

CELEBRATING DIVERSITY AND PARTICIPATION



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Foreword

Harmony Day is held on 21 March each year and provides an opportunity to celebrate the cultural diversity that makes our country so unique.

This diversity is particularly evident in TAFE NSW where students from over 150 countries enrol every year in order to develop their capacity and realise their potential.

We work hard to provide an environment in which people can study alongside others with vastly different backgrounds, share experiences and ideas, and find new ways of learning together to reach their goals.

By engaging with such a diverse population, TAFE NSW is helping people with language backgrounds other than English to access vocational education and training.

These case studies highlight some of the approaches that have been adopted to address the challenges faced by these learners.

I commend these case studies to you as a source of inspiration for developing programs that support our culturally diverse communities.

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March 2012

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Aim

The aim of this program was to promote participation, respect and harmony and to foster social cohesion between the students from language backgrounds other than English and the wider student community.

Description

17 students enrolled in the Certificate II in Hospitality (18112). They were from countries such as Brazil, Chile, China, Columbia, Egypt, Germany, Peru, Philippines, Russia, Spain, Sudan, Thailand and Vietnam.

The program sought to:

- develop vocational and employability skills as well as provide vocational pathways
- identify education and training pathways relevant to each student
- provide English language and learner support where necessary.

The program involved language support being delivered by an English for Speakers of Other Languages trained teacher in a team teaching arrangement. The vocational components included units of competency such as Listen and Respond in Everyday Contexts, Presenting Food, Clean and Maintain Kitchen Premises, Use Basic Methods of Cookery, Prepare and Serve Non-Alcoholic Beverages, Prepare and Serve Espresso Coffee and Follow Workplace Hygiene.

The program was delivered over one year at Maitland Campus.

Partnerships

This program was developed by the Institute Access and Equity Unit in partnership with the Hospitality Section at Maitland College.

Outcomes

15 students completed the program. One student left early having gained employment.

The program provided hands on experience and developed the confidence of students in organising and catering for a variety of events.

Students catered for a range of real-world events including:

- a Special Breakfast organised by the Maitland City Council for 200 local seniors
- the Hunter Women's Network Dinner which involved around 120 people
- a Civic Welcome for a visiting cricket team at the Maitland Town Hall.

The students were also involved in preparing cultural dishes for the Cultural Connections event for over 70 staff and students at Maitland Campus. These events supported the development of networking opportunities for students that went beyond their class and beyond the campus. As a result of these events, 4 students have secured part time employment in the local hospitality industry.

Apart from employment opportunities, this program has also promoted participation, understanding, mutual respect, harmony and fostered social cohesion between the students and the wider local community.

Factors for success

- Program tailored to address the diverse learners' needs.
- Language support integrated with vocational skills development.
- Special events provided real-world catering opportunities for the students.
- Cross-faculty partnership assisted in the planning and implementation of the program.

Cultural Connections Hunter Institute

Aim

The aim of this program was to promote harmony, social cohesion and mutual respect and understanding among students from diverse backgrounds.

Description

Cultural Connections was designed to provide opportunities for all students and staff to participate and celebrate diversity.

The program involved various cultural activities to help break down cultural barriers and create a more inclusive and friendly learning environment for all students. Participants took part in activities such as storytelling, cultural performances and dance, craft, poetry and drawing.

Cultural Connections also provided students with the opportunity to showcase their own cultures, develop social networks and friendships, and gain confidence in speaking English.

It is anticipated that, from 2012, there will be one Cultural Connection event per semester and Cultural Connection events will eventually be run on every campus across the Institute.

Partnerships

The program was widely supported by various faculties and units. In addition to Institute staff, the Student's Association also supported this program in-kind.

Outcomes

There has been a steady growth in numbers of students from language backgrounds other

than English enrolling in the various vocational courses.

For students, relevant support and a friendly learning environment is critical for many to complete their studies.

For the Institute, this type of supportive environment leads to a more satisfied student body and better overall completion rates

This is particularly important because, since 2007, the total enrolments for students from language backgrounds other than English have grown from 2,612 in 2007 to 5,052 in 2011.

