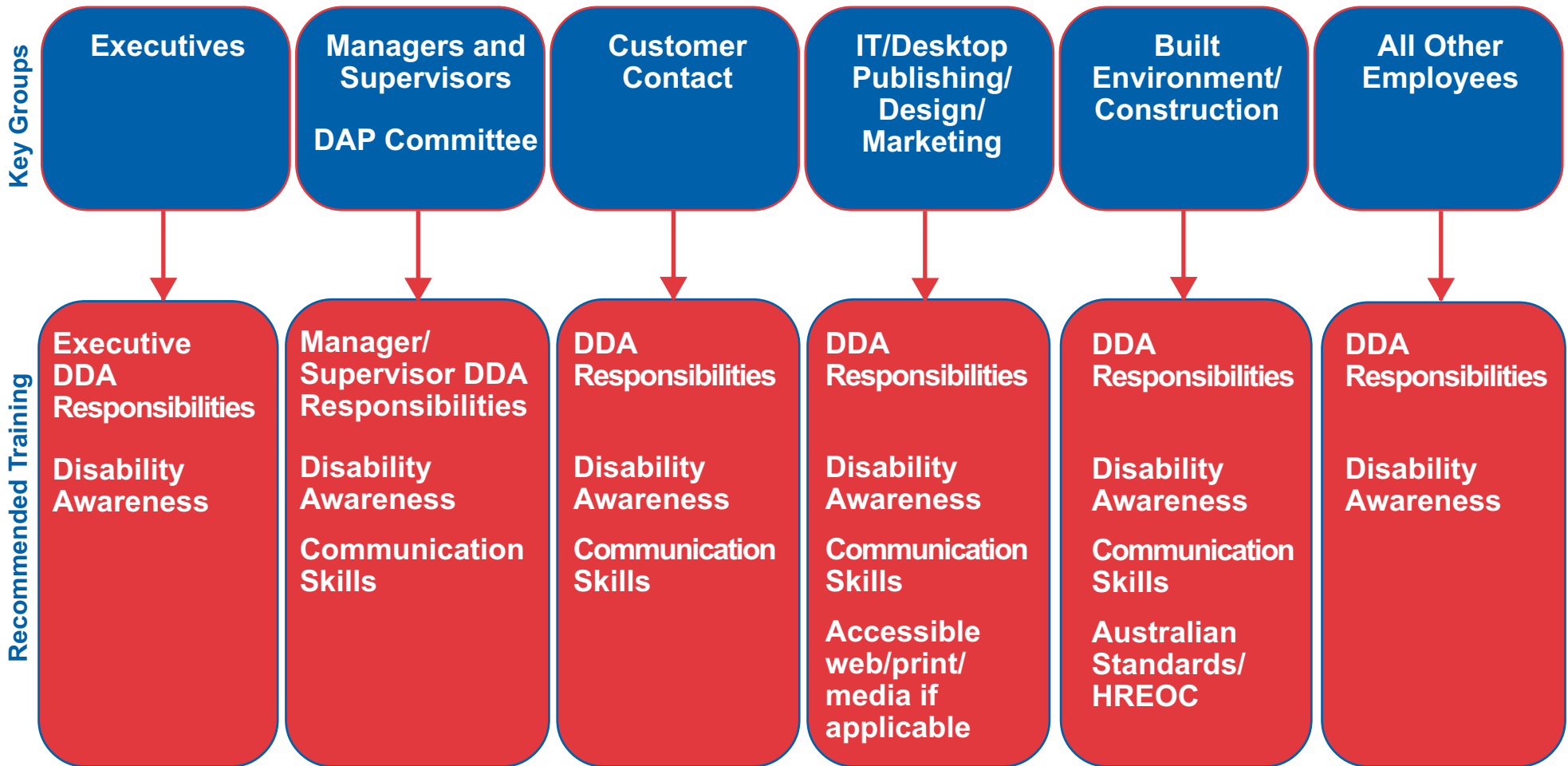
Attachment 1

Training needs matrix

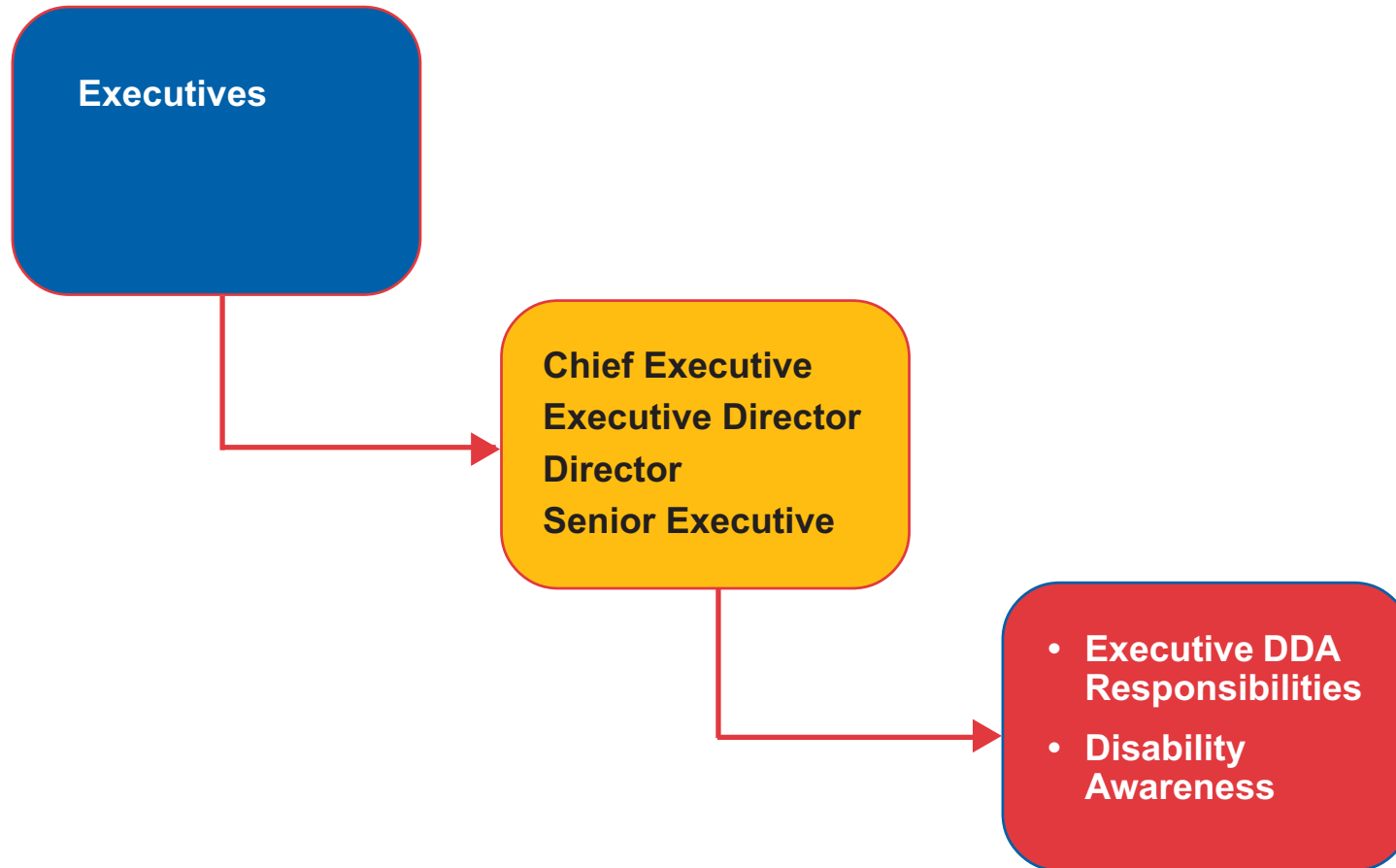
Attachment 2

Example of Curriculum

EMPLOYEE TRAINING REQUIREMENTS



TRAINING REQUIREMENTS



TRAINING REQUIREMENTS



TRAINING REQUIREMENTS

Customer Contact

PUBLIC SERVICE & PUBLIC SECTOR

TYPICAL JOB ROLES INCLUDE:

Administrative Services Stream

- Administration - Customer Services
- Project & Policy - Customer Services
- Consultancy & Information
- Legal Related (Front Line)

Administrative Services Officer, Community Health Worker, Clerk of Arraigns, Clerk of Court, Consultant, Customer Services, Estate Services Officer, Human Resources Consultant, Mining Registrar, Personal Assistant, Personnel Consultant, Policy Officer, Project Officer, Prosecution Officer, Tribunal Clerk

Professional Services Stream

- Allied Health & Community Services
- Allied Health & Veterinary Services
- Scientific and Research Services

Agricultural Extension, Art Educator, Audiology, Psychologist, Dietetics, Guidance, Music Therapist, Occupational Therapist, Perfusion, Pharmacist, Physical Educator, Physiotherapist, Podiatrist, Psychologist, Social Work, Speech Pathologist Sports Science, Veterinary Science

