



Women in Adult and Vocational Education (WAVE)

# **RESPONSE TO AUSTRALIAN APPRENTICESHIP SERVICES & SUPPORTS DISCUSSION PAPER**



## Acknowledgement

WAVE acknowledges and pays respect to the Traditional Custodians of the lands on which we live and work and their elders past and present. We recognise First Nations Australians as the Custodians of these unceded lands and waters and acknowledge that First Nations Australians hold more than 60,000 years of wisdom, connection and caring for country. We are grateful for their contributions to educational, cultural and spiritual practices.

## Executive Summary

Since 1992 all jurisdictions and many research and academic institutions have described the inequities in our Australian Apprenticeships system.

It is time for systemic and structural change to address this issue once and for all.

We know from past practice of not only this sector but from others (such as community services, disability services, etc) that multiple requests for input across many small parts of policy and practice, a) cause a significant burden to the VET and Adult Education sector as they have to provide responses often unfunded and through additional work hours - this is multiplied for the input on gender and equity - and, b) will result in poorer outcomes as the atomised approach does not address coherently the strategic issues at hand.

At the time of this submission, the Australian Government has many review processes and investigations underway around vocational and adult education and the systems that are influenced by it, and impact it.

- Federal Treasury – Employment White Paper Terms of Reference
- Quality Reforms – Draft revised RTO standards
- Australian Skills Guarantee
- Qualification Model Reform (closing March 2023)
- VET for Secondary Students Reforms (still ongoing)

In addition to this the House of Representative Standing Committee on Employment, Education and Training has announced an inquiry into the “Perceptions and Status of Vocational Education and Training” due to be completed in March 2023.

And finally, the Industry Consultation and Advisory mechanisms are (as we prepare this submission) in the process of being finalised, which will result in a significant restructuring of the mechanism of industry leadership, transfer of knowledge and skills of the training package development process and, re-codifying of various characteristics of Skills Councils, Sector Skills Organisations and Skills Organisations that have been in use for more than a decade.

In addition to this, various State Governments have a significant range of work impacting Apprenticeship and Skills Policy including:

- TAFE SA Roadmap
- SA Skills Plan

This atomised approach to reform, will significantly impair the impact and potential benefit for Australia, our national productivity and the workers and stakeholders/clients of the national VET and Adult Education Sector.

We highlight the many reports and investigations into inequity in VET and specifically into the impact of inequality on women in male dominated trades. These include:

Australian Government. The Senate, *Finance and Public Administration References Committee: Gender segregation in the workplace and its impact on women’s economic equality, 2017*

Holdsworth, S., Turner, M., Scott-Young, C.M., & Sandri, K. (2020). *Women in Construction: Exploring the Barriers and Supportive Enablers of Wellbeing in the Workplace*. RMIT University, Melbourne.

Bridges, D., Krivokapic-Skoko, B., Wulff, E., Bamberry, L., & Jenkins, S. (2018). *THE FEMALE TRADIE SHORTAGE: WHY REAL CHANGE REQUIRES A MAJOR CULTURAL SHIFT*.

Women NSW. (March 2013). *Women in Trades: the missing 48 per cent* (Women NSW Occasional Paper). Sydney: NSW Government Family and Community Services.

All of these reports and many others repeat and share the same facts about Australia's gender segregated work environment:

- There is a persistent and consistent low completion and participation rate of women in male dominated trades
- There is a persistent risk to women, on male dominated working sites, to their safety and wellbeing – this risk increases if the women are young, have a disability, are First Nations, and if they are from a migrant/refugee background
- There is an entrenched cultural barrier to equal participation of women in male dominated work environments as a result of existing systems and structures

It is time to stop tinkering around the edges with the issue of inequity in Australia's Apprenticeship system.

If the Australian Government is serious about making transformational change to address skill shortages and the barriers to participation in our labour market then, it must follow the evidence and address inequity in our Australian labour market *including* the skills pipeline – this is the Australian Apprenticeship System.