This can be attributed at least in part to the increased support and training customised to the needs of this group.

Since the start of the program there have been two Cultural Connections events at Newcastle and Maitland. Both of these events have had a high number of attendees as they are open to all students and staff from these campuses. At Newcastle for example, the event coincided with the Orientation Week.

This program was a supplement to the existing programs and initiatives such as the Harmony Day celebrations, Reconciliation Week, NAIDOC and World Refugee week.

Factors for success

- Increase in the number of students from language backgrounds other than English added to the success of the program with the additions providing a richer and more diverse selection of cultural backgrounds.
- Institute's commitment to Social Inclusion and its enthusiasm vital to the design and delivery of the program.

Aim

The aim of these initiatives was to bring people from all types of cultures together to express themselves and to build their understanding of cultural diversity.

Description

The initiative was delivered at two locations:

- Wollongong – World on Campus involved students from Vietnamese, Croatian, Turkish, Burmese, Chinese and Aboriginal backgrounds setting up stalls to present cultural displays, entertainment, music, food, art and short films about Aboriginal culture.
- Shellharbour - Bridging Cultures enrolled students from Buddhist, Burmese, Chinese and Aboriginal backgrounds.

Both programs involved staff from the Community Services and Equity Faculties and enrolled students in the Certificate IV in Community Services. Students developed competencies in Working Effectively with Culturally Diverse Clients and Co-workers and Working Effectively with Aboriginal and/or Torres Strait Islander People.

Both programs utilised:

- project based learning model where students work with industry partners to develop cultural competencies
- group learning opportunities
- guest speakers
- liaison with community organizations.

Partnerships

Partnerships were developed across TAFE Sections at both campuses and with Illawarra Multicultural Services, Multicultural Communities Council of Illawarra as well as local employers and communities.

Outcomes

Key findings from a post-program survey of students revealed:

- a fall in the number of harassment cases and a greater sense of belonging reported by students
- a greater level of engagement by students from diverse cultures in campus activities
- more recognition amongst fellow students for the talents, skills and experiences of Aboriginal students and those from language backgrounds other than English
- project based work experience was seen as valuable by the students.

Staff also reported satisfaction with the partnerships that were developed with local government, employer and community organizations in support of the initiative.

Factors for success

- Partnership between TAFE internal stakeholders and community organisations.
- Enthusiasm and motivation of staff and students who worked outside their normal hours in order to provide a successful event.
- Equity services provision of financial support such as T-shirts, entertainment and prizes.

Aim

The aim of the program was to prepare overseas qualified professionals to enter the Australian workforce.

Description

14 students enrolled in the Certificate IV in Spoken and Written English – Employment (17998) including the units of competency Written Language for Job Seeking Documents and Language Skills for Job Interviews. All students were from language backgrounds other than English and held overseas qualifications.

Students were provided with group learning opportunities which enabled them to:

- develop greater awareness of workplace culture and trends in Australia
- match their overseas qualifications with jobs in the local workforce
- develop career portfolios and prepare supporting documents
- develop strategies to identify employment opportunities
- prepare for a job interview
- identify and promote their strengths
- improve career management skills.

Local employers and human resources specialists delivered sessions on labour market expectations and job search strategies. They participated with students in job application role plays and provided students with individual feedback.

A cross-cultural communication workshop was also held which involved students from the Diploma of Media and Communication. Students were also provided with a compact disc which gave them further information about how to prepare for an interview.

The Program was delivered at Wollongong Campus.

Partnerships

This program was developed by NSW AMES in partnership with Illawarra Institute.

Outcomes

All students completed the program. Of this group:

- nine students planned to apply for further training with the Institute
- five students went on to full or part time employment
- all students reported that they felt clearer about the employment process, had a better understanding of the Australian job market, and were more confident about their communication skills.

Factors for success

- Successful marketing of program through the media and internal networks.
- Role plays with potential employers made program practical and realistic.
- Strong internal and external partnerships between TAFE, AMES and the community.
- Program well written.
- Program free to skilled migrants.

Aim

The aim of the program was to provide tailored English language tuition to students from language backgrounds other than English.