Operational Services Stream

- Custodial Services
- Health Related Services
- Human Services
- Field Operations Services
- Research & Related Services

Correctional Officers, Dental Assistant, Dental Hygienist, Dental Therapist, Fisheries Officer, Night Officer, Para Medical Aide, Pharmacy Assistant, Ranger, Residential Care Worker, Technical Services Officer (Fisheries), Youth Worker

Technical Grades Stream

- Construction and Engineering
- Science Technology

Area Hydrographer, Bio-Medical Equipment Technician, Communications Analyst, Mechanical Plant Controller, Orthotic Prosthetic Technician, Orthotist Prosthetist.

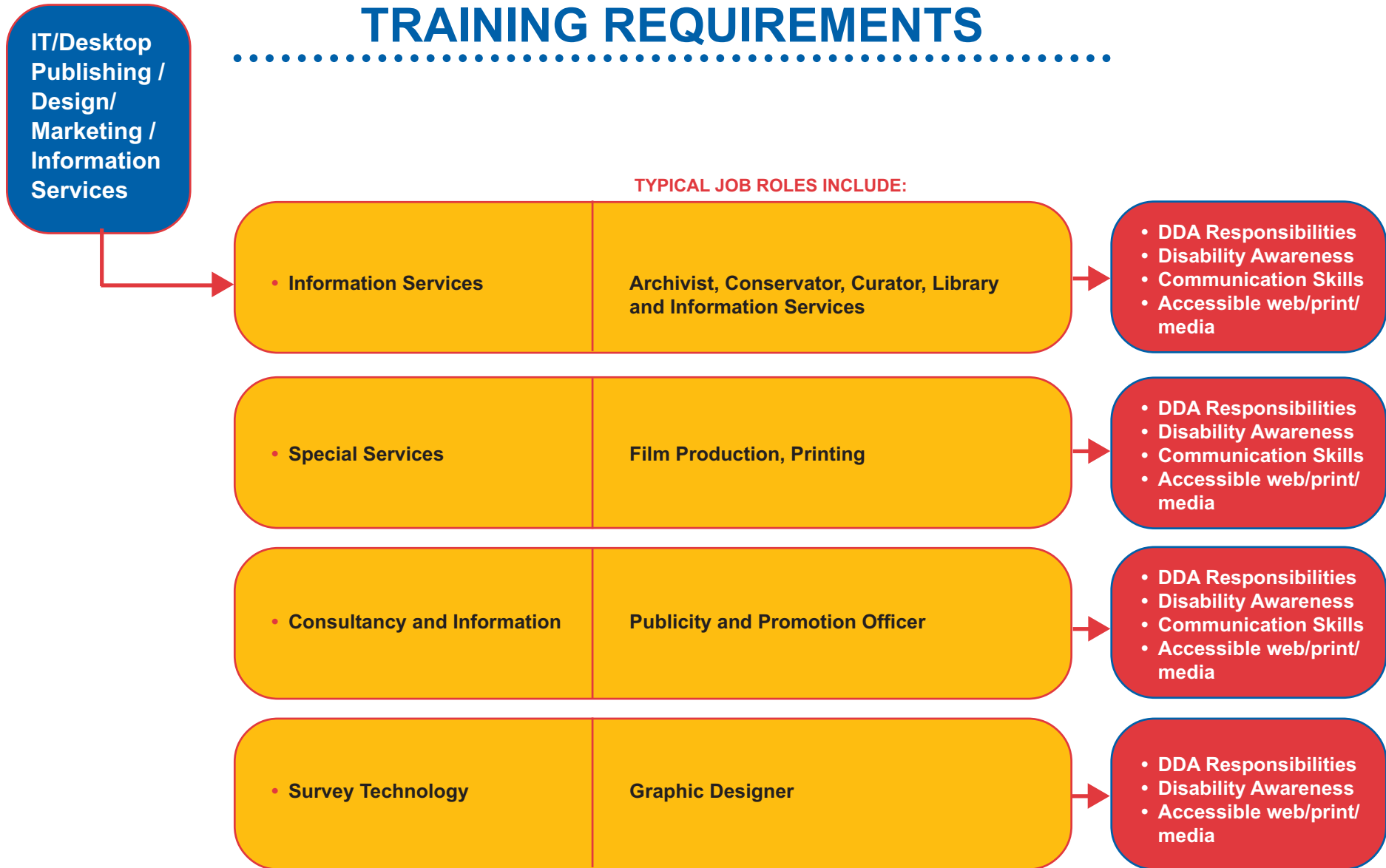
Other Occupations

- Administrators
- Educators
- Professionals
- Associate Professionals
- Intermediate Clerical, Sales & Service Workers - Customer Services (Front Line)
- Intermediate Production & Transport Workers
- Tradespersons & Related Workers
- Elementary Clerical, Sales & Service Workers