For this reason, the apprenticeships support and services need to:

- Be skilled and capable of addressing intersectional gender inequity within their own practices and in the workplaces where apprentices/trainees are placed.
- Understand the prevalence of sexual harassment and risk to women, First Nations, LGBTQ+, migrants, refugees and young people working in male dominated work environments, such as trades, and seek to ensure that the health and wellbeing of all apprentices/trainees is a workplace priority
- Design and implement transformational gender equity practices that do not seek to "fix women" as though they are the problem, but rather deal with the structural and systemic issues that entrench and drive gender inequity within the work environments where apprentices/trainees are placed
- Appreciate and value the lived experience of women's lives recognising that women carry more of the care and domestic load, have increased risk to their mental health and wellbeing, are poorly paid compared to men, and are discriminated against due to their gender.

Without addressing this, the completion rates will not be improved, diverse communities will continue to feel disenfranchised in the Australian apprenticeship system and the future needs of employers (that is to have skilled labour) will not be met. The issue of completion rates cannot be resolved in isolation from the range of reforms underway in the vocational education and training and workforce sector across the Australian economy. The rigidity of the RTO standards that diminish

the wellbeing and information needs of the learner. The lack of versatility for learners in the Australian Quality Framework as well as the strictures of the Senior Secondary School Certificate of Education and the undervaluing of vocational education and training, are only some of the issues that underpin the wide range of reform that must be addressed for the Australian Apprenticeship system to enable success.

In addition to this we ask that the Australian Government:

1. Note that this review seeks to focus in some parts, on the roles and responsibilities of the AASNs. Many of the issues raised in the discussion paper are beyond the remit of AASNs and need to be addressed systematically and strategically.
2. Fund support agencies appropriately to deliver services that are mindful that all students bring with them an intersectional experience of skills and work with many also facing diverse and significant barriers to learning. Currently AASN's are funded on the basis of contract of work for a specific set of deliverables. The contracts are awarded on the basis of a competitive tendering process. We note that the organisations that are AASN's – profit and not for profit – have goals that, while understandable, may fundamentally run counter to the needs of an apprentice/trainee and the system. Specifically, profit and surplus goals may run counter to the goals for delivering adequate support for the range of learners that go through the apprenticeship/traineeship system.
3. Establish an Apprenticeship Policy - outlining how support and services are provided - recognising the economic nature of apprentices/trainee positions in industry, and that their economic contribution can run counter to the drivers of effective learning and learning environments.
4. Change the "deficit" approach inherent in the paper which focuses on disadvantaged and identified groups framing them as "difficult" or "vulnerable" while ignoring the systemic and structural barriers that they face to completing an apprenticeship/traineeship. Policy and approaches to Vocational and Adult Education and Training should be strengths-based and recognise that even within demographic cohorts – e.g., "women", there is significant diversity.
5. Design apprenticeship policy that is inclusive of equity in other sectors - policy needs to acknowledge that gender inequity is embedded in the skills system, for example discussions about men in care pathways should be as equally as important as women in trade work.
6. Build the capacity and capability of apprenticeship/traineeship support systems to respectfully and appropriately support First Nations apprentices/trainees.
7. Acknowledge and address the existing gap in AASN's responsibilities for managing employer relationships. Specifically expand services to include stronger communication and management of employer relationships, addressing the employer-based issues currently facing the system e.g., non-completion due to poor workplace experience, and discrimination.
8. Increase AASN's responsibility for apprentice/trainee relationship management of the training contract, progress of the learner and placement satisfaction to reduce risk of attrition and transfer.
9. Evolve the AASN's administrative function to provide support to employers and apprentices/trainees with an intersectional lens.
10. Support the development of employer capacity to value and understand their role in employing an apprentice/trainee who is still learning.

