

# Resource 7: Making training accessible

## Champions of change are active: Welcome

It is important that staff and volunteers have equal opportunities to attend and participate in training, regardless of disability, cultural or religious background or gender. When providing a learning or development program, it is also important that diversity and accessibility needs are taken into account. For example, a staff member who uses a wheelchair will require that all training courses are held in an accessible venue.

The following provides some tips on making the training (learning) experience more accessible.

### Planning the event

- Ask participants if they have accessibility requirements and invite participants to include specific requests.
- Ask participants if they require child care and organise this as required.
- Ensure the facility is accessible (e.g. building entrance, meeting room, bathrooms, presentation stage).
- Provide accessibility information such as the accessible routes between meeting rooms.
- Ensure there is an adequate sound system and arrange for microphones.
- Arrange for good visibility of the speaker and interpreters.
- Arrange for a good Internet connection (can provide alternative formats of material).
- Arrange for assistive listening devices (ALDs/hearing loops), interpreters and/or computer-aided real-time captioning or communication access real-time translation (CART) writers, if needed.

### Preparing the session

- Offer handouts, slides, and other material in accessible formats (e.g. electronic formats such as HTML, large print).
- Provide material ahead of time, if requested.
- Use multiple communication methods for different learning styles.
- Make text and important visuals big enough to be read even from the back of the room.
- Use an easy-to-read font face and sufficient colour contrast.
- Make arrangements for or allow the setup of supports or assistive technology; for example, an Auslan interpreter for a person who is deaf.

### During the presentation

- Speak clearly, avoid speaking too fast, use simple language and avoid or explain jargon, acronyms and idioms.
- Give people time to process information.
- Use a microphone and ensure that all relevant sound is audible through the sound system.
- Describe pertinent parts of graphics, videos and other visuals.
- Do not use inappropriate language or humour (e.g. sexist or racist terms or jokes)
- Provide adequate breaks.
- Respect participants' needs.
- Use a variety of learning modes (e.g. discussion, action, demonstration, reflection) to engage multiple senses (visual, cognitive, kinaesthetic).
- Respect the participants' maturity and life experience.
- Learn with them – be open to new ideas and mutual discovery, which is better than being the 'expert' with all the answers ('facilitate learning' rather than 'deliver teaching').
- Review and reinforce the learning in a variety of ways, help participants relate it back to their life situations.

**More information:**

JobAccess, an initiative of the Australian Government, is an information and advice service and website. It offers help and workplace solutions for people with a disability and their employers ([www.jobaccess.gov.au](http://www.jobaccess.gov.au)).

**Developed in collaboration**

Collaboration leader:

