Women in Adult and Vocational Education (WAVE)

RESPONSE TO FUTURE DELIVERY OF FOUNDATION SKILLS IN REMOTE AUSTRALIA DISCUSSION PAPER

Acknowledgement

Women in Vocational and Adult Education (WAVE) acknowledge the traditional owners of our lands and waters – the Aboriginal and Torres Strait Islander Peoples – who are the first educators and the first teachers of this land.

We pay our respects to elders, past present and emerging and recognise that these lands and waters have never been ceded.

We support truth, treaty and reconciliation and the Uluru Statement of the Heart.

Always was, always will be Aboriginal land.

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EXECUTIVE SUMMARY AND RECOMMENDATIONS

WAVE joins with key voices in industry, research institutes and think tanks, the community sector and TAFE in calling for root and branch reform of the VET and adult education systems. We are concerned that the positioning of low literacy, numeracy, digital and employability skills as a subset of an inequitable VET system will continue to bake inequity into the system.

There is strong consistent evidence that Australia's vocational and adult education system is not equitable. Rather, its foundations and underlying assumptions are based on norms, systems and structures emerging from the first and second industrial age which are highly gendered, inequitable and not in keeping with Industry 5.0 which is sustainable, human-centric and seeks to preserve resources and create social stability.

The competency-based VET system has always been a poor fit for the teaching and learning of adult literacy, numeracy, digital and employability skills. The use of market mechanisms to deliver complex, human centred programs has exacerbated this poor fit.

Countries with low levels of adults with level 1 and below in literacy, numeracy and digital skills as measured by Survey of Adult Skills (PIAAC) have well -funded Adult and Community Education (ACE) systems integrated into their education systems (for example, Japan and Finland). Australia's ACE system is weak relative to these and other OECD countries. It relies heavily on unpaid labour predominantly undertaken by women. As digitisation of government and education services replaces place-based human services, this burden of unpaid literacy labour is increasing.

WAVE calls for a high-level review of the VET and Adult Education systems, similar to that proposed for Higher Education. Consideration of Foundation Skills should flow from this.

We note that:

- a range of DESE Inquiries are emerging from *Strengthening Skills: Expert Review of Australia's Vocational Education and Training System*, known as the Joyce Review, undertaken by the previous government.
- the final report of the above review does not make one reference to either 'gender' or 'women' despite Australia having one of the OECD's most gender segregated workforces, which accounts, in part, for Australia's significant and persistent gender pay gap.
- the current National Foundation Skills Strategy is now more than 10 years old.
- the last Commonwealth Ministerial Declaration on Adult and Community Education is almost 15 years old, although some states have since developed their own ACE statements and policies.

Complex equity issues such as low literacy, numeracy, digital and employability skills in remote areas cannot be resolved with reform of one government program. Rather, the entire adult education and vocational training system needs to be reviewed with equity at its heart.

A gendered ACE Sector

The delivery of foundation skills occurs mainly through labour that is feminised and often unpaid. As with other feminised industries, the workforce that delivers Foundation skills suffers with low pay and poor recognition. Using the data that we have about the Adult and Community Education Sector (ACE) as provided in the latest data from the Workplace Gender and Equality Agency (WGEA) we know that:

- Around 62% of the ACE sector workforce is female with the majority working in frontline roles as teachers and educators (professionals), clerical and administration and "sales staff".
- The total pay gap for ACE is 22.8% (2021-2022) with the gap for "key management personal" in the same year being 24.8%.

We note also that as reported by the [2022 Bankwest Curtin University and WGEA 2022 Gender Equity Insights Report](#), Australia's education and training sector is one of the major contributors in each state and territory to the gender pay gap. Further this same report illustrates how the gender pay gap is exacerbated the more remote/rural the workforce is. "Women face a remoteness penalty in the remuneration they can access when working in regional areas of the country." BCEC WGEA 2022 p.68

Summary of Recommendations:

WAVE puts forward the following recommendations:

Recommendation 1: That a Gender Impact Assessment inform the design of any program or project that emerges from this consultation process.

Recommendation 2 That a Gender Impact Assessment inform the design of any program or project that emerges from this consultation process.

Recommendation3 That priority is given to Foundation Skills Programs which combine instruction with applied learning approaches in work, community development and social enterprise activities.

Recommendation 4: School based family learning programs, library based intergenerational reading programs, the provision of training during school hours, access to the internet and suitable digital devices and the provision of childcare onsite are all established ways of ensuring that women can effectively participate in and succeed in foundation skills programs and should be supported.