## Key Recommendations:

- Overhaul the role of AASN's in the Australian Apprenticeship System
- Apprenticeship policy needs to have an intersectional gender lens applied to it
- The apprenticeship system needs to move from being culturally blind about the needs of First Nations students to being culturally transformational. That the Australian Government co-design and co-produce an apprenticeship support service for First Nations students with Aboriginal people through each jurisdiction and in partnership with local Aboriginal Councils and bodies.
- Learning from the lessons of working with communities through nation-wide crises, such as COVID, the Australian Apprenticeship system needs to work with migrant and refugee communities to communicate in language and in culturally sensitive ways that value and benefit an apprenticeship/traineeship program. In addition to this AASN's need to be trained in working culturally appropriate ways with migrant and refugee communities
- Improve connections between industry and schools to develop a pipeline of local talent for training and meet the demand for a workforce from the local community for the benefit of that community.
- Streamline the experience for apprentices/trainees pre-commencement, upon enrolment and during their tenure, using technology, one-stop shop agencies in State Training Authorities, and a wrap-around service for the well-being of the apprentice/trainee and stronger management for the employer and learner relationships.
- Broaden the offerings of TAFE colleges in remote, rural and regional areas to meet the demands of apprentices/trainees and local industry requirements.
- Review of the regulatory mechanisms governing each State Training Authority

## Key Contacts:

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## Introduction

### Who is WAVE?

WAVE is a national network of women involved in Vocational Education and Training (VET) and adult education. WAVE provides research, policy advice and advocacy to Australian and State/ Territory Governments on gender equity in skills and adult education policy, and provides input into VET and adult education internationally. We are supported within each state by local representatives who, in turn, contribute collaboratively to national events and governance. Formed in 1985 WAVE is the first and only national independent, non-government organisation for Australian women and girls in the adult, community and vocational education and training sector/s.

Our mission is to advocate so that Australia's vocational education and training and adult education systems are equitable for all women and girls. Our vision is for a future where women and girls can participate fully in all aspects of work and democratic society, through equitable and transformative vocational and adult education.

### Our Way of Working

WAVE undertakes its work within a feminist framework recognising that intersecting forms of discrimination and marginalisation can impact a person's capacity to access and benefit from Australia's vocational and adult education system/s. As such, WAVE is keenly aware of the importance of centring lived experience in our work. We advocate for the vocational and adult education system to enhance its inclusivity, relevance and affordability for those who may be left behind to provide a coherent voice for under-represented, vulnerable and marginalised groups.

The transformative power of inclusive education, training and lifelong learning that centre gender equity is at the core of WAVE's values.

As leaders in the areas of gender equity and vocational and adult education, WAVE is uniquely placed to provide expert advice to Australian and State/Territory Governments on ways that these systems can be equitable for all Australians. We can provide partners, members and stakeholders with a deep understanding of the last 40 years of evidence in VET and adult education and gender equity from Theory of Change to Theory of Action and monitoring and evaluation of results.

We work in collaboration and in partnership with organisations, leaders and communities that share an appreciation of the breadth of challenges associated with gender inequity, especially as they relate to Australia's national adult education and skills system/s.

WAVE's mission is to partner with organisations and individuals with a shared commitment to social justice in the co-production of sound research and advocacy.

### Context of our feedback

In keeping with the global practice on intersectional gender equity, and the evidence of both the economic and social returns that equitable approaches deliver, we ask the Australian Government to apply an intersectional gender lens to the redesign and creation of the Australian Apprenticeship services and support policy, systems and structures.

### A note on international frameworks and agreements

We draw from the evidence of such organisations as the United Nations, UN Women, UNESCO, UNESCO-UNEVOC, the World Bank, major consultancy firms such as KPMG and PwC, and significant research institutions internationally including our own Group of 8.



WAVE supports Australia's commitment to the UN's *2030 Agenda for Sustainable Development* (Agenda 2030) and the Sustainable Development Goals (SDGs) along with its central tenet of 'leave no one behind'. Our work is informed especially by SDGs 5 (Achieve gender equality and empower all women & girls); 4 (Ensure inclusive and equitable quality education and lifelong learning opportunities for all<sup>1</sup>), and 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all).

