



Ethnic Affairs Priorities Statement

TAFE & Community Education

Report 2011

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INTRODUCTION

The TAFE and Community Education Ethnic Affairs Priorities Statement (EAPS) Report provides an overview of the broad range of activities undertaken to achieve the outcomes of the then Department of Education and Training's Ethnic Affairs Priorities Statement Plan 2008-12.

The achievements, strategies, challenges and future directions outlined in this report provide a representative sample of activities undertaken across the TAFE and Community Education portfolio during 2011. The portfolio is comprised of the TAFE NSW Institutes and central support areas, the NSW Adult Migrant Education Service (AMES) and the NSW Adult and Community Education (ACE) Unit.

The report has been prepared in accordance with the Department's guidelines to develop and promote targeted courses and programs that reflect the changing nature, level and location of demand amongst communities including humanitarian program entrants and skilled migrants and refugees.

The activities outlined in this report reflect national and state strategic priorities for the vocational education and training sector outlined in the Department of Education and Communities' Ethnic Affairs Priorities Statement Plan 2008-12 and the National Skills and Workforce Development Agreement 2009-2013.

The report is organised according to the five Activity Areas listed in the NSW Government's Ethnic Affairs Priorities Statement Standards Framework:

1. Planning and Evaluation
2. Program and Service Delivery
3. Staffing
4. Communication
5. Funded Services

In the report, the term language background other than English includes those from culturally and linguistically diverse backgrounds and non-English speaking backgrounds. The data presented is based on official TAFE NSW statistics for 2010. Official statistics for 2011 are expected to be available in April 2012.

This is the final EAPS Report that will be prepared by the TAFE and Community Education Portfolio. From 2012, the Department of Education and Communities will be reporting against the Community Relations Commission's Multicultural Policies and Services Program which has replaced the Ethnic Affairs Priorities Statement.

EAPS ACTIVITY AREA 1: PLANNING AND EVALUATION

OUTCOME

Ethnic affairs strategies are informed by data analysis, research and evaluation, and integrated into the planning, evaluation and accountability cycles of the Department.

1.1 Planning and Evaluation

TAFE NSW Achievements

- The NSW Technical and Further Education Commission (TAFE NSW) captured data relating to country of birth and language other than English spoken at home and included this information in bi-annual Institute Performance Reviews. Monthly reports were provided to Institutes that assisted with monitoring progress against this indicator.
- Improvements continue to be made in the collection and provision of planning information ensuring that Institute profiles are more accurate and that Institute planning and services better address the needs of local employers, communities and individuals.
- All TAFE NSW Institutes and key central support units reported on the planning and delivery of relevant programs and services in 2011 against the EAPS strategies and indicators. The strategies and indicators are mapped to the EAPS Framework Activities and the DET Corporate Goals to ensure that:
 - Institute planning is informed by EAPS requirements
 - student outcomes are reflective of EAPS objectives.

Community and Migrant Education Achievements

- NSW AMES monitored enrolments and made adjustments to its Business Plan as required. Regional Management Committees monitored provision and incorporated developments and client feedback into planning. These Committees liaised regularly with community groups and incorporated feedback into organisational planning.
- The NSW ACE Unit identified the training needs of students with language backgrounds other than English as part of the annual planning cycle. Of all hours delivered for language, literacy and numeracy programs, around 44% were undertaken by students with language backgrounds other than English.
- The Adult and Community Education Social Inclusion Program specifically addressed students with language backgrounds other than English as a target group.

TAFE NSW Strategies

- At the statewide level, TAFE Strategy Directorate provides policy, planning and performance advice to senior management to better position TAFE NSW to meet state and national VET priorities for students with language backgrounds other than English.
- At the local level, Institutes regularly analyse enrolment and completion data by home language, country of birth and award level and identify the vocational education and training needs of clients with language backgrounds other than English as part of their planning, research and evaluation activity.

Community and Migrant Education Strategies

- NSW AMES regional committees monitor implementation of the AMES Business Plan and adjust as required for each region.
- The NSW ACE Unit collects and analyses enrolment data and provides this information to Adult and Community Education colleges to assist forward projections and allocations.

1.2 Data Collection and Research

TAFE NSW Achievements

- TAFE NSW enrolment statistics indicate that, in 2010:
 - 130,175 students with language backgrounds other than English enrolled in TAFE NSW, an increase of 7.7% since 2009 and an increase of 29.8% since 2006
 - 57,606 enrolments were at Certificate III level and above, an increase of 38.7% since 2006 for students with language backgrounds other than English
 - 51,209 students with language backgrounds other than English graduated, 19,559 of them from courses at Certificate III level and above
 - the overall module/unit completion rate for students with language backgrounds other than English was 76.4%. For courses at Certificate III level and above the module/unit completion rate was 78.0%.

**Table 1: TAFE NSW Enrolments
Students with Language Backgrounds Other than English (LBOTE) 2006-2010**

Year	LBOTE	%	Non LBOTE	%	Home Language Not stated	%	Total
2006	100,307	20.0	290,510	58.1	109,593	21.9	500,410
2007	105,737	21.2	298,200	60.0	93,810	18.8	497,747
2008	111,930	22.2	317,346	63.0	74,733	14.8	504,009
2009	120,883	23.0	341,091	65.0	62,864	12.0	524,838
2010	130,175	23.4	393,563	70.7	32,602	5.9	556,340

Source TAFE Performance and Accountability

- participation in TAFE NSW by students from communities with a high number of refugee and humanitarian entrants continued to increase while some variations emerged regarding enrolments from specific countries.

Table 2: TAFE NSW Enrolments of Students from Refugee Communities 2006-2009

Country	2006	2007	2008	2009	2010
<i>Afghanistan</i>	1 793	2 091	2 061	1 979	2 108
<i>Burma</i>	447	578	805	1 176	1 231
<i>Iraq</i>	3 008	3 587	3 859	4 242	4 768
<i>Sudan</i>	2 219	2 577	2 485	2 478	2 532

Source TAFE Performance and Accountability

Community and Migrant Education Achievements

- NSW AMES conducted a satisfaction survey of Adult Migrant English Program students in March 2011. The results indicated high levels of satisfaction in all key areas of provision. These results were used by AMES Centres and regional planning committees to support monitoring, planning and continuous improvement strategies.
- NSW ACE enrolment data was analysed and published as:
 - ACE Numbers Count – a summary of all NSW ACE activity
 - ACE Enrolment Statistics – a more detailed account of how individual colleges have performed
 - How Does NSW ACE Compare? – this publication compares ACE student enrolments and outcomes with state or national key data produced by the National Centre for Vocational Education Research.

TAFE NSW Strategies

- All TAFE NSW Institutes analyse enrolment and completion data by home language, country of birth and award level and identify the vocational education and training needs of people with language backgrounds other than English as part of Institute planning, research and evaluation activity.
- TAFE NSW Institute profiles are reviewed regularly to identify at risk groups including new and emerging communities, refugees and humanitarian entrants. Across a number of Institutes, Managers of Social Inclusion/Equity present their findings to annual reviews and planning forums that involve senior management from all sites and faculties.

Community and Migrant Education Strategies

- NSW AMES regularly monitors enrolment data and student outcomes to ensure that it meets the requirements of the Adult Migrant English Program. For example, NSW AMES used the outcomes of the 2011 Adult Migrant English Program student satisfaction survey to inform planning at the organisation and regional levels.
- The NSW ACE Unit collects all enrolment data according to the national Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). This is reported annually to the National Centre for Vocational Education and Research and forms part of this New South Wales' reporting to the Commonwealth Government. The NSW ACE Unit analyses this data to implement quality improvement strategies in areas ranging from program design and training delivery to student services.

1.3 Resources

Challenges and Future Directions

- In many areas, communities reside in scattered pockets and the best means of communication is word of mouth and face to face networks. For this reason, planning to meet the needs of students with language backgrounds other than English not only requires valid data capture and analysis but the maintenance of strong partnerships with other government and community organisations. In addition, the nature of communities is dynamic and this impacts upon planning and the allocation of resources.

TAFE NSW - Illawarra Institute has reported that:

- there has been an increase in family sponsored migration from Burma, Ethiopia, Congo, Afghanistan and Iraq to the Institute
- in Goulburn and Wollongong, there has been a decrease in newly arrived humanitarian entrants
- in Cooma and Queanbeyan there has been an increase in the number of older students who are on family visas as well as highly skilled people from India.