Recommendation 5: 'Drive in and drive out' models and 100% online training models are ill suited to foundation skills development and should be avoided. Models that work with local place based organisations and local people should be prioritised.

Recommendation 6: Progress measures should include changes in reading, writing and digital skills practices, and not just proficiency, in keeping with international best practice.

Recommendation 7: WAVE calls on the Commonwealth to:

- commit to a root and branch review of the adult education and Vocational Education and Training systems with equity at its heart.
- release a new Foundation Skills Strategy for Adults that identifies the unique role of various education and support services across government and commits to building links between them.
- develop a renewed Ministerial Declaration on ACE which includes a commitment from the Commonwealth to lead on strategic direction setting, data gathering and professional development for a renewed ACE sector.
- Revisit the highly successful Workplace English Language and Literacy Program (WELL) which worked with employers to provide LLN training in the workplace.

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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 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 its reviews of current Foundation Skills policies and programs.

By applying an intersectional gender lens across all aspects of its work, the Australian Government will:

- · Emancipate available labour to engage in the workforce in a way that is meaningful for community, individuals, our society and economy

- Reveal opportunities to enable transformational change in our communities that are in keeping with our nation's commitment to human rights

- Demonstrate that gender equality is at the heart of the Australian Government's vision for a better future; that it is committed to restore Australia's leadership on gender equality.

- Increase our standing internationally as a leader in human rights, and in creating equitable economies that are productive and sustainable

A note on international frameworks and agreements

In putting forward these points 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[1]), 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[2], 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*[3] 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) 4 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

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[1] SDG4 is supported by 10 targets & 11 indicators. Those that are relevant to VET and adult education are targets 4.3 - 4.7.

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

[3] Australian Government (2022) *National Statement of Commitment to Transform Education* . 14th October 2022 https://transformingeducationsummit.sdg4education2030.org/AustraliaNationalStatement

transformational change. Noting the scope of our role, we will contain our feedback to that relating to the national adult education and VET systems.

RESPONSE TO DISCUSSION QUESTIONS ON FUTURE FOUNDATION SKILLS DELIVERY IN REMOTE AUSTRALIA

How can the foundation skills training be designed to draw on the strengths, and meet the needs, of learners in remote Australia?

The overwhelming body of research into the development of adult literacy, numeracy, digital and employability skills suggests that such skills are not learnt in the abstract but rather are most effectively developed in an applied and purposeful way. Models that integrate literacy, numeracy, employability and digital skills into community development, industry and social enterprise programs with direct instruction occurring in context are the most likely to result in lasting skills development (Reder, 2008, 2012). This is particularly the case for First Nations communities, where 'fly in fly out' and online models of training exist in parallel to the literacy, numeracy and digital skills practices and aspirations of remote First Nation communities (Kral & Falk, 2004).

Proficiency in foundation skills and application of these skills interact over time and mutually reinforce each other in adult literacy development (Reder, 2014). As a consequence, proficiency and literacy and numeracy practices are positively correlated - as literacy and numeracy proficiency levels rise, average levels of engagement in reading, writing and numeracy practices steadily increase (Grotlüschen, Mallows, Reder, & Sabatini, 2016). Programs aimed at increasing foundation skill *application* along with direct instruction are likely to be the most effective in increasing proficiency over time. Courses and classes based on generic competency-based outcomes, disconnected from the aspirations of participants and the life of the community are the least likely to be successful.

> **Recommendation** That priority is given to Foundation Skills Programs which combine instruction with applied learning approaches in work, community development and social enterprise activities.

Foundation skills in VET Qualifications

Foundation skills need to be more rigorously integrated into all Vocational Education and Training qualifications, particularly entry level qualifications. Australian VET qualifications are narrowly defined in comparison with those of other OECD countries (Wheelahan, 2015). Integration of foundation skills is an important means of facilitating pathways into higher level qualifications. This is particularly important for women who are over-represented in entry level VET qualifications that lead to low paid work. Without the ability to pathway into higher level qualifications and out of low paid roles, women are often left in shallow career paths and poverty traps (Pocock, Skinner, McMahon, & Pritchard, 2011).

 Foundation skills within VET qualifications also give women workers the tools to exercise agency and advocate for themselves in often hostile work environments. The literacy, numeracy and digital skills practices of particular industries need to be explicitly taught and learnt within VET qualifications and not embedded (and subsequently overlooked) in units of competency, as currently occurs.

Gendered experiences of learning

Foundation Skills policies and programs need to take into account that participation in and completion of learning is experienced differently across gender. While there is overall equitable positive experience about the learning itself (based only on NCVER data) gender stereotypes and other barriers that impact women and their participation in work and learning are seen in reasons for leaving.

Overwhelmingly women leave training for "personal reasons" and lack of flexibility, whereas men for employment and because the goals of the training were achieved.
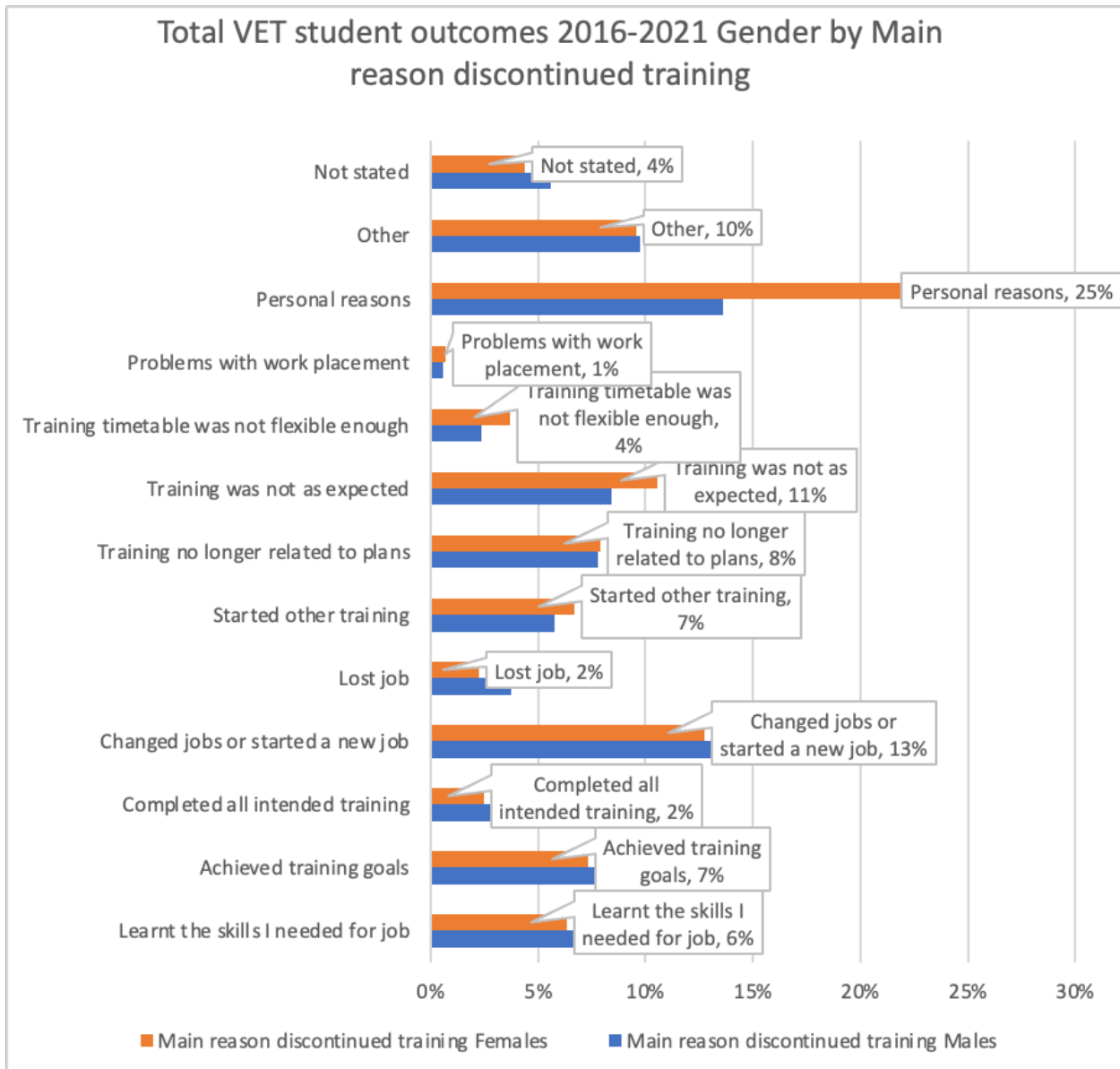
Figure 6 NCVER Total VET student outcomes 2016-2021 Gender by Main reason discontinued training via VOCSTATS

While there is no further disaggregation of the responses to the NCVER survey to understand what those personal reasons are, we know from other evidence that these reasons are more likely to be associated with:

● The impact that care has on mental health and wellbeing of women – research and review of evidence on the impact that caregiving has on women found that when examined from the point of view of gender, there is a negative impact on women's mental health.[4]

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[4] Ervin, J. J., Taouk, Y. Y., Fleitas Alfonzo, L. L., Peasgood, T. T., & King, T. T. (2022). *Longitudinal association between informal unpaid caregiving and mental health amongst working age adults in high-income OECD countries: A systematic review*. EClinicalMedicine, 53. https://doi.org/10.1016/j.eclinm.2022.101711

- The extra burden of unpaid work that women do in Australia – while prior to the pandemic, according to the 2021 Household Income and Labour Dynamics in Australia (HILDA) report women are doing 21 hours more unpaid work than men a weeks. [5]

- The significant burden of care that women carry in the community. While included in the definition of HILDA's "Unpaid work" it is also worth noting that the Australian Bureau of Statistics states that based on the 2020-2021 Time Use Survey:[6]

  – "On average, females spent 4 hours and 31 minutes a day doing unpaid work activities. Males spent over an hour less on these activities, averaging 3 hours and 12 minutes a day. Less than half of males (42 per cent) spent time on housework, compared to 70 per cent of females.
  – "Mothers spent an average of 3 hours and 34 minutes participating in child care activities a day, while fathers spent 2 hours and 19 minutes".
  – "Of those who spent time doing employment related activities, males spent 8 hours and 13 minutes in a day on these activities, compared to females who spent 7 hours We and 12 minutes."

> **Recommendation:** School based family learning programs, library based intergenerational reading programs, the provision of training during school hours, access to the internet and suitable digital devices and the provision of childcare onsite are all ways of ensuring that women can effectively participate in and succeed in foundation skills programs.

How should a foundation skills remote program be designed to respond to local needs?

Place based organisations are the experts in the *application* of foundation skills in particular communities. This would include place based Aboriginal and Torres Strait Islander community-controlled services as well as other place-based services such as libraries and community centres. Where these organisations lack foundation skills expertise this could be provided by partner TAFEs, Universities or other community-based adult education providers with adult literacy, numeracy, digital and employability skills expertise.

Research undertaken by WAVE members suggests that mostly women workers in community settings carry the load of brokering between formal VET and adult education systems and local people. This role should be acknowledged by working with local Aboriginal placed based organisations. (see Lawrence, K 2006, 'Aboriginal women working in vocational training and education: a story from Central Australia', *Journal of Vocational Education and Training*, vol.58, no.4, pp.423–440 , Kate Lawrence WAVE NT Convenor 2008 *Aboriginal Women In Remote Communities In Central Australia: Issues For Vocational Education And Training.* Discussion Paper For Security4women Education And Training Working Group 19th May 2008)

Partnership models where literacy experts work with local people and place-based organisations such as the 26Ten program in Tasmania and the Yes I can model, centre the lived experiences of local people and should be supported. 'Fly in and fly out' and 'drive in and drive out' models of

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[5] Wilkins, Rodger et al *The Household Income and Labour Dynamics in Australia Survey: Selected Findings from Waves 1 to 19 (The 16th Annual Statistical Report of the HILDA Survey)* Melbourne Institute: Applied Economic and Social Research, The University of Melbourne 2021

[6] Australian Bureau of Statistics, "Females do more unpaid work, males do more paid work" Media Release 7th October 2022

training are particularly ill suited to foundation skills training and should be avoided. Wholly online models are similarly ill-suited to learners with low literacy – although online tools can reinforce skills and enhance digital literacy when combined with face-to-face interaction with a trusted teacher or tutor.

In an increasingly digitised world, people with low foundation skills increasingly rely on mediators to help them to fill in forms, access government services and apply for jobs on online platforms. This labour overwhelmingly falls to women workers in community organisations either as volunteers or as an unrecognised extension of a low paid community services role (NSW Council of Social Services, Reading Writing Hotline, & Social Equity Work, 2020; Thompson, 2015). Failure to recognise the unpaid labour of women in supporting adults with low foundation skills is a driver of gender inequality. Wholly online models of training without additional support simply push the burden of supporting these learners into the online environment onto other community organisations and volunteers in the community, most of whom are women.

Community organisations are often first points of engagement for people with very low foundation skills as they seek literacy, numeracy and digital skills mediation support. There is research to suggest that mediation increases confidence in literacy, numeracy and digital skills and provides a pathway to further training (Papen & Thériault, 2016). A number of community organisations have formalised support to community members with online form filling and using digital devices, most notably public libraries (eg https://www.ballarat.vic.gov.au/news/ballarat-libraries-assisting-community-covid-19-certificates). The Commonwealth should consider piloting programs that formalise literacy mediation services and link them with further foundation skills training in remote communities.