Similarly, we acknowledge Australia's support of the *Marrakech Framework for Action: harnessing the transformational power of adult learning and education* (MFA) agreed at CONFINTEA VII and, in line with UNESCO's global initiative *Futures of Education* and calls for a new social contract for education<sup>2</sup>, the commitments made in Australia's submission at the Transforming Education Summit (TES) convened in September 2022 in response to a global crisis in education. The *National Statement of Commitment*<sup>3</sup> states (in part):

Australia recognises the power of education to transform lives and, through targeted actions and continuous improvement, is committed to meeting Sustainable Development Goal (SDG)<sup>4</sup> as a global benchmark for ensuring inclusive and equitable access to quality education and promoting lifelong learning. ...

To respond to current and emerging skills needs, Australia recognises the need to support equitable access to lifelong learning, including formal learning such as higher education and vocational education and training, as well as informal and non-formal learning. Lifelong learning has an important role in helping disadvantaged community members, for example, through improving adult literacy and numeracy, and developing digital literacy (pp. 1,2).

We also endorse the range of advice and advocacy from gender equity colleagues internationally, reflected in major policy frameworks in the European Union and in countries such as Canada, Germany and the United States all of which have a nation-wide gender equity framework, policy and impact/measurements system resourced to drive accountability, build capability and enable transformational change. Noting the scope of our role, we will contain our feedback to that relating to the national vocational education and training and adult education system.

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<sup>1</sup> SDG4 is supported by 10 targets & 11 indicators. Those that are relevant to VET and adult education are targets 4.3 - 4.7.

<sup>2</sup> See: UNESCO *Futures of education* for detail & associated publications  
<https://en.unesco.org/futuresofeducation/>

<sup>3</sup> Australian Government (2022) *National Statement of Commitment to Transform Education*. 14<sup>th</sup> October 2022

<https://transformingeducationsummit.sdg4education2030.org/AustraliaNationalStatement>

## Evidence of the challenge – Gender equity for Australian Apprenticeship support and services

A comprehensive body of current data was provided in the Australian Apprenticeship Background Paper and the Australian Apprenticeship Services and Supports Discussion Paper. This organisation has no new data to add to this bank of information.

However, we would like to raise a lack of commentary around the age of apprentices / trainees and the additional responsibility for child safe workplaces for young apprentices and trainees. WAVE would like to see acknowledgement of this need in future iterations of AASN contracts recognising that workplaces should demonstrate an understanding of what constitutes a child safe workplace when taking on a young apprentice/trainee as outlined in the National Principles for Child Safe Organisations which were endorsed by members of the Council of Australian Governments, including the Prime Minister and state and territory First Ministers in 2019.

As highlighted by Alison Geale the CEO of Bravehearts Foundation during consultations “In 2019-2020 48% of all apprenticeships were undertaken by people aged under 19. Therefore, one could reasonably determine a large cohort of the total number of apprenticeships and trainees each year are minors (under 18 years of age). It is imperative that there is a framework in place for employers that defines a child safe workplace regarding apprentices and trainees. Further to this, a guidelines and best practice structure that test adhesion and compliance with the framework should follow. The current guidelines and good practice simply defer to the parent, this doesn’t ensure the rigour required for a child safe workplace to be effective. The opportunity to protect children, inform employers and create safe working environments is not being realised. A comprehensive focus on the nuances and important principles that determine a child safe workplace need to be applied”.

### RESPONSE TO KEY QUESTIONS

#### What changes are needed to drive up the completion rates?

1. If an employer has been found to have a history of complaints regarding bullying and harassment of apprentices/trainees, they should be prohibited from employing them using relevant legislation in each state and territory for enforcement to improve work environments and manage risk to the learner.
2. Women must be involved in enterprise bargaining in each sector so as to influence standards and conditions for female apprentices/trainees.
3. Create a workplace mentor program to support apprentices/trainees in the workplace, enabling a conduit for addressing workplace issues early and reducing attrition.
4. Zero tolerance for inappropriate behaviour towards women with a recognised streamlined complaints process across Australia.
5. Establish an alumni of completed female apprentices/trainees that can provide support for current apprentices/trainees, championing the role of women in every sector.
6. Provide specific gender related training for leaders, managers and supervisors of apprentices/trainees enabling appropriate workplace behaviours and cultures to be embedded in practice.
7. Encourage employers to invest in developing psychologically safe workplace cultures

8. Provide clear and unambiguous information and training for all workers supporting apprentices/trainees, ensuring a consistent quality workplace offering for all apprentices/trainees, minimising attrition and potential for transfers.
9. Improved relationships between Workplace Health & Safety departments and Child Protection Authorities in each state and territory with the State Training Authority.