Along similar lines, TAFE NSW – Riverina Institute has identified:

- an ongoing and consistent increase in resettlement of Bhutanese refugees within the Albury-Wodonga regional area - a key Department of Immigration and Citizenship resettlement area. Together with the increasing number of second-settlement refugees, this increase means there is a shortage of appropriately trained and experienced staff should numbers continue to increase
- regular flows of students (particularly Sudanese and Afghani) moving to and from Riverina regional areas and other locations nationally. This is often associated with individuals following family and community groups in search of employment opportunities in mining and agriculture.

TAFE NSW – Western Sydney Institute has identified a significant increase in refugees from north Burma (Karen) and Bhutan arriving in the Penrith local government area. There are very few Karen and Bhutanese translators and interpreters available in this area and there is very limited bi-lingual community / services / TAFE information available in these languages. This presents a significant challenge for all staff working in the field.

- The dynamic but sparsely populated nature of much of the state presents challenges to rural Institutes:
 - allocating/securing sufficient funding to extend programs beyond the essential framework or to address needs where there is not a critical mass
 - trying to use flexible delivery for students whose English language, literacy and numeracy skills may not be commensurate with the intended level of study nor appropriate for types of delivery that occur outside of a classroom
 - securing appropriately skilled staff and finding suitably qualified interpreters where demand fluctuates, communities change and new needs emerge.

In relation to the last point, partnerships with other service providers may be limited in regional areas where complementary services are not yet available, or where state/territory borders create anomalies or restrict access. These circumstances present major challenges for TAFE Institutes operating in rural and remote NSW.

TAFE NSW – Western Institute faces particular challenges to provide English for Speakers of Other Languages courses in small and isolated towns. This has led the Institute to develop TAFE Western Connect which will provide opportunities for students

in remote communities to complete their TAFE training without having to attend class in traditional ways. This initiative involves new online courses in all subject areas being delivered by mobile learning units and using connected classrooms.

One of the goals of TAFE Western Connect is to better address the needs of people with language backgrounds other than English who have been moving to the Institute in increasing numbers.

EAPS ACTIVITY AREA 2: PROGRAM AND SERVICE DELIVERY

OUTCOME

The Department's programs and services meet the needs of a culturally and linguistically diverse community and are informed by community consultation

2.1 Consultation and Participation

TAFE NSW Achievements

- TAFE NSW Institutes developed and delivered programs and services in response to needs identified through direct engagement with communities, employers and agencies supporting the settlement of migrants and refugees.
- TAFE NSW – Hunter Institute developed communication strategies through cross-faculty partnerships and community consultations to identify the education and training needs of the migrant communities residing in the Central Coast and the Hunter regions. The Institute continued to organise the annual Central Coast and Singleton Multicultural Expos where communities access information on courses and the support available for them when they enrol. These Expos also provide valuable opportunities to engage with communities and seek feedback and advice about Institute programs and services.

Ongoing consultations with local communities revealed that industry specific training had played a key role in gaining students stable employment. This led to:

- the Institute Outreach Section delivering introductory programs for students with language backgrounds other than English in areas such as food handling, cleaning, computing and aged care
 - the Institute Languages Section embedding vocational units in language programs such as English for Speakers of Other Languages, the Adult Migrant English Program, and the Language Literacy and Numeracy Program.
- TAFE – NSW Illawarra Institute, engages with an extensive network of government and community services including:
 - Multicultural Services Network in Wollongong, Goulburn and Nowra
 - Multicultural Reference Group at Wollongong City Council
 - Wollongong City Community Reference Panel - Communication and Engagement
 - Shellharbour City Council community consultation re strategic planning
 - Illawarra Business Chamber networking meetings
 - Consultations with politicians and community leaders
 - Project Grace Community consultation in Goulburn
 - Employment Services Providers Network meetings with Centrelink
 - NSW/ACT Multicultural Advisory Forum.

In addition, staff attended forums and functions such as the Warrawong Intensive English Centre Open Day, Illawarra Refugee Issues Forum, the Building Inclusive Societies forum in Melbourne, the Insight Conference on Community Engagement, the Australia Day Thank You Reception and the 35th Anniversary of the Multicultural Communities Council of Illawarra celebration.

- TAFE NSW – Northern Sydney Institute is represented by the Institute Multicultural Education Coordinator on a range of working groups including the Multicultural Advisory

Forum and Migrant Employment Expos. This enables the Institute to respond to needs identified through direct engagement with the community. In particular:

- at the Northern Sydney Migrant Employment Expo, staff promoted courses and pathways to employment and provided 10 minute sessions to individuals about improving résumé writing skills and interview techniques
 - at Meadowbank College, a program of information sessions was presented to students with language backgrounds other than English to allow local service providers to come and talk about their services and to answer students' questions.
- TAFE NSW - Riverina Institute undertook specific research into students with language backgrounds other than English. This study sought feedback from students and staff and explored the attitudes and experiences from both learning and delivery perspectives. It investigated concerns about programs and services and identified approaches for addressing barriers to learning including language barriers, limited education and low levels of literacy/numeracy. This led to the Vocational Access Integration and the Embedding Learner Support programs.

In addition, the Institute has developed and maintained strategic relationships and partnerships with multicultural networks and community organisations. This has ensured that the Institute can direct students with language backgrounds other than English to support services beyond TAFE. This has been achieved through the development and maintenance of close links with organisations such as Legal Services, Police Services, Womens' Refuge, Sanctuary Refugee Groups, Transcultural Mental Health, Upper Murray/Riverina Family Care, Department of Community Services, Centrelink, St.Vincent de Paul, local government departments and other agencies.

- TAFE NSW - Sydney Institute promoted staff engagement with local communities through participation in community events such as:
 - street festivals in Marrickville, Waverley, Coogee and Darling Harbour
 - St George Migrant Resource Centre Information Day
 - Marrickville Council Small Business Expo
 - Lebanese National Day
 - St George Employment Expo
 - Strathfield Council Employment Expo.

These events provide opportunities to promote TAFE as a pathway for potential students and to learn about the needs of individuals and communities. In addition, the Institute liaises on an ongoing basis with groups such as:

- METRO Migrant Resource Centre and the Canterbury City Community Centre in association with the Men's Shed at Campsie to develop strategies to engage refugees from African nations to participate in training and education initiatives
 - Hudson Talent Management to incorporate cultural awareness and develop explicit strategies to assist migrant communities to understand the Australian labour market
 - Strathfield Council to shape their education and training strategies for people from language backgrounds other than English
 - Skillmax and "Wise Men in Construction" to develop programs that address the labour market needs of people with language backgrounds other than English.
- TAFE NSW - South Western Sydney Institute participated in consultations with local communities and regularly participated in local government and non-government meetings, committees, forums and expos. Institute Multicultural Education Coordinators maintained close links with groups such as local youth network committees, the NSW Spanish and Latin American Association for Social Assistance, the NSW Service for the

Treatment and Rehabilitation of Torture and Trauma Survivors, the Arab Council of Australia and the Greek Orthodox community.

These consultations led to a number of initiatives including:

- a research project as part of its Bright Ideas Program to identify barriers to module and unit completion rates among students with language backgrounds other than English and other equity groups. The results led to the development of an Institute Moodle on Inclusive Teaching Practices.
- a greater emphasis on integrating community and industry advice into mainstream vocational provision. Institute Multicultural Education Coordinators, teachers of English for Speakers of Other Languages and Adult and Basic Education staff have developed a range of approaches for extending specialised content support to trade sections – particularly in skill shortage areas.

Areas of content support have included the Migrant Youth Access Course, the Certificate III in Business (Medical), the Certificate III in Painting and Decorating, the Certificate III and above in Hair and Beauty, the Certificate III in Heavy Fabrication, the Certificate IV and Diploma in Community Services, the Certificate IV and Diploma in Laboratory Skills, the Certificate IV in Pathology, the Certificate IV in Bookkeeping, the Cert IV in Business Administration, the Certificate IV in Financial Services and Accounting and the Certificate IV in Transport and Logistics.

- TAFE NSW – Western Sydney Institute has three Institute Multicultural Education Coordinators who are members of high level community committees and forums. These include the Multicultural Advisory Forum, Ethnic Communities Council subcommittees, the Australian Arabic Council, the Australian Lebanese Association and Mt Druitt Ethnic Community Agency Committee.

In addition, the Coordinators attended and contributed to many community specific cultural expos such as Filipino Seniors Information Day, Sudanese Community Awareness Night, Blacktown Expo, Mt Druitt Festival, Employment Expo at Blacktown, Mt Druitt and Nepean TAFE Colleges, Improving Pathways for Primary Industry, Blacktown Emerging Communities Action Plan Employment /Training Sub-Committee and Steering Committee, Better Connections Employment and Training workshops for new and emerging communities, Bhutanese community consultation and information session and Nepean Local Government Area Cultural Networking Breakfast.

The Open Training and Education Network's Multicultural Education Unit joined the newly formed Greater Sydney Multicultural Interagency Group brought together by the Ethnic Communities Council of NSW. This is a forum for raising key issues affecting people from multicultural backgrounds and sharing ideas and approaches that support state and national government priorities.

The Network also conducted an end-of-course satisfaction survey for all students in the Skilled Migrant Internship Program for Accountants. It was found that all students thought that the course helped them in performing better in their work placements and that 74% (or 83 out of 112) were in full-time employment in accounting.

Community and Migrant Education Achievements

- NSW AMES funded the Refugee Mentoring Program and the Skilled Migrant Mentoring Program which were coordinated through the NSW ACE Unit. Program Coordinators located in community colleges worked with local councils, employers and individuals to arrange access to work experience, individual mentoring and other support needed by the participants.

- NSW AMES and its Consortia partners provided assistance to 35 community organisations under the Adult Migrant English Program Home Tutor Scheme Enhancement Program. Under this program, AMES trained 55 volunteer tutors who provided free English conversation groups and tutorials for migrants. NSW AMES also provided these community organisations with resources, advice and workshops on English language and literacy tutoring.

Tutoring sessions are needs-based and focused around settlement issues that new arrivals may face in the first five years in Australia; such as English for daily life, building fluency, learning about Australian culture and confidence building. The Home Tutor Scheme promotes and fosters positive cross-culture exchanges and assists people to access opportunities and reach their full potential.

- Eight Adult and Community Education Colleges were funded to deliver mentoring, work experience and training programs to 584 refugees and skilled migrants throughout the Sydney metropolitan area, Newcastle and Wollongong.
- Twenty-one projects targeting students with language backgrounds other than English were funded through the NSW ACE Unit's Social Inclusion Program. These projects have been run throughout NSW.

TAFE NSW Strategies

- All TAFE NSW Institutes consult with a wide range of communities and groups and participate in multicultural interagency networks and advisory forums. The Institutes utilise feedback from the community in the development of programs and services, including tailored initiatives to meet the needs of groups with specific needs, for example, migrants with overseas gained qualifications and skills.
- TAFE NSW Institutes liaise with local industry, including employers with staff from culturally and linguistically diverse communities, to build opportunities for on-the-job training and assessment for students from these communities.
- Institute staff serve as members on interagency groups and networks in order to:
 - develop and maintain awareness about the learning needs of the multicultural community particularly those that are geographically marginalised
 - identify programs that address the needs of individuals, industry and communities
 - develop partnerships that focus on the planning, development, delivery and evaluation of training for students with language backgrounds other than English.
- TAFE NSW – South Western Sydney Institute Multicultural Education Coordinators are:
 - establishing more networks with mental health organisations alongside mental health consultants from the Institute
 - engaging with schools to establish partnerships targeted at young refugees or recent arrivals
 - developing partnerships with community and industry organisations in order to package services and products for skilled migrants
 - developing partnerships with teaching sections to link the assessment of qualifications obtained overseas with recognition of prior learning in TAFE.
- TAFE NSW Social Inclusion and Vocational Access Skills Unit:

- consults with the Department of Immigration and Citizenship to ensure that Institutes are provided with accurate information about Commonwealth Government policies, procedures and conditions
- participates as a member of the Community Relations Commission's Coordinators' Forum and the Director-General's Advisory Group on Multicultural Education and Training to ensure that TAFE NSW policies and programs are closely linked to State Government and Departmental objectives
- ensures that Institutes are kept informed of developments at the state and national levels through meetings of the Social Inclusion and Vocational Access Skills Unit's Project Advisory Group and meetings with Institute Multicultural Education Coordinators.

Community and Migrant Education Strategies

- NSW AMES consults with ethnic communities and migrant and refugee groups and participates in a wide range of multicultural interagency networks and advisory forums. Feedback from the community is used to inform the planning and delivery of services.
- The NSW ACE Unit requires that colleges funded under the Adult and Community Education Program consult with local community agencies that work with clients from language backgrounds other than English.

Challenges and Future Directions

- The role of teachers of English for speakers of other languages is constantly evolving and now extends well beyond the classroom to include active engagement with local and regional communities and networks. Institutes will continue building on these links in the future to develop partnerships that draw on community and business resources to address the needs of people with language backgrounds other than English. This approach will complement a broad range of quality student assistance programs which support student needs and contribute to successful student outcomes.
- Consultation with migrant communities requires that TAFE Institutes have the funds to follow through and deliver programs that address identified needs.
- There is a rising incidence of mental health issues amongst students from language backgrounds other than English, particularly amongst unattached minors and refugees.
- Establishing a link from training into work experience for skilled migrants within the first six months of their arrival is challenging and Institute Multicultural Education Coordinators are working with faculties and other agencies to address this issue.
- There is a lack of access to school support or alternative training from Intensive English Centres for refugee students who turn 17 years of age. This age limit is interrupting the learning of many refugee students when they need to be learning on a consistent basis.

2.2 Anti-racism Education

TAFE NSW Achievements

- TAFE NSW Social Inclusion and Vocational Access Skills Unit released case studies highlighting programs for students with language backgrounds other than English. The document was released on Harmony Day 2011 and served to:

- showcase the range of initiatives in place across Institutes
 - share information about good practice that can be adapted across the state
 - celebrate the diverse cultures and backgrounds of people studying at TAFE NSW.
- TAFE NSW – Hunter Institute developed and implemented a Cultural Connections initiative that was successful in promoting social harmony, tolerance, respect and understanding amongst the diverse range of students and staff. To date there have been two events held on Newcastle and Maitland campuses where students enjoyed the opportunity to engage with other cultures in activities including food tasting, dance and music. Cultural Connections has built on other successful initiatives in the Hunter Institute such as the Multicultural Soccer program developed in partnership with the African Communities Council.
 - TAFE NSW – Illawarra Institute organised a number of major anti-racism initiatives during the year including World On Campus, Bridging Cultures, coffee and conversation groups and Harmony Day activities. In Wollongong, the Harmony Day activity was a partnership between TAFE and local agencies including Illawarra Multicultural Services. At Goulburn, Harmony Day was organised in consultation with staff from the local public school and sought to engage both TAFE and school students.
 - TAFE NSW – New England Institute organised Harmony Day events at Armidale, Coonabarabran and Tamworth Campuses. The Institute has also appointed Early Intervention Contact Officers to provide support for staff and students
 - TAFE NSW – Sydney Institute organised Harmony Day events at all colleges in the Institute. Events included morning teas, creation of a welcome banner and displays of posters, photos, books and video clips. All students and staff were invited to participate.
 - TAFE NSW – South Western Sydney Institute organised Harmony Day events at all colleges in order to focus student, staff and community attention on the culturally and linguistically diverse population within the area and promote understanding and acceptance. Events included stalls, food, entertainment, exhibitions and presentations by refugees about their experiences and pathways.

Refugee Week was filled with meaningful and educational events across the Institute and provided all involved with a deeper insight and understanding into the life of a refugee. Guest speakers included Yalda Hakim, SBS Dateline presenter, who came to Australia as a refugee with her family from Afghanistan. In addition, a series of workshops were presented by Institute Multicultural Education Coordinators at Granville, Bankstown, Padstow and Lidcombe Colleges during Refugee Week to highlight and improve staff awareness about the needs of refugees settling in the local community and the specific learning needs of refugees studying in the Institute.

- TAFE NSW – Western Sydney Institute implemented a range of strategies:
 - Institute Multicultural Education Coordinators delivered anti-racism and cross-cultural awareness training and activities in class inductions and visits
 - anti-racism and zero tolerance policies and procedures were publicised on websites and included in all Student Guides, brochures and handouts etc
 - all staff inductions included anti-racism and cross-cultural awareness sessions
 - Harmony Day celebrations and Refugee Week celebrations were held at all colleges and OTEN
 - senior staff presentations and training were held as part of the monitoring and review of anti-racism policies and the role of the Anti-Racism Contact Officer.

- TAFE NSW - Western Institute staff co-ordinated and celebrated Harmony Day in many locations in recognition of the Institute's rich and culturally diverse communities. The day also provided an opportunity to distribute brochures and newsletters promoting the services of local multicultural groups and organisations and in particular provided an opportunity to highlight, share, understand and respect different cultures.

Community and Migrant Education Achievements

- NSW AMES and Consortia partner students participated in a range of activities which aimed to promote cultural understanding including Harmony Day celebrations, graduation ceremonies, market days and social activities.
- The NSW ACE Unit produced a series of flexible training programs entitled Cultural Points of View. This resource has three themes targeting indigenous cultures, people with disabilities and culturally and linguistically diverse groups. These resources are being used to train State Emergency Service staff and volunteers in understanding and incorporating diversity in the workplace.

TAFE NSW Strategies

- In 2011, the TAFE Executive Group endorsed the TAFE NSW Social Inclusion Framework which:
 - outlines the drivers at state and national level that are promoting social inclusion as a means of addressing disadvantage by improving access to education and training and achieving better employment outcomes
 - recognises TAFE NSW's legislative responsibilities to provide access to education and training, including access to specialised services, for those from disadvantaged backgrounds such as people with language backgrounds other than English
 - provides staff with strategies for delivering socially inclusive programs and services.
- Institutes have continued to offer programs for both staff and students to ensure a friendly and conducive learning environment free of racism, harassment or discrimination.
- Institutes implement racial harmony initiatives to ensure teaching and learning environments are free from racism. These initiatives are supported by the TAFE NSW Prevention of Harassment Policy which specifically rejects all forms of racism and requires all staff members to contribute to the eradication of prejudice, discrimination and racism from learning and working environments across the organisation.
- Institutes provide professional development to all staff in relation to policy and legislative requirements, cultural awareness and the needs of people from diverse cultural and linguistic backgrounds.
- Institutes organise and/or participate in racial harmony initiatives such as Harmony Day and multicultural festivals as a means of focussing student, staff and community attention on the ongoing need to reject racism and promote understanding and acceptance of cultural and linguistic diversity in Australia.

Community and Migrant Education Strategies

- The NSW ACE Unit is planning to adapt materials developed under the Cultural Points of View Program for State Emergency Services for wider use in Adult and Community Education colleges.

Challenges and future directions

- Changing demographics and migration trends present new challenges in terms of service provision and managing expectations of clients particularly those from refugee backgrounds. Also, a challenge exists in relation to overcoming perceptions generated by racist actions such as the violence against Indian students studying in Australia.

2.3 Inclusive Curriculum and Cultural Understanding

TAFE NSW Achievements

- TAFE NSW – Hunter Institute experienced an increase in demand for learner support due to an increase in the number of students with language backgrounds other than English enrolling in mainstream programs. As a result, the Languages Section has introduced learner support workshops in various campuses for students currently enrolled in mainstream vocation courses who need extra language support.

At the same time, the Institute continues to provide customised courses using a team-teaching method with one teacher from the vocational area and the other providing English language support.

- TAFE NSW - Illawarra Institute opened an English Language and Cultural Centre that features a flexible delivery centre with the latest computer software designed for developing English language skills. Twenty teachers at Wollongong Campus received training which led to a language laboratory interest group being established to share ideas and develop roles as mentors to other teachers of English language.
- TAFE NSW – Sydney Institute purchased a new suite of courses in Languages Other Than English that will support community languages being taught with a vocational emphasis.
- TAFE NSW – South Western Sydney Institute developed an Inclusive Teaching Practices Moodle following consultations with teaching staff. It includes information on:
 - engaging youth from culturally diverse backgrounds
 - learning in a multicultural classroom
 - cross cultural communication skills
 - working effectively with cultural diversity
 - teaching for inclusion
 - assessing qualifications of students from overseas.

The Moodle will be promoted by the Institute's Social Inclusion Unit to every teaching section in 2012 and be available online to all staff through the Workforce Capability Framework.

- TAFE NSW – Western Sydney Institute's Open Training and Education Network adapted the Employment Education and Training Statement of Attainment for distance education specifically targeting students with language backgrounds other than English. This program offers a mix of language and vocational units from 12 different industry areas and also forms part of the Skilled Migration Internship Program – Accounting.

Other examples of the Institute's work in 2011 include:

- the Digital Story Book and Pictorial Teaching Resources were developed for use with refugee students in all agriculture, horticulture and farming programs

- learning resources for the Food Supervisors course were adapted to be made culturally appropriate to LBOTE students. The resources include a glossary of terms, food safety scenarios for training and strategies for teaching LBOTE students.
- TAFE NSW – Western Institute continued to provide mentoring training for volunteer members of multicultural groups to support people with language backgrounds other than English who have recently arrived in the area.
- The TAFE NSW Social Inclusion and Vocational Access Skills Unit secured licences for Institutes to trial the NARIC Database from the United Kingdom. This Database provides information, advice and expert opinion on vocational, academic and professional skills and qualifications from over 180 countries. It will enable a greater number of students to receive recognition for their previous educational achievements, reduce the need for people to enrol in subjects they have already covered and free up resources so that they can be directed to those students in most need of assistance.

Community and Migrant Education Achievements

- NSW AMES supported the United Nations in delivering English language programs to United Nations staff in East Timor. NSW AMES provided 2,000 copies of NSW AMES Certificate I, II, III and IV language learning work books and reading material.

TAFE NSW Strategies

- TAFE NSW develops curriculum, teaching and learning support materials that are culturally sensitive and inclusive.
- TAFE NSW provides programs for students with language backgrounds other than English within the Access Employment Education and Training Framework so that language, literacy, numeracy and vocational requirements can be customised for individual students and lead to formally recognised outcomes.
- TAFE NSW continues to increase the capacity of Institutes to recognise overseas qualifications and expand the range of recognition opportunities available to people from LBOTE communities in TAFE NSW. Increasing this capacity will assist Institutes to customise learning programs for students from overseas.
- TAFE NSW Institutes deliver training to support the development of inter-cultural competencies.
- TAFE NSW Institutes implement inclusive learning and assessment strategies to improve outcomes for students with language backgrounds other than English.
- TAFE NSW – Western Sydney Institute's Open Training and Education Network is planning to publish Customer Service Standards that will encapsulate strategies for staff dealing with customers from diverse cultural and language backgrounds. These standards will be included in training for all new staff in addition to being incorporated in ongoing information sessions for existing staff. It is intended that similar Customer Service Standards will be developed for all Institute staff.
- TAFE NSW – Western Institute is investigating the development of a Cultural Competency Framework using a Moodle platform developed in the Hunter Institute. This initiative is currently focused on building competencies in Aboriginal cultures. However,

Western Institute sees potential to develop an approach that goes beyond Aboriginal cultures to address other non-English speaking cultures.

Community and Migrant Education Strategies

- NSW AMES continues to publish curriculum and teaching materials that are culturally sensitive and inclusive. It also develops and maintains the curriculum for the Adult Migrant English Program and the Certificates I, II and III in Spoken and Written English.

Challenges and Future Directions

- Access to flexible delivery, workplace assessment and recognition is a challenge for many students with language backgrounds other than English, especially those who are overseas qualified and need opportunities to have local work experience.
- Institutes are reporting that:
 - there has been an increase in the need for translating and interpreting services
 - there is a need for increased awareness of mental health issues arising because of torture and trauma
 - small numbers of students dispersed across a very large geographic area are creating challenges in terms of providing customised and inclusive support
 - there is no one-best-fit model which applies in all situations, locations or groups.
- Other challenges that have been identified include:
 - there is an on-going need to improve course and unit completion rates for students from language backgrounds other than English. An increasing focus will be on linking support to improvements in completions and outcomes and being able to monitor and evaluate the impact of support on student completion rates each year
 - there will be an increasing emphasis on targeting and integrating support for skilled migrants at the Certificate III and higher levels to facilitate successful bridging into a paraprofessional trade
 - a focus will remain on developing adequate skills in listening, speaking, reading and writing in English as these skills are critical for gaining and retaining employment and for success in education at all levels in Australia.

2.4 English Language and Literacy Programs

TAFE NSW Achievements

- TAFE NSW – Hunter Institute introduced:
 - off-campus English classes at Scone and Hamilton
 - evening English classes for students who work during the day and would like to attend classes
 - learner support workshops that provide language support in addition to the tutorial support for the students enrolled in mainstream vocational courses.
- TAFE NSW – Illawarra Institute referred 57 students for individual learner support. In rural areas, this support was provided in group tutorial format in order to meet the needs of students enrolled in a variety of VET programs. For example, in Moruya, students are grouped together from different sections such as children's' services, business, and general education.

The Institute has continued with the Adult Migrant English Program and commenced transition to the new Certificate in Written and Spoken English. There has also been a significant amount of staff development in Adult Migrant English Program/English for Speakers of Other Languages about assessment validation and moderation to meet the needs of diverse groups of students.

