

Creating futures



ACPET: the power of case studies to advance social equity and inclusion

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‘When people lack certain resources, opportunities and/or capabilities, they are unable to participate in education and training, work or activities that connect them to their society. They are also unable to influence the decisions affecting them.’
(Australian Government’s Agenda on Social Inclusion)

What is ACPET?



ACPET is the Australian Council for Private Education and Training - the national industry association for independent providers of post-compulsory education and training, for Australian and international students.

ACPET represents over 1,100 providers of school, vocational and higher education in every State and Territory, in all fields of education and training. Our members educate almost one million domestic and overseas students at institutions that range from large multinational organisations to hundreds of small and medium businesses.

Australia's diverse workforce



In 2008: 58% of women of working age were in paid employment & 26% of the Australian workforce was born overseas.

Workers aged 45 and over currently make up nearly two-fifths of the workforce – 38%.

28% of employed people were working part-time (less than 35 hours per week).

12% of the full-time workforce are also carers of people with disability or the aged.

Diversity +

But many people are still either under-employed or missing from our workforce:

People with a disability / People with a mental illness / People who are homeless / Indigenous Australians / New arrivals and refugees

Inclusive teaching & org practices: why we care . . .



A PUZZLE

- In 2005, of the 96,000 people with a disability who entered a VET program, only 7138 people or 7.5% achieved an employment outcome (DEST 2006) . . . why such a small result?

ANOTHER PUZZLE:

- Only just on half of working age people with a disability has a job compared with over 80% of people without a disability (ABS 2003 Survey of Disability, Ageing and Carers) . . . what's going on?

THE GOOD NEWS:

- Recent research reports that for a person with a disability who is out of work, completing a VET course increases the likelihood of getting a job from 9% to 29% in their first year after completion (NCVER 2010) . . . How can we improve this result?

ACPET's Disability Strategy



Promotes the vocational training needs and employment skills of people who have a disability by applying three principles:

Innovation in professional development to expand the disability knowledge base of private rtos;

Collaboration to support the responsibility and initiatives of students with a disability;

Leadership and advocacy through improved information and support.

The value of case studies

‘A simple but profound truth about stories is that people tell them. People tell stories to other people.’ (Dan McAdams)

‘Stories help us understand complexity. [They] are non-adversarial and non-hierarchical.’ (Denning 2000)

‘An actual case brings things alive for us in a way that aggregated data cannot do.’ (McWhinney 2001)

Role models as examples

‘The presence or absence of like others in different social positions implicitly conveys information to young people about the possibilities for their futures.’ (Zirkel 2002)

It is not always the star or the high achiever who becomes a role model. Unlikely people can influence behaviour in whole communities.

THE CREATIVITY OF SUCCESS :



Disability

**in the Classroom
and the Workplace**

**A GUIDE FOR PRIVATE TRAINING
ORGANISATIONS**

ACPET's Information Resources



‘The Creativity of Success: disability in the classroom and the workplace-a guide for private training organisations’.

- An outstanding success with ACPET members, it includes fictionalised case studies based on a compilation of similar real world incidents.
- It includes a ‘Ready-Reckoner’ of disability-related support services and advice for RTOs and their students and trainees.

The Creativity of Success

Topics include:

Marketing to people with a disability

Enrolling people with a disability in training programs

Training and assessment for people with a disability

Partnering; and Working Together to find Solutions

ACPET's Occasional Seminar Series



Bring together high profile guest speakers, a diverse range of participants including RTOs, businesses, disability organisations, students, academics and others.

Provide a valuable networking and professional development opportunity for RTOs and their stakeholders.

Karni Liddell: Disability Ambassador



Regular personal stories in National Monday Update's '*this week in social inclusion & diversity*' (<http://www.acpet.edu.au>)

Karni's stories provide an insider's accounts about getting around, how the words we use can hurt, social attitudes, how education institutions throw up barriers, love and friendships, tenacity . . .and so much more.

ACPET's collaborative alliances



Communities of practice eg 'Equity & Diversity' CoP hosted at the Open Learning Centre, and the University of Queensland's 'Inclusive Teaching Practices' CoP

These are essentially formalised opportunities to share and learn from each other's stories.

ACPET's new Social Inclusion and Diversity Policy Statement



A guide for all those who work on ACPET's behalf, to ensure that ACPET's policies, products and services contribute to an inclusive VET system and do not exclude or unfairly disadvantage potential learners.

In my own words . . .



‘Some of my early silence about deaf identity politics was consistent with my desire not to shine the torch on myself in this way [...] If I was going to attract attention, I wanted it to be on the basis of merit, on what I achieved. Others would draw the conclusions that needed to be drawn, that is, that deaf people can take their place fully in the hearing world.

‘It was only when I realised that my silence was acting as a brake on the quality of my life, and also as a brake on other people’s understanding of the variety of possibilities for deaf people’s lives that I finally acquiesced to the mission of remembering, describing, clarifying, defining, and interpreting my experiences of deafness . . .’ (Donna McDonald. *The Art of Being Deaf*. Unpublished PhD thesis. 2010)

One 'snapshot'



Schooling: a mix of special education (the first five years 1957>) and mainstreaming (with occasional support every now and then).

Qualifications: BA BSW MA and I have just submitted my PhD in Creative Writing, my memoir of deafness.

Work: social policy, disability, health and the arts, both in Australia and the UK . . .
And now ACPET

Full circle > driven by the same ambitions as those parents in the 1950s . . . See <http://www.donnamcdonald.com> for more.

Another snapshot



Karni Liddell's story: Paralympian, motivational speaker and journalist . . .

See www.karniliddell.com/ for more