

Template for writing a submission to:

The ACT inquiry into access to services and information in Auslan

July 2022

1. Begin with a short introduction about yourself that includes:
* Who are you?
* You identify as Deaf or hard of hearing?
* You use Auslan as your preferred language to communicate.
1. Write about the areas that affect you. They could be:

Aged care

Education and training (university and/or TAFE)

Emergency services

Employment (your workplace)

Health care (doctors, hospitals or specialists)

Justice (legal aid, the courts, the police)

Media (this could include social media/broadcasting/press conferences)

Social opportunities (festivals, workshops, anything that involves meeting other people)

You do not have to write about all of these – choose the ones that affect you the most. You can write about the problems you had in your chosen areas.

A few questions to get you started:

* What area are you involved in the most? (e.g. Work? Aged care? Do you go to university/TAFE?)
* What is one story you remember very well, where you experienced discrimination or challenges or barriers in accessing information in Auslan?
* What happened?
* Who was involved?
* Was there a good or bad outcome?
* What would you do next time?
* What would you recommend, to fixing this so it doesn’t happen again?

Include recommendations to solve the problems you experience.

Some examples of problems include:

* No interpreters at the Prime Minister’s press conferences
* No Auslan information provided at the National Gallery of Australia
* A theatre is refusing to provide an Auslan interpreter for their shows
* Police lack knowledge of how to book an Auslan interpreter

Here is an example:

13th July 2022

To whom it may concern:

ACT inquiry into access to services and information in Auslan

My name is ….. and I am Deaf. Auslan is my first language and I use it to communicate in everyday life. I am a proud member of the Deaf community here in the ACT.

I am currently a TAFE student, studying to be a builder. I have a Disability Liaison Officer (DLO) whose job is to support students like myself to succeed at TAFE. However, their understanding of what a Deaf student needs for access is a huge problem. I feel like I have to advocate for just about everything when these things should be given without question.

I had a meeting with the DLO at the start of this year to talk about the things I would need to access education at TAFE. One of the things I requested was the provision of Auslan interpreters for classes. This was noted down and then at the next meeting I was told that having an Auslan interpreter in the classes would be dangerous as they would get in the way when demonstrating building tasks. The teacher and the DLO suggested that I use automatic captions instead.

I explained to the DLO that automatic captions are not 100% accurate. They do not explain jokes, side comments or translate hidden meaning of what is spoken. I also said that automatic captions do not help with the opportunity to socialise in the classes. I can’t read the captions fast enough and this is a common complaint too for hearing people.

I have never heard of an Auslan interpreter getting injured directly because of interpreting a class especially with hands on tasks.

I have told the teacher and the DLO that under the Disability and Discrimination Act it is TAFE’s responsibility to make sure that I have equitable access to education. Providing an Auslan interpreter is a way to make sure that I do. I recommend that the disability support services at TAFE undergo training to understand that the provision of Auslan interpreters is an example of access to the educational and social experiences I need. They also need training to understand how to book the interpreters I request.

Thank you for reading this.

Yours Sincerely,

[Name]

Don’t forget:

Include your contact details with the submission

Do not include your personal details and contact details **IN** the submission

Let them know if you do not want your submission published on the internet and why.