- TAFE NSW – Riverina Institute has introduced the Embedding Learner Support options across all vocational faculties to ensure that students receive appropriate support when it is required. This approach supports the concurrent development of vocational skills and foundation skills such as literacy and numeracy. In addition, the roll-out of the Institute multi-user licence for Text Help Read and Write Gold will have particular benefits for students with language backgrounds other than English as it supports the development of English language skills, self esteem and practical learning.
- TAFE NSW – Western Sydney Institute’s Open Training and Education Network continued to provide refresher and bridging courses for overseas-trained people. Training and support was also provided to the Network’s students through innovative learning technologies such as Adobe Connect to prepare students for assessments, 'You Tube' ESOL orientation videos and a small online course for pre-literate students using 'Captivate' to prepare for Certificate I level distance English language study. Across the Institute, English language support was delivered using face to face, online and mixed mode approaches.
- TAFE NSW – Western Institute is working again with the Transition Cultural Centre in Lightning Ridge as it has been re-opened. Institute Equity staff are negotiating the delivery of courses in conversational English coupled with an emphasis on communication and employability skills as well as the recognition of prior learning.

Community and Migrant Education Achievements

- NSW AMES and its Consortia partners provided English language and literacy training to 12,077 migrants and refugees through the Adult Migrant English Program. In July 2011, AMES ceased delivery of the Adult Migrant English Program although support continues to be provided to the Department’s Consortia partners.

Prior to cessation, the Adult Migrant English Program was delivered at centres in the Sydney metropolitan and rural and regional NSW. Programs were delivered six days a week in both part-time and full-time study modes. Face-to-face classes, on-line delivery and a blend of study modes were also available for students.

- Around 300,000 hours of English language, literacy and numeracy training were provided to students with language backgrounds other than English through the Adult and Community Education Program in 2011.

TAFE NSW Strategies

- Students with English language learning needs continued to access a wide range of English language programs in a variety of delivery modes and environments. Programs were delivered online, by distance or by a combination of methods including workshops and work placements and were provided by OTEN.
- Across the state there has been a greater focus on:
 - integrating the development of vocational skills and foundation skills. Institutes are reporting that contextual learning is enabling students to develop skills, improve

- employment opportunity, increase their financial literacy and self-determination and enhance their integration into local communities and labour markets.
 - amalgamating the enrolment and administrative processes for related programs. For example, TAFE NSW - Illawarra Institute and New England Institute have brought students together from the Adult Migrant English Program, English for Speakers of Other Languages Program and English Language Intensive Courses for Overseas Students. Both Institutes have found that this new approach supported greater customisation for individual students.
 - developing Individual Learning Plans through blended learning. Institutes are continuing to use new technologies to address learning needs and develop customised learning pathways.
 - introducing team teaching. For example, TAFE NSW – Riverina Institute has employed this approach in Narrandera in order to overcome the problem of small class-sizes and diverse student groups in small regional communities. TAFE NSW – Sydney Institute has also seen a greater level of collaboration with vocational sections in the delivery of English language and literacy support.
- TAFE NSW Social Inclusion and Vocational Access Skills Unit has also promoted the interests of students with language backgrounds other than English through:
 - the review of the Access Employment Education and Training Framework that provides a suite of programs and pathways for students needing English language support
 - consultations to support the development of the National VET Equity Framework, the National Foundation Skills Strategy and the Foundation Skills Training Package.

Community and Migrant Education Strategies

- Targeted funding is provided to deliver English language and literacy programs under the NSW ACE Unit's Social Inclusion Program.

Challenges and Future Directions

- NSW AMES changed its scope of operations for delivery of English as a Second Language programs and has discontinued delivery of the Adult Migrant English Program but retained scope to deliver the Certificates in Spoken and Written English.

NSW AMES is developing a new role as a lead partner for the delivery of Adult Migrant English Program programs through the NSW Department of Education and Communities Adult Migrant English Program Consortia. Members of the Consortia include TAFE NSW Institutes, Gowrie NSW and The Smith Family.

- Under new Language Literacy and Numeracy Program arrangements introduced in July 2010, recently arrived migrants are no longer required to complete the Adult Migrant English Program before commencing their Language Literacy and Numeracy Program studies. As a result, a number of refugees and migrants with an Adult Migrant English Program entitlement may miss out on English language tuition with a settlement focus if they proceed straight to the Language Literacy and Numeracy Program. NSW AMES is widely promoting the benefits of eligible migrants and refugees taking up their entitlement to enrol in the Adult Migrant English Program.
- Changing migration and settlement patterns are presenting major challenges for TAFE NSW Institutes in providing courses and long term support for students with language backgrounds other than English. Institutes have reported these challenges in relation to:
 - students developing sufficient language skills, finding work in changing labour markets, having limited access to transport, experiencing difficulties in finding

- accommodation and settling in new communities, and being able to provide evidence to support their claims for recognition of prior learning
- campuses needing to take a localised approach to meeting student needs and having to address challenges in finding appropriately qualified local staff and overcoming the issue of small class sizes in rural areas.
- The increasing focus of governments on improving foundation skills is not yet translating into fully inclusive programs through the integration of foundation skills units in Training Package programs. For example, to offer additional language, literacy and numeracy support in a training package qualification means that specific vocational units need to be excluded in order to incorporate these additional units.

From a related perspective, the introduction of a Foundation Skills Training Package from 2013 is expected to increase the range of opportunities and customised learning programs available for people needing to develop their foundation as well as vocational skills.

- Providing adequate language skills for migrants who have found employment is a constant challenge. Language courses don't necessarily result in outcomes as language is not necessarily a skills set. Consequently skilled migrants' abilities are not as fully utilised as they might be since it takes time to develop fluency and the ability to use it in different contexts.

2.5 Targeted and Customised Programs

TAFE NSW Achievements

- TAFE NSW Institutes provided vocational courses with integrated English language skills for students with language backgrounds other than English through Get Skilled, Outreach and externally funded initiatives including the Commonwealth Government's Language, Literacy and Numeracy Program.
- TAFE NSW – Hunter Institute, developed and delivered a range of targeted and customised programs including:
 - Hospitality and Cleaning courses. Opportunities were offered to students with language backgrounds other than English through the Employment Pathways Program. The initiative helped students to understand the industry specific language used in these courses.
 - Cooking with Culture – Multicultural Café for multicultural students currently enrolled in the Certificate II in Hospitality. This was delivered in a team teaching environment with an English for Speakers of Other Languages teacher and a Hospitality teacher. embedding vocational units into English for Speakers of Other Languages courses.
- TAFE NSW - Illawarra Institute delivered a Skillmax program for 14 overseas qualified migrants. Students reported backgrounds in information technology, community services, financial services, children's services and electrical engineering. Five students found employment in an area where work has been difficult to find. All students were provided with advice about customised learning and educational pathways.

A Workplace English Language Program was also delivered at the Wingecarribee Shire Council. This involved 22 students from diverse backgrounds receiving English language classes in the workplace one day per week.

The Institute also recruited 12 volunteer tutors at Moruya and 20 volunteer tutors at Goulburn Campus to help students with language backgrounds other than English

develop their reading and writing skills. At Moruya Campus, the volunteer tutors received an eight week course to learn strategies to work effectively with their students. At Goulburn Campus, TAFE partnered with The Smith Family to implement the Home Tutor Scheme. This involved training and then matching volunteer tutors with newly arrived migrants to provide one-to-one English tuition in students' homes.