Description

32 students enrolled in the Course in Language, Literacy and Numeracy (2244) and many also co-enrolled in the Course in Preliminary Spoken and Written English and the Certificates I, II and III in Spoken and Written English.

This flexible nature of provision meant that the needs of students at each level of English learning could be addressed. Individual training programs were developed for each student.

Students were from Bangladesh, China, India, Iran, Japan, Lebanon, Nepal, The Philippines, Russia, Somalia, Spain, Sri Lanka, Thailand, and Vietnam. They shared a background in full-time employment (or family role) in their country of origin and a desire to enter the workforce in Australia or improve their English language skills for the workplace and /or community.

All students were provided with individual and group learning opportunities to:

- attend a class at their level of learning
- attend Individual Learning Sessions and use websites, personalised PowerPoint presentations, CDs and CD ROMS to accelerate progress
- attend Literacy/Numeracy group classes with mainstream students
- co-enrol in a vocational course if their English level allowed this
- request Learner Support to assist with English language in vocational classes and with mainstream course materials
- enrol in the AMEP/OTEN Distance English online for AMEP eligible students
- become part of a group of fellow students to share social occasions and group information sessions from local service providers.

Partnerships

The program was developed by the English for Speakers of Other Languages Section at Tamworth Campus in partnership with the Department of Employment, Education and Workplace Relations and the Adult Migrant English Program. It involved partnerships with volunteer referral services, libraries, parent groups, Northern Settlement Services, Family Relations Centre and Centrelink.

Outcomes

All students reported successful outcomes and:

- 4 students completed an English for Speakers of Other Languages course
- 23 students planned to apply for further training
- 4 students found employment.

All students reported that taking part in the program had been beneficial.

Factors for Success

- Classes scheduled to alleviate transport problems where possible.
- Programs customised and mentoring provided for each participant.
- Self-paced progress supported by individual assistance.
- Students encouraged to co-enrol in vocational courses which highlighted possible educational and vocational pathways.
- Students encouraged to join social activities on campus which supported settlement into the TAFE and wider communities.
- Program connected students to local services.
- Program encouraged students to continue learning by attending some mixed level classes and meeting students studying at different levels.

Scaffolding & Forklift Operation

North Coast Institute

Aim

The aim of the program was to develop skills amongst people from language backgrounds other than English that would directly address local labour market needs.

Description

13 Students enrolled in the program and were aged from 22 to 56 years. They were from a range of countries including Burma, Congo, Iraq, Liberia, Sudan and Togo. Students enrolled in the Statement of Attainment in Vocational and Community Engagement (4962) and through the Construction Section at Coffs Harbour in units of competency from the Certificate III in Scaffolding (18751).

The program focused on Scaffolding which is a skill shortage area where no relevant Certificate II exists. It was designed for students seeking to obtain the national licence required to work not only in Scaffolding but also in any construction work. Students were also enrolled in the 'Operate a Forklift' unit of competency to further enhance their prospects.

Priority was given to the students with the most complex needs, such as refugees, Indigenous, youth and mature workers whose English or literacy/numeracy impeded them from enrolling in mainstream courses or securing an apprenticeship. These students had no formal qualifications but some had building experience in their homelands.

Many students were enrolled concurrently in the AMEP Program and were provided support in numeracy/literacy, work skills and work experience placements.

Team teaching underpinned the program which was delivered at Coffs Harbour Campus.

Partnerships

The program involved the Outreach Section working closely with the Construction Faculty at Coffs Harbour.

It relied on strong local partnerships with agencies such as Links to Learning, the Police Citizens Youth Club, Anglicare Refugee Settlement and the Indigenous Youth Mobility Program. A labour hire company and Job Services provided guest speakers.

Outcomes

10 students completed the Vocational and Community Engagement course and, of this group:

- 6 students went on to complete the Scaffolding and Forklift units of competency
- some of the students decided to enrol in literacy with the General Education section, as they had failed their WorkCover tests due to low literacy levels
- 1 student went on to employment. Others were offered work but due to lack of private transport were unable to take up the jobs. Many are working in fruit picking, hoping to get their driver's licence and buy a car.