#### How can the services delivered better encourage and support apprentices from diverse backgrounds?

1. Clarity for the trainee/apprentice on who to contact when they experience bullying/harassment or pay and condition issues. This is currently the remit of the AASN and this need is not being met.
2. AASNs must widen their scope of cultural understanding of First Nations and people whose first language is other than English, undertaking apprenticeships/traineeships. Collaboration with indigenous liaison personnel in the community or liaison people from a cultural community to navigate the system when problems arise, is important. Currently the AASNs have their own Indigenous or community liaison officer but they are from 'outside' the community and their influence is diminished by this characteristic. A 'wrap around' service separate to the AASNs could foster important relationships in diverse communities to advocate for apprentices/trainees with employers or government agencies.
3. The perception of what is 'women's work' must be challenged through government media promotion of apprenticeships and traineeships.
4. A system to actively promote and recruit more female STEM and trades teachers in schools as vocational education trainers would reduce the likelihood of females being under-prepared and uninformed when considering careers as an apprentice/trainee.
5. Promotion of female participation in male dominated occupations to schools and career guidance officers, as well as promoting the benefits to employers and parents. The National Careers Institute works to provide tailored career advice to school leavers and young people aged 15 to 24, but is understaffed to take on this advocacy for female participation in trade occupations, across all schools in all States and Territories.

#### How can the support services be optimised to meet the current and future needs of apprentices and employers?

1. AASNs are not fulfilling their role as the conduit between the employer, trainer and apprentice/trainee. A separate agency is necessary to provide a 'wrap-around' service for employers and apprentice/trainees as they progress through their training. This service should include providing information regarding incentives, employment conditions, rights and responsibilities, training contract variations, and contact personnel. These services should be readily accessible for all apprentices/trainees, including an online service in multiple languages with an interpreting service.
2. Readily available, free, on-line training to all supervisors of apprentices/trainees on minimising the risk of workplace bullying and harassment, and how to effectively deal with issues if they do arise. Completion of which should be mandatory at sign up.
3. State Training Authorities must provide training to all their staff on how to support apprentices/trainees. Typically, when apprentices/trainees experience difficulty and reach out to the State Training Authority they are passed off to multiple agencies. Apprentices/trainees feel unsupported because they need to have contacted exactly the

right person to get the support they need. Information and support services are compartmentalised and serve the structure of the State Training Authority and do not serve the needs of the apprentice/trainee or employer.

4. A Compulsory Employer Resource Assessment must be completed prior to sign-up to circumvent the frustration for the apprentice and employer as the training programme progresses throughout the tenure of the worker. A compulsory employer resource assessment ensures that the employer of an apprentice or trainee is able to provide, or arrange to provide, the facilities, range of work and supervision required under the training plan.
5. RTOs should provide more information on credit transfers and recognition of prior learning as this often creates delays and frustration for the trainee when they commence their training. A more equitable approach to RPL and credit transfer for apprentices and trainees to ensure existing skills and knowledge are recognized and learner and employer are not penalized by a system that is currently onerous on the learner and previous employer.
6. Training enrolments are labour-intensive exercises for apprentices/trainees and RTOs, and the process must be streamlined for an equitable outcome for diverse populations undertaking an apprenticeship/traineeship.
7. Training contracts should be digitised and accessible to both the employer and the trainee/apprentice and subject to variation if it suits both parties. This is not current practice.
8. The poaching of third- and fourth-year apprentice/trainees by an employer should result in that employer recompensing the original employer for the services provided in bringing the trainee/apprentice to the required level of proficiency.
9. Currently the public TAFE environment is the main provider of apprentice/trainee off-the-job training this results in apprentices/trainees who live in rural, remote or regional areas being chronically disadvantaged due to their locality. More options on offer in regional, rural and remote communities from the local TAFE as well as judicious use of technology and alternative learning environments to deliver off the job training remotely would improve the uptake of apprenticeships/traineeships, the well-being of current apprentices/trainees and address the inequity felt by apprentices/trainees in remote, rural and regional areas.