- TAFE NSW – North Coast Institute delivered a range of programs including:
 - the 'Living Library' Program delivered at Ballina Campus. This course had students enrolled in the Statement of Attainment in Skills for Work and Training, and engaging in the development of a 'Living Library' Program. Students were connected with the State Library and other local libraries and built their own 'Living Library' using Digital Story as an approach to document a collection of community, personal and migration stories
 - Units of competency from the Statement of Attainment in Vocational and Community Engagement and the Certificate II in Children's Services were customised to address the needs of bilingual childcare workers to support young children of refugees in childcare centres in the Coffs Harbour area. Newly arrived refugees are entitled to free childcare whilst learning English (for over 500 hrs per child) and the children are placed in centres which employ Community Childcare workers. The program involved partnerships with Uniting Care Burnside and the Community Childcare Workers Programme which provided cross-cultural training. The other partners were Anglicare North Coast Humanitarian Service and the St Vincent de Paul Settlement Services.
- TAFE NSW – Northern Sydney Institute delivered a range of programs including:
 - Pathways to Retail Work, Pathways to Hospitality, Linked Skills (Aged Care) and a Café/Barista course. All courses combined English language and vocational units of competency
 - a mentoring program to Tibetan refugees through the Adult and Basic Education Section of the Northern Beaches Campus
 - a Special Preparatory Program specially tailored for Humanitarian Entrants with low educational levels or who have suffered from difficult pre-migration experiences
 - a Technical Skills for Home and Business Course for a group of fifteen women with language backgrounds other than English
 - 11 Skillmax courses for overseas qualified migrants.
- TAFE NSW – Riverina Institute delivered a weekly Permaculture Gardens Program customised for students with language backgrounds other than English. The Program recognised the existing skills and experience of many students and applied contextual learning to support the development of English language knowledge and skill. It also promoted the engagement of students with their communities and encouraged them to sell their produce at local Farmer's Markets. This enabled students to meet people from their new community, develop a customer base, establish an income stream and start establishing a reputation for quality organic produce.
- TAFE NSW - Sydney Institute continued to support students from language backgrounds other than English with customised programs in business, construction, child studies, aged care, health professionals, accounting and information technology. In particular, a customised bridging program was developed for students enrolled in the Diploma in Accounting in response to the high level of language support that had been required by previous student groups in this area. This approach was reviewed in Semester 2, 2011 and, as a result, Accounting teachers and Foundation Studies teachers are currently working on a team teaching model to be introduced in 2012.

- TAFE NSW - South Western Sydney Institute continued to offer programs and services in an area that is the main destination for 43% of recent arrivals and refugees in New South Wales. During 2011, the Institute:
 - delivered 23 customised programs for students with language backgrounds other than English
 - delivered four pre-vocational programs across four faculty areas at four colleges
 - provided a series of 'Taste of TAFE' programs for young refugees who had recently arrived in the Institute
 - maintained a focus on addressing the specific needs of young refugees in Intensive English Centres (many whom are unattached minors).
- TAFE NSW - Western Sydney Institute offered many programs for students with language backgrounds other than English. For example:
 - Blacktown College - Statement of Attainment in Access to Work and Training (15 students), English in the Garden (14 students)
 - Blue Mountains College – Introduction to Fitness (13 students), English for Speakers of Other Languages (12 students), Statements of Attainment in Access to Work and Training and Vocational & Community Engagement – Refugee Farmers Program (58 students)
 - Mt Druitt College – two Work Opportunities for Women programs (28 students) two Outreach English Language classes (20 students), Certificate I for Access to Work and Training (30 students), Community English program (20 students), Introduction to Information Technology for Arabic Speakers (16 students), Floristry for Pacific Islanders (13 students)
 - Nepean College - Skills for Work & Training Information Technology Course (15 students), Introduction to Nursing (12 students), Commercial Cookery for Sudanese women (15 students)
 - Nirimba College - Social Inclusion Program for Refugee Youth (15 students), Introduction to Floristry (12 students), Certificate I in Access to Work & Training (16 students), Certificates III and IV in Community Services (17 students)
 - Open Training and Education Network - Core English for Speakers of Other Languages (428 students), Adult Migrant English Program (454 students), Skilled Migrant Program - Regional (102 students), Language Literacy and Numeracy Program - Advanced Vocational (53 students), Language Literacy and Numeracy Program – English for Speakers of Other Languages (76 students)
 - Richmond College – Certificate I in Information Technology (15 students), Certificate I in Information Technology for female migrants (13 students), Certificate III in Aged Care (35 students).

Community and Migrant Education Achievements

- NSW AMES and the Department's Strategic Skills Program Unit worked in partnership to offer the Linked Skills Program in 2010-2011. This involved:
 - providing English skills training linked to vocational training undertaken concurrently by students
 - delivering vocational training to participants in the areas of aged care, children's services, hospitality operations, business administration and retail operations.

Students completing the program received dual accreditation, that is, a Certificate III in Spoken and Written English along with a relevant vocational credential.

- NSW AMES delivered the NSW Government-funded Skillmax Program and English for Employment Programs to 666 clients during 2010 and 2011.

There are two components to the program: Skillmax for Jobseekers and Skillmax for the Public Sector. Jobseeker courses focused on career management and jobseeking strategies. These courses helped students to identify employment opportunities, write résumés and covering letters, develop a greater awareness of workplace culture and trends in the Australian labour market and succeed in job interviews. Skillmax Public Sector courses helped participants to develop their language skills and improve their career opportunities in the public sector. Topics included customer service, negotiating and problem solving, writing for work, grammar and pronunciation at work.

TAFE NSW Strategies

- Institutes continue to provide appropriate vocational education and training options for students with language backgrounds other than English, including programs that support the development of language, literacy and numeracy skills.
- Websites, Course Guides and Student Guides include specific information on student support services, targeted programs and related policies such as Recognition of Overseas Qualifications, Temporary Visa Holders Policy and Anti-Racism Policy.

Challenges and Future Directions

- Challenges for TAFE Institutes include:
 - developing customised programs for people with language backgrounds other than English means addressing challenges that include the lack of established social networks and structures, difficulties in finding suitable transport and/or accommodation, the lack of Australian work experience, the difficulties experienced in finding work and the challenges involved in providing foundation skills support for students enrolled in mainstream programs
 - providing students with more opportunities for co-enrolments that support the concurrent development of both foundation and vocational skills
 - improving completion rates amongst students with language backgrounds other than English who are seeking vocational education pathways and transition to mainstream courses before they have developed language skills appropriate to a qualification's standards. TAFE NSW - Illawarra Institute is looking to introduce mentoring from previous students who have navigated their way through TAFE education and employment. This will provide transitioning students with more realistic information and problem solving skills.
 - matching targeted programs in skill shortage areas to employment outcomes.
- Transitioning to the Australian labour market poses challenges for most migrants and refugees including highly skilled professionals and para-professionals. The challenges are exacerbated for refugees who have experienced torture and trauma.

2.6 Community Languages

TAFE NSW Achievements

- Institutes maintained provision of interpreter services, including in emerging languages, at no cost to students. Such services were provided across New South Wales. For example:
 - TAFE NSW – Sydney Institute provided interpreting and translating programs to many students at an approximate annual cost of \$10,000
 - TAFE NSW – Hunter Institute provided interpreting and translating programs to many students at an annual cost of \$2,300. In addition, the Institute purchased

bilingual dictionaries for the following community languages: Chinese, French, Arabic, Tagalog, Swahili, Kirundi, Spanish and Amharic.

- Institutes maintain a register of bilingual staff. For example:
 - TAFE NSW - Hunter Institute has 66 staff members listed on a bilingual register. The range of languages covered includes Chinese, Thai, Tagalog, Russian, Serbian, German, French, Swahili, Arabic, Spanish and Polish.
 - TAFE NSW - Illawarra Institute has 29 staff on the register to date. The register is posted on the Institute's Intranet site.
 - TAFE NSW – Northern Sydney Institute has 14 staff listed on a bilingual register which is posted on the Institute's Intranet site.
 - TAFE NSW – South Western Sydney Institute has staff on its register covering every college in the Institute. Granville College, for example, has 34 staff on its register.
 - TAFE NSW – Sydney Institute has 39 staff with translation skills across 17 languages including Arabic, Bengali, Cantonese, Croatian (Serbian), Filipino, French, Greek, Indonesian, Italian, Malaysian, Mandarin, Persian, Polish, Portuguese, Russian, Spanish and Vietnamese. In addition, the Institute provided information about its services and courses in nine community languages: Korean, Chinese, Indonesian, Vietnamese, Japanese, German, French, Italian and Spanish
 - TAFE NSW – Western Sydney Institute has 85 staff registered covering 38 languages. This register is regularly updated and is posted on the Intranet for all Institute staff to access. The list specifies whether the staff member has translation skills and/or fluency for community events and/or is willing to assist in media or interview situations.

TAFE NSW Strategies

- TAFE NSW continues to monitor the home languages of students at statewide and Institute levels.
- Institutes provide community language, interpreting and translating programs, as required.
- Institutes provide cultural awareness training to support staff capability and ensure that TAFE NSW programs are socially inclusive.
- Institutes maintain bilingual registers of staff.
- The information brochure 'Do you have overseas qualifications and skills? - Apply for recognition in TAFE NSW' is available in the following languages: Arabic, Bengali, Chinese, English, Hindi, Indonesian, Korean, Russian, Spanish, Thai and Vietnamese.
- The "TAFE - The Right Choice" pamphlet is provided in 18 community languages.