> **Recommendation**: 'Drive in and drive out' models and 100% online training models are ill suited to foundation skills development and should be avoided. Models that work with local place based organisations and local people should be prioritised.

How should results of the foundation skills remote program be measured, monitored, and evaluated?

Foundation skills has an evidence problem. The pathway from low literacy, numeracy, digital and employability skills to levels required to perform effectively in a modern labour market and society is a long and complex one, with a range of complex correlations and causations. The ACSF is a blunt instrument for measuring the effectiveness of individual programs along that pathway, particularly short engagement style programs and campaigns. Further, the emphasis on measurement of progress against the ACSF leads to "teaching to the test" which is the least effective way to develop and, more importantly, *retain* literacy, numeracy, digital and employability skills. This is particularly the case for adults with poor experiences of schooling. If schooling did not work for these adults the first time, it is unlikely to work a second time in the same format. Doubling down on the schooling system's most narrow and reductive practices makes it even less likely to succeed.

For this reason, experts recommend accountability based on practices alongside measures of proficiency (Carpentieri, 2019). There is a strong evidence base to support the correlation between practices of literacy and numeracy and proficiency. Practice measures can include how often people engage with particular text types or self- reported measures of confidence in undertaking particular activities. Practice measures were included in the most recent Survey of Adult Skills (PIAAC). These could be adapted to create a framework for reporting application of foundation skills practices to

accompany, and in the case of very short programs, replace measures of proficiency against the ACSF.

> **Recommendation 5**: Progress measures should include changes in reading, writing and digital skills practices, and not just proficiency, in keeping with international best practice.

What professional development activities could the Commonwealth support to improve recruitment and retention? What opportunities are there for the Commonwealth, state, and territory governments to work together to better support foundation skills delivery?

The sizeable adult population with foundation skills below those required in a modern labour market and society is a wicked policy problem requiring holistic approaches that mobilise a range of education and community services organisations. The eco-system of services that support and provide advice to adults with low foundation skills in Australia is fragmented and poorly connected. It relies heavily on low paid and unpaid feminised labour. Unlike most European countries, the public library system is largely disconnected from the adult education system, (which is non-existent in public policy terms in many states and territories). ACE, where it exists, is, in turn, poorly integrated with the Vocational Education and Training system.

The low pay and status of the foundation skills workforce needs to be addressed if the Commonwealth is serious about rebuilding the foundation skills workforce in a way that reduces the gender pay gap.

> **Recommendation** Revisit the highly successful Workplace English Language and Literacy Program (WELL) which worked with employers to provide LLN training in the workplace.

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WAVE GLOSSARY OF TERMS

When we say…	What we mean is…	What we don't mean is…
Vocational and Adult Education	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.
The national vocational education & training system	1) "The national training system is the Australian system for Vocational Education and Training (VET). It provides people with work-ready skills and qualifications…" https://www.australianindustrystandards.org.au/national-vet-system/ 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". https://www.pc.gov.au/ongoing/report-on-government-services/2022/child-care-education-and-training/vocational-education-and-training	
Technical Vocational Education & Training (TVET, VET)	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 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)[4].	
Gender Equity and Gender Equality	WAVE uses these two terms - deliberately and not interchangeably	

| | Drawing from the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) we recognise that:

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.

While the term gender equity was determined by the CEDAW committee in its General Recommendation 28 that all parties 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. | |
| *Gender* | Drawing upon the definition of UN Women, WAVE defines gender as:

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. | |

Empowerment of women	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 needs. Empowerment of women cannot be achieved in a vacuum; men must be brought along in the process of change. 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. Drawn from the European Institute for Gender Equality.	
Intersectionality	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 *Intersectionality Matters: A guide to engaging immigrant and refugee communities in Australia.* 2017	
Gender transformative	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." Drawn from Our Watch *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*	
Gender Specific	"...Approaches acknowledge gender inequalities and consider women's specific needs, but do not transform norms and practices. ."	

	Drawn from Our Watch *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*	
Gender sensitive	These approaches acknowledge but do not address gender inequalities. They are not harmful, but they don't make sustainable changes to society that lead to long-term and significant reductions gender inequality Drawn from Our Watch *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*	
Gender insensitive	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. Drawn from Our Watch *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*	
Traineeship	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.	
Apprenticeship	An apprenticeship is a formal training arrangement between an employer and a 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.	