# WAVE GLOSSARY OF TERMS

<i>When we say...</i>	<i>What we mean is...</i>	<i>What we don't mean is...</i>
<b><i>Vocational and Adult Education</i></b>	The products, services and policies that underpin vocational skilling of people in Australia through education and/or training. This is inclusive of vocational education that occurs in secondary schools, the vocational education that is delivered in universities, adult education that occurs in community settings and also foundation skills, literacy and numeracy education for adults. What draws this together is the enabling effect that these pathways of learning have on jobs and employment of women	We do not include in our definition university degrees or vocational pathways delivered by training providers in locations outside of Australia.
<b><i>The national vocational education &amp; training system</i></b>	<p>1) "The national training system is the Australian system for Vocational Education and Training (VET). It provides people with work-ready skills and qualifications..."  <a href="https://www.australianindustrystandards.org.au/national-vet-system/">https://www.australianindustrystandards.org.au/national-vet-system/</a></p> <p>2) "The extent to which state and territories and the Commonwealth of Australia governments come together to agree on policies and programs to deliver and fund vocational and adult education. It is inclusive of state/territory and commonwealth funding programs, regulatory frameworks and policies and nationally agreed policy structures such as training packages, industry advisory mechanisms, and agreements".  <a href="https://www.pc.gov.au/ongoing/report-on-government-services/2022/child-care-education-and-training/vocational-education-and-training">https://www.pc.gov.au/ongoing/report-on-government-services/2022/child-care-education-and-training/vocational-education-and-training</a></p>	
<b><i>Technical Vocational Education &amp; Training (TVET, VET)</i></b>	Technical and vocational education and training (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to	

	<p>qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET (UNESCO: 2016, 2022)<sup>4</sup>.</p>	
<p><b>Gender Equity and Gender Equality</b></p>	<p>WAVE uses these two terms - deliberately and not interchangeably</p> <p>Drawing from the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) we recognise that:</p> <p>Equality between women, men and gender diverse peoples (gender equality): refers to the equal rights, responsibilities and opportunities of all genders. Equality does not mean that women and men will become the same but that human rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men and gender diverse people, are taken into consideration, recognizing the diversity of different groups of women and men and gender diverse people. Gender equality is not a women's issue but should concern and fully engage men, gender diverse people, as well as women. Equality between people of all genders is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.</p> <p>While the term gender equity was determined by the CEDAW committee in its General Recommendation 28 that all parties</p>	

<sup>4</sup> United Nations Educational, Scientific and Cultural Organization (UNESCO) (2016), *Strategy for Technical and Vocational Education and Training (TVET) (2016-2021)*. UNESCO  
<https://unesdoc.unesco.org/ark:/48223/pf0000245239>

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2022), *Draft strategy for Technical and Vocational Education and Training (TVET) (2022-2029): transforming TVET for successful and just transitions*. 214/EX7. 4 March 2022  
<https://unesdoc.unesco.org/ark:/48223/pf0000380775?1=null&queryId=73debc60-ef03-4da9-9a8f-1b58b94508b7>

	<p>will use the term “equality”, in Australia the term “equity” has gained some traction with gender mainstreaming professionals for its recognition that people have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between genders WAVE uses this term in the full recognition that in the past it has been used to perpetuate stereotypes.</p>	
<b>Gender</b>	<p>Drawing upon the definition of UN Women, WAVE defines gender as:</p> <p>The social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.</p>	
<b>Empowerment of women</b>	<p>The empowerment of women concerns women gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. The process of empowerment is as important as the goal. Empowerment comes from within; women empower themselves. Inputs to promote the empowerment of women should facilitate women’s articulation of their needs and priorities and a more active role in promoting these interests and</p>	