Challenges and future directions

- Changing migration and settlement trends can result in a shortage of appropriately qualified interpreters and translators. This can have a significant impact on the assistance provided to emerging communities.
- With increasing enrolments by students with language backgrounds other than English and increased demand for TAFE information and TAFE courses, all Institutes face a challenge in being able to monitor and respond to community needs.

2.7 Student Support Services

TAFE NSW Achievements

- TAFE NSW - Hunter Institute:
 - promoted student support services in various community languages including: Chinese, Arabic, Spanish, French and Tagalog
 - experienced an increase in the number of students utilising Career and Counselling officers as well other support services available to the students
 - found that the number of students receiving tutorial support had increased by 300%
 - provided campus facilities to support counsellors from the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors.

- TAFE NSW - Illawarra Institute continued to provide a range of counselling and learner support services, including overseas qualifications recognition interviews from TAFE counsellors, to cater for the psychological, educational and social wellbeing of students, including refugees and humanitarian entrants.

- TAFE NSW – Sydney Institute supported and promoted the role of the Counselling and Careers Unit in addressing the needs of students with language backgrounds other than English. Initiatives included:
 - recruiting a bilingual counsellor who was previously an international student. This counsellor met with all of the Institute’s International Students at an International Student Open Day, giving a more personalised welcome to these students.
 - continuing to employ bilingual Counsellors including those with Arabic, Spanish, Cantonese and Mandarin language skills
 - developing a process map to improve crisis management of students within a cross cultural context
 - providing information sessions for enrolled students such as: Using Your Overseas Qualifications and Finding Work in Australia. These groups support students with language backgrounds other than English providing appropriately targeted information, resources and support.
 - Ensuring all Counsellors are registered users of the Australian Education International Country Education Profiles Online for assessment of overseas qualifications.

- TAFE NSW – South Western Sydney Institute provided a range of programs and services for students with a language background other than English. These include:
 - the Refugees Assistance Scheme which enables refugee students to apply for financial support whilst studying at TAFE to assist them to purchase resources required for their studies. 10 students have been assisted for the 2010-2011 period.
 - the Big Brother Movement Scholarship Program which provides Institute students between the ages of 15 and 23 who are experiencing financial hardship the opportunity to be nominated by a staff member for a scholarship to assist them to complete their studies. For the last financial year 14 students received a scholarship with up to \$10,000 being spent.
 - the recognition of overseas qualifications which has enabled 180 people to accelerate their study within TAFE NSW. Around 60% of this group subsequently enrolled directly in a course related to their qualifications while around 30% received recognition at Certificate IV and above. Two students received 100% recognition in a Diploma in Business and Finance and a Diploma in Information Technology.

In addition, prayer rooms were established in a number of colleges across the Institute.

Community and Migrant Education Achievements

- NSW AMES provided support services to students including counselling, child care, job support clubs, individual learning centres and first language support through the use of bilingual staff and interpreters.
- On-site childcare was provided at four on-site crèches for 561 children of students. Gowrie NSW operated crèches with staff to child ratios higher than those required by current NSW childcare regulations and employed staff who spoke a range of languages to assist in effective communication with both children and families.

Due to its changing role, AMES discontinued provision of child care through on-site crèches in July 2011. Child care continues to be offered to AMES clients by Gowrie NSW through licensed Child Care centres in Sydney and regions.

- Job Support Clubs were offered for students after class at the five AMES Centres. These clubs provided guidance and training to assist students in seeking work successfully. Training covered topics such as cross cultural issues in job search, résumé writing, the job interview and understanding of workplace culture.

TAFE NSW Strategies

- TAFE NSW continues to provide a broad range of support services to ensure that students with language backgrounds other than English can participate effectively in education and training. These services include recognition of overseas qualifications, career education and counselling, support services for students with a disability, child care, support for women, libraries, learner support and specific services to address the needs of students with language backgrounds other than English. Such services include the Refugee Student Assistance Scheme which provided funds to assist students on humanitarian visas with meeting the cost of items such as textbooks, excursions, uniforms and tools of trade and other subject or course specific costs.
- Institutes provide culturally and linguistically inclusive student support services including children's centres, library services, counselling, course information, recognition of overseas qualifications and skills along with services customised by special program coordinators to meet the needs of specific groups of students.

For example, TAFE NSW - Hunter Institute has a Childcare Centre based at Newcastle where many students from language backgrounds other than English take their children. The Centre provided bicultural support workers through the Ethnic Bicultural Support Pool. These workers were students at the Institute who provided cultural and language support to the childcare care workers and staff at the Centre.

TAFE NSW - Riverina Institute has a team of Social Inclusion Teacher Consultants, Student Counselling, Child Care Centres and Learner Support staff. This team worked closely with staff from across the Institute and liaised with community agencies such as Sanctuary Refugee Groups, refugee resettlement services, community health and legal services, emergency services, women's refuges, neighbourhood houses and other organisations to support individuals and groups of people from language backgrounds other than English.

TAFE NSW – Western Sydney Institute has a Library in every college that operates an Open Learning Centre. In addition to the three bilingual Institute Multicultural Education Coordinators and over 30 counsellors (including eight bilingual Counsellors), a range of equity support services staff are employed. For example, the Open Training and Education Network’s Multicultural Education Unit contacted and/or assessed over 400 students who had either identified the need for English language support on their enrolment form or been referred by their teachers.

Community and Migrant Education Strategies

- NSW AMES provides culturally and linguistically inclusive student support services, including child care, counselling, job clubs and print and audio-visual course information in a range of community languages.

Challenges and future directions

- Finding formally qualified bicultural workers is a challenge due to language barriers and lack of formal training and knowledge.

EAPS ACTIVITY AREA 3: STAFFING

OUTCOME

Staff have the knowledge and skills to deliver programs and services which meet the needs of a linguistically and culturally diverse NSW.

The TAFE and Community Education portfolio identifies, develops and utilises the cultural and linguistic skills of its workforce to achieve the organisation's strategic objectives. TAFE NSW, NSW AMES and the NSW ACE Unit implement a broad range of initiatives to ensure that teachers and support staff have the knowledge and skills to develop and deliver programs and services to effectively meet the needs of people from culturally and linguistically diverse communities. These include the employment of staff with the requisite knowledge and skills and the provision of professional development programs for staff.

TAFE NSW Achievements

- Institutes provided support services to students from language backgrounds other than English; support teaching staff from culturally and linguistically diverse backgrounds; market and promote TAFE NSW courses and programs to the multicultural community as well as promote the economic and cultural advantages of cultural diversity.
- There are approximately 260 positions across TAFE Institutes providing specialist expertise and support for equity groups including for people from language backgrounds other than English. Of these positions, 15 are Institute Multicultural Education Coordinators who, during 2011:
 - worked with key community, employment and government agencies in their region
 - maintained regular consultation with specific migrant communities
 - partnered with local Intensive English Centres and schools throughout their area
 - liaised with mental health organisations and mental health consultants in the Institute
 - partnered with key sporting organisations to promote educational pathways for students with language backgrounds other than English
 - packaged services and products for skilled migrants based on consultations and partnerships
 - worked with teaching sections to link the assessment of qualifications obtained overseas which then were mapped to RPL in a trade area for the purpose of further studies in TAFE
 - delivered taster programs for young refugee students in schools who are at risk of dropping out or disengaging
 - delivered various 'Tours of TAFE' across colleges and information sessions to a range of students with language backgrounds other than English
 - hosted Career Compass Job Expos in partnership with Job Service Agencies, Disability Employment Services and other agencies
 - represented Institutes on regional committees and networks.
- Institute Multicultural Education Coordinators also played a key role in supporting the professional development of Institute staff. For instance:
 - TAFE NSW – Hunter Institute delivered eight Cross-Cultural Awareness Workshops targeting teachers of English for Speakers of Other Languages, library staff, career and counselling staff and student services staff. These Workshops promoted the understanding and tolerance of different cultures and led to improved customer service and better student outcomes. Three sessions on Awareness of the Effects of

Trauma and Torture on students learning were also delivered by a trained Torture and Trauma counsellor to the Institute's staff.

- TAFE NSW – Illawarra Institute arranged for a presentation to be made to staff at the forum Excellence and Innovation 2011 on the outcomes of the World on Campus activity. The aim was to increase cultural understanding and provide timely information to teachers about the project and how Wollongong and Shellharbour campuses increased social inclusion and reduced cultural stereotyping.
- TAFE NSW – Riverina Institute delivered professional development programs in the following areas to improve its capacity to meet the needs of students with language backgrounds other than English: Taking Care of Business and Ourselves Program, Cultural Awareness Program, Access Employment Education and Training Framework Implementation Forum (3 sessions), the Certificate in Spoken and Written English (including the International Second Language Proficiency Rating Scale) and the Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.
- TAFE NSW - Sydney Institute had 141 staff participate in 11 professional development activities including the Beyond Intercultural Awareness Program, Ask Me Anything, Globesmart and Diversity and Inclusiveness.