Student surveys pointed to participant preference for hands on programs. Many commented on their need to improve their LLN to succeed in the trades.

Factors for success

- English language support integrated with vocational skills development.
- Teachers from different sections worked closely together to coordinate program development and delivery.
- Program succeeded in enrolling at-risk students with complex needs.
- Students appreciated the learning opportunities available.

Certificate II in Children's Services – Childcare North Coast Institute

Aim

The aim of the program was to train bilingual childcare workers to support young children of refugees in childcare centres.

Description

18 students enrolled in the Statement of Attainment in Vocational and Community Engagement (4962) and in the Certificate II in Community Services (18148).

The program was developed in response to local needs. Coffs Harbour is a designated refugee resettlement regional centre and newly arrived refugees are entitled to free childcare whilst learning English. Children are placed in centres which employ Community Childcare workers.

The Institute and its community partners identified the need for additional training for these workers and, as a result, this program was subsequently developed by the Outreach and Children's Services sections at Coffs Harbour.

Students were from countries such as Ethiopia, Eritrea, India, Congo, Burundi, Togo, Liberia, Sudan, Sierra Leone, Philippines. These students were mainly Humanitarian entrants. Three students had overseas qualifications but only one of those had supporting paperwork. The students all attended a designated play-session held at Coffs Harbour Education Campus. Their assessments were undertaken using a simulated, supportive environment.

Guest speakers came from different child care centres, UnitingCare Burnside and the Community Childcare Service.

The students were provided with individual and group learning opportunities which enabled them to develop skills in Childcare and articulate into higher level Childcare qualifications.

Partnerships

In developing and delivering this program, the Institute partnered with UnitingCare Burnside and the Community Childcare Workers Program which provided cross-cultural training. Other partners who supported the program were Anglicare North Coast Humanitarian Service and the St Vincent de Paul Settlement Services.

Outcomes

17 students completed the program. Of this group:

- 6 students found employment as Community Child Care workers to support newly arrived African children
- Most students went on to enrol in higher level courses in the following semester.

Factors for success

- English language support integrated with vocational skill development.
- Close liaison with community partners increased the relevance of the program and improved the potential pathways for students.
- Students appreciated learning with others who had faced, and were facing, similar challenges with settling in the North Coast.
- Staff in all agencies committed to addressing the needs of the students and supporting their settlement.
- The simulated workplace setting with Children's Services was particularly valuable.

Aim

The aim of this program was to provide skilled migrants with the job search strategies to find employment in the Australian workforce

Description

390 students enrolled in Skillmax (No.17998) Written Language for Job Seeking Documents and Language Skills for Job Interviews. All were from language backgrounds other than English and held overseas qualifications.

Delivery was geared to the skill gaps identified amongst individuals in each group. For example, if students required more time on aural skills such as telephone interviews, this was incorporated into their learning program.

Human resources specialists and employers provided sessions on current expectations about finding work and career advice. They took part in role plays and provided students with individual feedback about their interview skills

Students were provided with group learning opportunities which enabled them to:

- develop greater awareness of workplace culture and trends in the Australian labour market
- find their fit in their field of expertise
- develop a career portfolio eg, resume and cover letter
- develop strategies to identify employment opportunities
- prepare for a job interview
- improve career management skills
- market themselves effectively.

An important strategy was to ensure that, by the conclusion of the program, all students had the required job seeking skills to be competitive and were actively applying for jobs.

The program was delivered at North Sydney, Meadowbank and Hornsby Campuses and at Eastwood Community College.

Partnerships

This program was developed by NSW AMES in partnership with TAFE NSW.

Outcomes

Of the student group:

- 375 completed the course
- 234 obtained employment within 6 weeks of completing the course
- 78 students planned to apply for further training with TAFE NSW or other RTOs.

Factors for success

- Guest speakers from areas such as information technology, engineering and accounting spoke to students and kept in touch, provided personal advice and helped students to network across their respective industry.
- Bank of Curriculum Vitae from previous students who were successful in getting jobs across a range of occupations available to contemporary students.
- Provision of advice on Team Building, Conflict Resolution and Australian workplace culture.
- Contacts within TAFE have provided work experience for appropriate students. As a direct result of this work, several students have obtained jobs.
- Counselling facilities available to all students.
- Experience of the Skillmax teachers.