Allied Health Professionals, Ambulance Officer & Paramedic, Secretary & Personal Assistant, Betting Clerk, Bus, Train & Tram Driver & Assistant, Children's & Special Care Worker, Computing Support Technician, Counsellor, Customer Service Manager, Dental Practitioner & Assistant, Education Aide, Educators, Fire Fighter, Guard & Security Officer, Human Resources Personnel, Inquiry & Admission Clerk, Intermediate Inspector & Examiner, Medical Practitioner, Legal, Library Assistant & Technician, Nursing Professional, Care & Assistant, Occupational & Environmental Health, Personnel Clerk, Police Officer, Prison Officer, Product Quality Controller, Psychologist, Social Worker, Teacher, Welfare Associate, Welfare & Community Worker.

- DDA Responsibilities
- Disability Awareness
- Communication Skills

TRAINING REQUIREMENTS



TRAINING REQUIREMENTS

Built Environment/ Construction

PUBLIC SERVICE & PUBLIC SECTOR

TYPICAL JOB ROLES INCLUDE:

<p>Operational Services Stream</p> <ul style="list-style-type: none"> • Engineering & Construction Services and Related Services • Field Operations Services • Special Services • Scientific and Research Services 	<p>Building Trades related, Driver Development Officer, Facilities management, Field Services Officer, Marine Safety Officer, Metal Trades related, Plumbing and Drainage Inspection, Safety Officer, Security, Traffic Inspection.</p>	<ul style="list-style-type: none"> • DDA Responsibilities • Disability Awareness • Aust Standards/HREOC
<p>Professional Services Stream</p>	<p>Architect, Energy Project Officer, Engineer.</p>	<ul style="list-style-type: none"> • DDA Responsibilities • Disability Awareness • Communication Skills • Aust Standards/HREOC
<p>Technical Grades Stream</p> <ul style="list-style-type: none"> • Construction & Engineering • Survey Technology 	<p>Contracts Supervisor, Construction & Engineering Drafter, Survey Technology Drafter.</p>	<ul style="list-style-type: none"> • DDA Responsibilities • Disability Awareness • Aust Standards/HREOC
<p>Technical Grades Stream</p> <ul style="list-style-type: none"> • Survey Technology 	<p>Graphic Designer</p>	<ul style="list-style-type: none"> • DDA Responsibilities • Disability Awareness • Accessible web/print/media
<p>Administrative Services Stream</p> <ul style="list-style-type: none"> • Financial Related 	<p>Procurement Officer</p>	<ul style="list-style-type: none"> • DDA Responsibilities • Disability Awareness • Aust Standards/HREOC
<p>Other Occupations</p> <ul style="list-style-type: none"> • Professionals • Associate Professionals 	<p>Building, Architectural & Surveying Associate, Environmental & Agricultural Science, Civil Engineer, Urban and Regional Planner</p>	<ul style="list-style-type: none"> • DDA Responsibilities • Disability Awareness • Aust Standards/HREOC

TRAINING REQUIREMENTS





DISABILITY AWARENESS AND DISCRIMINATION TRAINING (EXAMPLE OF CURRICULUM)

1. Content

The content to be covered in modules include:
Historical Perspective of people with disabilities
The Disability Rights & Independent Living Movement
The impact of disabilities on individuals and families
Information Provision & Communication skills
The Disability Discrimination Act and Service obligations
Electronic Communication Design
Standards and technical specifications for Built Environment

2. Assessment strategy

Assessment method

Discussion or exploration of scenarios or case studies at an introductory level in relation to people who have a disability and possible discrimination. Identify strategies to monitor and prevent possible discrimination within the work environment.

Conditions of assessment

This assessment could occur in the classroom, field, workplace or another situation suitable to the participant and

the context. The participant should be presented with a number of examples of situations and positions to respond to, and provide justification for responses.

Feedback from the trainer/facilitator responsible for the delivery of this module is essential.

3. Learning outcome details

On completion of this module, the learner will be able to:

Learning outcome 1

Introduction to disability awareness

Outline the historical perspective, and describe some of the commonly held views towards people who have a disability.