	<p>needs. Empowerment of women cannot be achieved in a vacuum; men must be brought along in the process of change.</p> <p>Empowerment should not be seen as a zero-sum game where gains for women automatically imply losses for men. Increasing women's power in empowerment strategies does not refer to power over, or controlling forms of power, but rather to alternative forms of power: power to; power with and power from within which focus on utilizing individual and collective strengths to work towards common goals without coercion or domination.</p> <p>Drawn from the European Institute for Gender Equality.</p>	
<b>Intersectionality</b>	<p>Intersectionality is a way of seeing or analysing the dynamics of power and social inequality in our society. It can be described in different ways: as a theory, an approach, a lens, a framework and so on. What is essential to the idea of intersectionality is the recognition that inequalities are never the result of any single or distinct factor such as race, class or gender. Rather, 'they are the outcome of different social locations, power relations and experiences' (Hankivsky, 2014 in Multicultural Centre for Women's Health <i>Intersectionality Matters: A guide to engaging immigrant and refugee communities in Australia</i>. 2017</p>	
<b>Gender transformative</b>	<p>When we are gender transformative, we are addressing the "causes of gender-based inequalities and work to transform harmful gender roles, norms and relations. They challenge both normative and structural inequality."</p> <p>Drawn from Our Watch <i>A guide to help you work out how gender transformative your initiative is</i>  <a href="https://handbook.ourwatch.org.au/leadership-resource/a-guide-to-help-you-work-out-how-gender-transformative-your-initiative-is">https://handbook.ourwatch.org.au/leadership-resource/a-guide-to-help-you-work-out-how-gender-transformative-your-initiative-is</a></p>	
<b>Gender Specific</b>	<p>"...Approaches acknowledge gender inequalities and consider women's specific needs, but do not transform norms and practices. "</p>	

	<p>Drawn from Our Watch <i>A guide to help you work out how gender transformative your initiative is</i></p> <p><a href="https://handbook.ourwatch.org.au/leadership-resource/a-guide-to-help-you-work-out-how-gender-transformative-your-initiative-is">https://handbook.ourwatch.org.au/leadership-resource/a-guide-to-help-you-work-out-how-gender-transformative-your-initiative-is</a></p>	
<b>Gender sensitive</b>	<p>These approaches acknowledge but do not address gender inequalities.</p> <p>They are not harmful, but they don't make sustainable changes to society that lead to long-term and significant reductions gender inequality</p> <p>Drawn from Our Watch <i>A guide to help you work out how gender transformative your initiative is</i></p> <p><a href="https://handbook.ourwatch.org.au/leadership-resource/a-guide-to-help-you-work-out-how-gender-transformative-your-initiative-is">https://handbook.ourwatch.org.au/leadership-resource/a-guide-to-help-you-work-out-how-gender-transformative-your-initiative-is</a></p>	
<b>Gender insensitive</b>	<p>These approaches ignore gender norms and inequalities, can minimise efforts to address gender inequality, and risk contributing to the gendered drivers of violence through implicit support of existing norms.</p> <p>Drawn from Our Watch <i>A guide to help you work out how gender transformative your initiative is</i></p> <p><a href="https://handbook.ourwatch.org.au/leadership-resource/a-guide-to-help-you-work-out-how-gender-transformative-your-initiative-is">https://handbook.ourwatch.org.au/leadership-resource/a-guide-to-help-you-work-out-how-gender-transformative-your-initiative-is</a></p>	
<b>Traineeship</b>	<p>A traineeship is a formal training arrangement between an employer and a person who undertakes structured on-the-job training in health, care, support work, infrastructure, engineering, business, IT, digital marketing, hospitality and events for a period of 12 months to two years full or part time. The trainee is paid while they train, with set base rates, including full allowances and entitlements. The qualification can vary from a Certificate II to an Advanced Diploma.</p>	
<b>Apprenticeship</b>	<p>An apprenticeship is a formal training arrangement between an employer and a</p>	

	<p>person who undertakes structured, on-the-job training focused on trades in automotive, electrical, mechanical, bricklaying, plumbing, and carpentry for a period of three to four years, full or part time. The apprentice is paid while they train, with set base rates, including full allowances and entitlements. The qualification can vary from a Certificate II to an Advanced Diploma.</p>	
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