Aim

The aim of the program was to support students in gaining a First Aid qualification, improve their employment prospects and assist their settlement into the local community.

Description

The program was delivered to 14 students in Semester 1 and 13 students in Semester 2. All students enrolled in the Certificate II in Skills for Work and Training (9072), including the unit Apply First Aid (HLTFA301B).

The students were from a range of countries including Bangladesh, Bhutan, Congo, Ethiopia, Pakistan, Russia and Sudan and varied in age from 20 to 50 years. All had language backgrounds other than English.

Students were mainly refugees who had completed at least primary education in their home countries.

They were provided with individual and group learning opportunities which enabled them to:

- develop an understanding of Australian culture, idioms, humour and communication
- learn techniques for integration and settlement
- expand their First Aid related English skills
- gain a recognised Australian First Aid qualification.

This program was delivered by Vocational Access teachers in partnership with a regional Vocational Ambulance Officer. This approach has been proven to work in the past for an area in which there is always strong demand.

The Institute was fielding enquiries about whether a similar program would be offered in 2012 well before the end of 2011.

Outcomes

All students completed the program and:

- planned to apply for further training with TAFE NSW or other regional RTOs
- were either seeking full/part time employment, were already employed, or were engaging in some voluntary capacity in their new community as a bridge linking experiences and skills with future employment pathways
- regarded their participation in this program as an enabler towards securing employment in the future.

Factors for success

- Students worked well in a collaborative learning environment.
- A strong partnership existed with the regional Vocational Ambulance Officer.
- Ongoing demand exists for this program amongst the community.
- High level of student achievement and satisfaction expressed by students.
- Employment skills and contextual English language skills developed.

Skills for Work and Training

Riverina Institute

Aim

The aim of this program was to improve English language skills in a vocational context in order to gain employment and work effectively in the Australian environment.

Description

20 students were enrolled in the Certificate II in Skills for Work and Training (9072). They were from countries such as Afghanistan, Ethiopia, India, Philippines, Romania, Thailand and Turkey and ranged in age from 22 to 65 years with most being in their 40s.

Adult Migrant English Program students were also enrolled in the Certificate III in Spoken and Written English which was integrated into the overall learning program.

Students learned how to:

- write a resume
- apply for a job using online technology
- respond to media advertisements
- write a letter of application for specific positions
- participate successfully in mock interviews
- apply First Aid as an elementary qualification toward employment.

They were provided with individual and group learning opportunities which enabled them to use English language in a workplace context.

The program relied on team teaching involving English Language and Computing teachers. This approach ensured that the relevant support was delivered at the appropriate time. It also enabled local nurses to work with TAFE teachers to deliver the unit of competency Apply First Aid.

The program was delivered at Griffith campus.

Partnerships

The program was developed by Vocational Access staff working in partnership with the Adult Migrant English Program onsite delivery team. It involved collaboration with Griffith Settlement Services and the Priority Schools Program to arrange guest speakers

Outcomes

11 students completed the Certificate II in Skills for Work and Training. Of this group:

- 6 planned to proceed to further training
- 3 have full time employment
- 4 have part time employment
- 1 has undertaken voluntary work.

Feedback was overwhelmingly positive, indicating that the program had met their particular needs.

Those students that did not complete, registered with The Personnel Group or other local job services agencies.

As part of their program, 12 students also completed the St John's First Aid Certificate.

Factors for success

- Enthusiastic regular attendance of students.
- Dedication of highly qualified staff.
- Strong partnerships with local organisations and agencies.

Hands On Refugee Youth Engagement Program South Western Sydney Institute

Aim

The aim of the program was to re-engage school students aged from 15 to 18 years who had disengaged or were at risk of disengaging from school-based education.

Description

This program was developed by the Institute's Aboriginal Education and Training Unit. It was extended to students of refugee and non-English speaking backgrounds by the Institute's Social Inclusion Unit.

152 students enrolled in the program over 2010 and 2011. They came from countries such as Afghanistan, Columbia, Iraq, Samoa, Sierra Leone, Sri Lanka, and Thailand.

Many reported a disrupted education; low English literacy and numeracy skills; age limits being placed on schooling and difficulties learning at the same pace as mainstream students. In addition, settlement issues including the understanding of the Australian education system; poverty in the household; emotional and mental health issues were also reported.

The program provided case management and support services that sought to improve the educational outcomes and social well-being of students. It comprised customised taster courses delivered across different trade areas.

The students were provided with individual and group learning opportunities which enabled them to understand the requirements of specific trades, develop their skills, gain employment or entry to TAFE, gain an insight into possible career pathways and develop their literacy and numeracy skills in the context of vocational training.

The Program was delivered at Bankstown, Campbelltown, Granville, Liverpool, Macquarie Fields, Wetherill Park and Off Site (Kangaroo Valley) To Reach Your Potential Program. It was customised in partnership with the various faculties involved with delivery.

Partnerships

The program relied on improving functional connections and partnerships between education, employment and local youth services. Strong community partnerships also developed with the Australian Football League, the Rugby Youth Foundation and Football United.

Social Inclusion staff also worked with a range of Institute faculties to ensure that support services were integrated with vocational skills awareness and development.

Outcomes

All school staff involved commented on the tremendous value of the program and how it served to regenerate a sense of enthusiasm, pride and engagement amongst students.

It also prompted a review of existing programs and the redevelopment of early intervention strategies, minimising the risks of students becoming totally disengaged from school.

Factors for success

- Case management and support services.
- Practical programs in skills storage areas with direct outcomes.
- Teachers with skills and talents in working with young people experiencing disengagement.
- Strong partnerships with schools, community agencies and within the Institute.
- Flexible curriculum design and delivery.
- Curriculum customised to better meet the needs of the students.

Hands On To Reach Your Potential Program South Western Sydney Institute

Aim

The aim of the program was to develop leadership skills amongst students aged from 15 to 18 years who had become disengaged or were at risk of disengaging from school.

Description

This program was developed by the National Indigenous Recruitment Officer for the Australian Defence Force in partnership with the Social Inclusion Unit. It extended the Hands On Refugee Youth Engagement Program by providing further opportunities to students to re-engage in their education whilst developing leadership skills.

Students were from Afghanistan, Iraq and Sierra Leone. Many had experienced a disrupted education, had low English, language, literacy and numeracy skills, and had faced other significant barriers. They often had responsibilities at home such as taking care of siblings, or providing extra support to parents. Some students were dealing with significant challenges in relation to parentlessness, lack of income, emotional issues, mental health issues and family expectations.

The program was designed to 'Mentor and Teach whilst Challenging' young men and young women by introducing them to physical and mental challenges in a controlled, safe environment. It was designed to assist them in the development of life-skills that focused on leadership, teamwork, ethics and principles and to propel them from adolescence to adult citizens who positively contributed to their community.

The program not only challenged students in areas of leadership but enabled them to reflect on their goals and aspirations, make new friends, and appreciate the Australian landscape and culture whilst engaging in their own learning.

The 'boot-camp' style of the program was mapped to 15 units of competency from the Certificate II in Skills for Work and Training.

The Program was delivered at Kangaroo Valley whilst curriculum and assessment was delivered through the Social Inclusion Unit in the Institute.

The program design was based on what the students would be doing in the field. Assessment contained practical activities and components to assist students with poor literacy skills. Learner support was provided on each camp. A comprehensive, flexible work book was developed which mirrored the program and catered for the dynamics of the group.

Partnerships

Football United partnered with the Institute and the Australian Defence Force to develop students' key leadership skills

Outcomes

12 refugee students participated in the program.

They remained at school until the end of the year and absentee rates for most either improved or remained stable. All students stated they had benefited greatly from the program and wished to continue their education by co-enrolling in both school and TAFE programs.

Factors for success

- Hands On experience meant that students dressed in army greens, carried their own ration packs and were responsible for managing their own camp site.
- Real life challenges were presented requiring team work and communications skills.
- The program was clearly outlined and described to students before they signed up. Rules and prohibitions (e.g. no smoking) were laid out and participants chose to come along by signing a contract.
- The inclusion of 12 Aboriginal students to form a larger group provided the basis of an enriching cross cultural experience.