Delivery Strategy

Presenter to provide direct input on history of treatment of people with disabilities from Institutionalisation to Integration. (Pre-readings should also be provided)

[30 mins – 1 hour]

Attachment 2

Assessment criteria

- 1.1 For the learner to demonstrate that they have an understanding of the historical attitudes, values, socialisation and treatment of people with disabilities.
- 2.2 Discuss the impact that the independent living movement, de-institutionalisation and integration has on individuals and the community.
- 1.3 Describe the impact that integration has on local Communities and give examples of the changes that are happening or are needed in government services to accommodate this change.

Learning outcome 2

Disability Awareness - Describe in detail the impact of a disability on an individual together with the barriers and strategies for overcoming barriers.

Delivery Strategy

Direct involvement of participants in activities that enables experiential learning of what it means to have a disability and then shared and discussed within larger group i.e.

- a) For participants to be taken through a guided imagery exercise after being introduced to a role play which asks them to 'try on a disability'.
- b) For participants to experiment in a wheelchair, a blindfold and/or with earplugs and try to move about their community.

[2 hours]

Assessment criteria

- 2.1 For learners to describe their experience of 'trying on a disability', the effect it could have on their relationships, lifestyle and employment.
- 2.2 To explore options at work for accommodating the various needs of people with disabilities and outline any existing barriers within particular sections of their respective agency/department.
- 2.3 To identify strategies to ensure that customers with disabilities are treated equitably within agencies/ departments by all staff.

Learning outcome 3

Communication skills

Demonstrate appropriate communication strategies when interacting with residents and customers with a disability. Ensure that all forms of communication are addressed i.e. personal, written, telecommunications, electronic.

Delivery Strategy

For the presenter to explain the many and various way that individuals and organisations communicate with customers and the importance of appropriate communication. Provide examples of the various ways in which individuals with communication difficulties communicate. Give good and bad examples of accommodation for people with communication disabilities.

[2 hours]

Assessment criteria

- 3.1 To identify how agencies/departments communicates with the community and customers and explore how these communication strategies can be adapted to ensure that it is accessible to all.
- 3.2 To identify any staff training needs that may be required to further assist in the development of communication skills, i.e. TTY training, Auslan sign language, Bliss Sybols and communication boards, WC3 guidelines for web sites.

Learning outcome 4

DDA Responsibilities

Explore the implications for government services when applying the principles of the Disability Discrimination Act.

Delivery Strategy

[30 - 90 Mins]

For the presenter to explain the: background to the introduction of the DDA; the major features of the Act; and best practice examples of government services in responding to the Act. Examples of both direct and indirect discrimination with services should be explored together with remedies for both and how this can be addressed within DDA Action Plans.

This should include practical exercises within particular work areas which can than be checked for assessment (eg.

Participants presenting how they would audit their service for barriers, explore possible solutions and action that they can implement. If they are from a technical area they may need to conduct an access audit of a building or a web site and provide a report).

- 4.1 For learners to describe the reasons for the introduction of anti-discrimination legislation in Australia.
- 4.2 Identify best practice examples that government services have initiated in response to the DDA.
- 4.3 Identify strategies within their specific section which will assist them identify barriers and find solutions to eliminate discrimination.
- 4.4 List the overall benefits of equitable access to services.
- 4.5 Identify any resource needs for their sections in responding to the requirements of the DDA.

4. Delivery of the module

Delivery strategy

Delivery should provide a sound knowledge base and the opportunity to practice in a range of situations and contexts. This would include the classroom environment and on-the-job exercises.

Feedback should be provided to enable development of skills and strategies. Self-evaluation should be encouraged.

Resource requirements

The person who delivers this training should have a sound knowledge of disability and the many issues associated with

various disability types. They preferably should have a personal experience of disability or, at the least, use other individuals within the training who do. They should also have a sound understanding of the Disability Discrimination Act and implications for government services.