Vietnamese Women Sharing their Culture Sydney Institute

Aim

The aim of the program was to provide students with skills to create a website using Wikis, develop confidence about their abilities and assist with information sharing amongst Vietnamese Women's Support Groups.

Description

15 students enrolled in the Statement of Attainment in Vocational & Community Engagement (4962). All were mature aged Vietnamese mothers who wanted to share their experiences. Some had experienced traumatic episodes in their lives.

Vietnamese women who would benefit from the program were identified in consultation with Leichardt Women's Community Health Centre.

The program provided opportunities to those women who wanted to come to TAFE to learn skills in technology and also practise their spoken English.

Students were provided with individual and group learning opportunities which enabled them to:

- learn about wikis and how to use them to create a website
- learn to create pages for the website
- explore ways to create content in Vietnamese and English
- learn how to use a digital camera
- learn how to maintain a website and embed digital stories
- learn how to work in groups and support each other
- learn skills such as communication, teamwork, problem solving, goal setting, planning and organizing.

The Program was delivered over a 10 week period at Ultimo College. Students attended for one morning each week.

Partnerships

The program was developed through partnerships between Glebe and Marrickville Vietnamese Women's Support Groups and the Ultimo College Outreach section.

Outcomes

13 students completed the program and plan to apply for further training with TAFE NSW or other training organizations. All students:

- documented their life stories using digital media to give them a sense of belonging, empowerment and ownership
- confirmed that they had gained confidence, learned valuable skills, explored pathways for further study and improved their spoken English skills
- were able to transfer knowledge about their traditional foods and share recipes with other students. This helped developing confidence as well as a sense of belonging.

2 students became leaders and spokespeople in volunteer groups for their community.

Factors for success

- Flexible design and delivery.
- Vocational teacher with ability to develop language literacy and numeracy skills.
- Sharing stories and food after class in a special communal eating area.
- Good partnerships with community centres and increased awareness of TAFE educational opportunities.

Cooking with Culture

Western Institute

Aim

The aim of the program was to use the existing culinary skills of the Dubbo Multicultural Women's Group as a platform for further developing language, literacy and numeracy skills.

Description

15 students enrolled in units from Information Technology, Visual Arts, Hospitality and First Aid courses. All were mature aged women from diverse ethnic backgrounds with low levels of literacy and numeracy. Many had negative educational experiences in their homelands and had travelled to Australia from war-torn countries.

Students were provided with group learning opportunities to:

- cook their favourite family recipes
- share their experiences, understanding and expertise by developing their English language skills
- write, illustrate with drawings and photographs, and publish a multicultural cookbook.

The cookbook contained two or three recipes from each of the students plus some recipes from well-known restaurant owners from in and around Dubbo.

The program was delivered both on and off campus in Dubbo to allow students to ease into the new learning environment.

Partnerships

This program was developed by Outreach staff in consultation with the Multicultural Women's Group in Dubbo.

Outcomes

All students completed the program with improved language, literacy and numeracy skills, new culinary skills, increased enthusiasm and more self-confidence.

Their efforts led to a cookbook being produced which is sold for \$10 at Dubbo Neighbourhood Centre and other local outlets.

The program contributed to building and strengthening the partnership between the broader multicultural community and the Institute. It also resulted in increased internal cooperation, professional learning and support for women's programs.

Western Institute Outreach staff planned to explore ideas for more programs that could be delivered through consultation with the Dubbo Multicultural Women's Group.

Factors for success

- Program designed in consultation with the existing community Multicultural Women's Group.
- Students had a sense of ownership.

Aim

The aim of the program was to develop sustainable employment outcomes in agriculture for people from refugee communities.

Description:

18 students enrolled in the Statement of Attainment in Vocational and Community Engagement (4962). They were predominantly of Karen background with other students from Afghanistan, Iraq and Pakistan.

Delivery involved team teaching and drew on the expertise of both Agriculture and English language teachers – English language needs being embedded in the vocational units.

Students also participated in offsite work experience and field trips to other local farms and nurseries. Offsite work experience was negotiated with the support of the NSW Farmers' Association at two farms in Rossmore and Pitt Town, Western Sydney.

The program was delivered over three days per week, for 14 weeks at the Orchard Hills Community Farm near Penrith. Delivery was organised by the Institute Outreach and Multicultural Services sections.

Partnerships

The program was developed by TAFE Outreach, Blue Mountains College and the Multicultural Services Education Unit. Additional TAFE support services were provided by the Counselling and Careers Development Unit, Teacher Consultants for Students with Disabilities and specialist teachers.

It was supported by external partnerships with Cana Communities Incorporated, Centrelink Multicultural Settlement Services, NSW Farmers' Association, Nepean Migrant Access and Karen and Bhutanese Community leaders. Further partnerships included Job Services Australia, Anglicare Migrant & Refugee Services, Angels of Mercy, Department of Employment, Education &

Workplace Relations, Penrith City Council, NSW Police Force, Fairfield Multicultural Resource Centre, Survivors of Torture and Trauma and Rehabilitation Treatments, Hills Holroyd Parramatta Migrant Resource Centre, and Australian College Languages.

Outcomes

14 students completed the program.

By the midpoint of the program, two students secured employment and withdrew from the course. A number of students were offered employment at the Rossmore farm or Pitt Town farm. However neither farm is accessible by public transport creating access barriers. An ongoing challenge for refugee students is their English language and literacy development to achieve a NSW driver's licence and maintain employment providing sufficient income to support ownership and maintenance of a vehicle.

12 students requested further training and enrolled in semester 2 in the Statement of Attainment in Access to Work and Training (9070). 13 new students from the Bhutanese community enrolled in the Statement of Attainment in Vocational and Community Engagement (4962) in Semester 2, 2011.

Factors for success

- Orchard Hills site is an innovative, well-supported community learning space.
- Refugee farmers had plots for growing vegetables for their family and community.
- Students developed a sense of ownership and responsibility for their work area.
- Community agencies supported the program.
- Wrap around service delivery model supported by a dozen community support agencies and government departments.

Advanced English and Vocational Courses Western Sydney Institute – OTEN

Aim

The aim of this program was to prepare job seekers from non-English speaking backgrounds for further study and/or employment.

Description

98 students participated in the program which was developed, in consultation with community agencies and professional bodies, around skill shortage areas.

All were from language backgrounds other than English and most were mature-aged.

Students were enrolled in the Statement of Attainment in Employment, Education and Training (9068) which was delivered in conjunction with a variety of other vocational courses in areas such as accounting, aged care, children's services, information technology and mental health.

The vocational courses that were integrated into the program went from Certificate I to Advanced Diploma level depending on each student's needs.

All students were assessed for recognition of their overseas qualifications with the aim of providing advanced standing and avoiding duplication of learning. In addition, bridging programs were offered for students with the appropriate overseas skills and qualifications.

The program was delivered nationally in distance education mode catering for students through the use of distance learning materials, telephone tutorials, emails, on line and in small group workshops, where possible.

Units of competency from the course were selected to satisfy the requirements for registration with the Institute of Public Accountants and for employment purposes in the accounting field. Students were also given a further study option in order to complete the remaining units for the Advanced Diploma in Accounting.

Delivery across all vocational areas involved individual and group learning opportunities.

Partnership

The program was developed in consultation with the Department of Employment, Education and Workplace Relations and Centrelink and included consultation with Migrant Community Centres, Multicultural Service Officers, Community Settlement Service Officers and other professional bodies.

Outcomes

60 students successfully completed this program.

Of this group:

- 29 were planning to apply for further training
- 41 took up employment opportunities
- Most students confirmed that the program had been beneficial to them.

Factors for Success

- Flexible study mode.
- Ongoing language and cultural support.
- Enhancement of communication skills.
- Confidence developed for job interviews.
- Focus on cross-cultural communication skills.
- Understanding developed of Australian legislation and policies for the workplace.
- Expertise, experience and commitment of OTEN staff.

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