Resources and articles available for training

1. A copy of *Promoting Independence: Disability Action Plans for SA* This is the 'All-of-Government policy for compliance with the DDA and lays the foundation for Disability Action Plans.
2. The Promoting Independence Reporting Framework and survey questionnaire.
3. Demographics of Disability in South Australia (1998) A detailed analysis of the ABS disability statistics and breakdowns by age, gender, disability type and severity. It also provides predictions for the future.
4. Disability Discrimination Act Action Plans: Guide for State and Territory Government Departments and Agencies. This guide is taken directly from the Human Rights and Equal Opportunity Commission's Disability Rights web page and is a practical guide for State Departments and their agencies on how to develop a Disability Action Plan. http://www.hreoc.gov.au/disability_rights/index.html
5. Inclusive Consultation: A practical guide to involving people with disabilities. This guide has been developed by the Commonwealth Department of Family and Community Services to provide practical advice on how to consult with people with disabilities. It also offers strategies that are relevant for all consultations in order to cater for the broad needs of the whole community.
http://www.facs.gov.au/disability/cds/pubs/pubs_index.htm
6. Better information and Communication Practices Commonwealth of Australia 1999. This booklet is a guide to help you find ways to get your message out to everyone who needs to receive it. The booklet also includes:
 - ◆ Different types of disabilities such as visual and manipulatory, and how they effect communication;
 - ◆ Appropriate language when talking about or with people with disabilities;
 - ◆ Good formats to use to get your message across and organisations that can assist you with those formats;
 - ◆ World Wide Web Access Guides to making web sites accessible to the broadest possible audience;
 - ◆ AusInfo guidelines to current good practice in electronic publishing;
 - ◆ Information on the National Relay Service to assist in communicating to people who may be deaf or who have speech/communication disabilities.
 - ◆ http://www.facs.gov.au/disability/cds/fs/fs_index.htm

7. A Way with Words: Guidelines for the portrayal of People with a Disability: Queensland Government. For professional communicators such as journalists, writers, producers this handbook will prove a handy reference to appropriate language, interviewing techniques and media coverage involving people with a disability.

Topics covered include:

- ◆ Using appropriate descriptive language
- ◆ Avoiding common stereotypes;

Reporting on, communicating with and interviewing people with a disability.

<http://www.disability.qld.gov.au/publications/waywithwords.pdf>

8. Fair Treatment for all Australians – The basis of our laws about disability discrimination. Commonwealth Disability Strategy. Fact sheets that cover: International and Commonwealth laws on disability discrimination;

- ◆ Facts and figures about people with disabilities in Australia;
- ◆ What is Disability?
- ◆ Making information about your programs and services accessible;
- ◆ Inclusive language tips;
- ◆ Resources to assist you improve access for people with disabilities.
- ◆ http://www.facs.gov.au/disability/cds/fs/fs_index.htm

9. WA Disability Services commission's Disability Access Resources which includes:

An Access Resource Kit and Checklist

Buildings – A Guide to Access

Creating Accessible Events – A Checklist

You Can Make a Difference to customer Relations for People with Disabilities in Local Government and State Government Agencies CD Rom and video
order on line

http://www.dsc.wa.gov.au/content/access_access_publications.asp

10. Can everyone access your products and services?

ACROD Limited

PO BOX 60

Curtin, ACT, 2605

11. Equitable Access: Creating Equity for People with Disabilities
Local Government Association of Inc Queensland (video)

12. A Training Manual on Disability Awareness and Disability Discrimination Law. Villamanta Publishing Service (1996)

13. Information about Disability Access and Auditing that includes.

- ◆ A Disability Access Guide by DAIS
- ◆ The Association of Consultants in Access, Australia (ACAA)
- ◆ A list of qualified and registered Access Auditors.
- ◆ <http://www.access.asn.au/PractitionersOld.htm>

14. A list of relevant web sites that include:

Human Rights and Equal Opportunity Commission (HREOC) – Disability Rights

http://www.hreoc.gov.au/disability_rights/index.html

The Disability Discrimination Act (DDA) 1992:

http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/

Disability Action Plans and Guides in developing plans:

http://www.hreoc.gov.au/disability_rights/action_plans/index.html

Commonwealth Disability Strategy

<http://www.facs.gov.au/disability/ood/cds.htm>

Disability Discrimination Act Standards Project

<http://members.ozemail.com.au/~ddasp/>

Australian Association of the Deaf

<http://www.aad.org.au/>

Blind Citizens Australia

<http://www.bca.org.au/>

Deafness Forum of Australia

<http://members.ozemail.com.au/~deaforum/>

National Council on Intellectual Disability

<http://www.dice.org.au/>

National Ethnic Disability Alliance

<http://members.ozemail.com.au/~neda>

Women with Disabilities Australia

<http://www.wwda.org.au/>

Physical Disability council of Australia

<http://members.ozemail.com.au/~pdca>

Association of Consultants in Access Australia

<http://www.access.asn.au/>

<http://www.access.asn.au/PractitionersOld.htm>