Both educational and administrative staff reported significant changes in their understanding of approaches towards students with language backgrounds other than English. Comments from feedback included “my teaching practices have changed as a result of this program”, “I now get my students to talk about growing up in my country and what it was like in that classroom”, “students discuss differences in approach to teaching and learning from diverse backgrounds”, “I now provide materials in advance for the whole class”, and “I have a better understanding of the differences and why students might behave in particular ways”.

- In TAFE NSW – South Western Sydney Institute a series of workshops were held at Granville, Bankstown, Padstow and Lidcombe Colleges during Refugee Week to highlight and improve staff awareness of specific needs of refugees in the community and those studying in the Institute.

The Institute Workforce Capability Unit also engaged the ‘Cultural Training Service’ consultancy to present two workshops on “Beyond Cultural Awareness” and “Developing Cultural Intelligence”. These two workshops were complemented by targeted sessions for teachers on the theme of teaching in the multicultural classroom. Institute Multicultural Education Coordinators delivered 13 such sessions throughout the year customised to specific requests from faculties.

TAFE NSW – Western Sydney Institute provided regular training for all relevant staff in recognition of overseas qualifications, anti-racism policy, use of interpreters, the Temporary Visa Holders Policy and cross-cultural awareness. Examples include Refugee Health - Dealing with Torture & Trauma, Head Teacher Forum Presentation - Managing Delivery to Students from Diverse Backgrounds, Cultural Awareness Staff Development for New Teachers and Foundation Facilitation Skills Training – Inclusive Learning Classroom.

In addition, all staff working in the Open Training and Education Network's Migrant Education Unit received ongoing training and support to deliver culturally and linguistically appropriate services and programs. Similar opportunities were made available to staff across the Network in relation to identifying and responding to

learner needs and recognising overseas qualifications and learning styles. The Unit also presented relevant information at all induction sessions for new staff.

Community and Migrant Education Achievements

- NSW AMES staff participated in a range of activities aimed at promoting cultural awareness, including workshops for clerical staff in customer service and communicating effectively with clients. Professional development workshops for teachers were offered in areas such as new and emerging communities and cross-cultural issues, and celebrations and activities for Harmony Day and World Refugee Day.
- A number of NSW ACE Unit staff undertook training to develop skills and understanding in working with a range of diverse cultures.

TAFE NSW Strategies

- A wide range of professional development programs are provided to support staff in identifying and addressing the needs of a culturally and linguistically diverse community. Initiatives focus on the development of intercultural competencies, anti-racism training, and cross-cultural communication in the classroom, effective use of interpreters, teaching and learning in a multicultural learning environment and the recognition of overseas skills and qualifications.
- Institutes provide relevant training programs to Institute staff, including staff in designated positions to assist the Institutes to further enhance equitable access, participation and outcomes for people with language backgrounds other than English.
- Institutes identify and record staff with fluency in strategically significant languages other than English and promote their availability to support other staff and students.

Community and Migrant Education Strategies

- Essential requirements for teaching positions in NSW AMES include an awareness of issues related to migrant and refugee settlement, multiculturalism and cross-cultural communication, and interpersonal skills. The aim of these requirements is to ensure that teachers are able to effectively communicate with and address the needs of adult learners of English. Teachers have diverse cultural and linguistic backgrounds and many originate from non-English speaking backgrounds.

Challenges and future directions

- NSW AMES introduced a change management strategy to guide the emergence of a new business environment. A structure has been developed to enable the organisation to fulfil its current obligations. This structure is significantly smaller in the number of staff employed and does not include permanent teaching staff. NSW AMES is continuing to maintain its existing business focus for English language education and training.

EAPS ACTIVITY AREA 4: COMMUNICATION

OUTCOME

The Department effectively communicates with and promotes its programs and services to its culturally and linguistically diverse communities.

TAFE NSW Achievements

- TAFE NSW implemented communication strategies to promote access to its programs and services by people with language backgrounds other than English. Strategies included the development and translation of materials into key community languages, the use of interpreters and the promotion of programs and services at key community and ethno-specific community events.
- The Social Inclusion and Vocational Access Skills Unit continued to provide information to Institute staff on the recognition of overseas skills and qualifications and ensured that information was available about conditions for temporary visa holders in the following languages: Arabic, Bengali, Chinese, English, Indonesian/Bahasa-Indonesia, Japanese, Korean, Persian (Farsi), Spanish, Thai and Vietnamese.
- TAFE NSW Institutes provided Telephone and Interpreter Services that are promoted, accessed and utilised in all colleges as well as through the Open Training and Education Network.
- TAFE NSW course and related material is translated into community languages and distributed to staff and students regarding course information, student assessment, recognition of overseas qualifications, vocational pathways from school to TAFE.
- Bilingual information about TAFE provisions is made available to the community at large through bilingual staff attending employment expos, cultural community festivities and events throughout the Sydney metropolitan areas.
- TAFE NSW - Hunter Institute:
 - held Career and Course information sessions before the end of each semester at various campuses
 - organised two major Cultural Connections events at Newcastle and Maitland
 - organised Multicultural Expos in various locations on the Central Coast and the Hunter regions
 - arranged and paid for interpreting and translation services for students with language backgrounds other than English
 - attended community consultations and interagency meetings and provided information on new programs and any special courses designed for students with language backgrounds other than English
 - developed flyers for programs such as the Adult Migrant English Program, Language Literacy and Numeracy Program and other special programs targeting the needs of students with language backgrounds other than English which were distributed at local high schools, Centrelink, community organisations, local councils, libraries etc.
- TAFE NSW - Illawarra Institute:
 - initiated new processes at enrolment so that all students who have identified as needing English language support will be provided with the contact details of the Institute Multicultural Education Coordinator. Letters are to be provided to all new

- and re-enrolling students who identify as being from culturally and linguistically diverse communities and letters of introduction will outline the range of support services available
- developed a marketing strategy to target culturally and linguistically diverse communities to promote online enrolments and training opportunities at TAFE Illawarra Institute
 - promoted courses or new initiatives via interagency meetings, media releases and emails to networks within the region.
- TAFE NSW - Riverina Institute continued to actively engage with communities in the region including multicultural networks and committees, community colleges, lead agencies for the Integrated Humanitarian Settlement Strategy, CentaCare Torture and Trauma, Community Legal Services, settlement assistance services, Job Service Agencies, Volunteer Resource Bureaus, local governments, the Department of Immigration and Citizenship and charity organisations. The Institute's long term relationship with The Smith Family Home Tutor Scheme continues at Wagga Wagga via the Adult Migrant English Program.
 - TAFE NSW – South Western Sydney Institute continued to develop relationships with local schools leading to improved communication and understanding. This has been particularly important when working together to monitor the impact of the raising of the School Leaving age on young refugees and students from language backgrounds other than English. Schools have identified retention and engagement of many of these young people as being a challenge due to the increase in the school leaving age.
 - TAFE NSW – Western Sydney Institute promoted programs and services to students with language backgrounds other than English using websites, promotional brochures and materials, course and career guides and the Open Training and Education Network's Online Learning Support Site and Student Diary. Information was widely circulated to community groups and enrolling students nationally and circulated through community events, employment expos and in-store promotions and via email.

Staff also liaised closely with local communities. For example, staff from the Open Training and Education Network's Migrant Education Unit participated in the following events during 2011:

- African Cultures – Auburn
 - Settlement Information Day – Hornsby
 - Career Pathways Expo – Auburn
 - St George and Sutherland Training Expo
 - Pathways to Employment for Migrants and Refugees – Cabramatta
 - Migrant Employment Expo – North Sydney
 - Macarthur Jobs and Training Expo
 - Ganeshotsava – Liverpool
 - Spring Festival – Strathfield
 - Migrant Information Day – St George.
- TAFE NSW – Western Institute Equity Unit staff initiated discussions with the Institute's Media Unit to expand the range and diversity of images used in TAFE Western media publicity and promotion. The Institute is increasingly using images which reflect the cultural diversity of the student population in western NSW.

Community and Migrant Education Achievements

- NSW AMES promotional materials were distributed at community events and through interagency meetings and forums. NSW AMES services were also promoted through the sponsorship of activities such as World Refugee Week.
- NSW AMES launched two new teaching resources to assist migrants:
 - 'Calling an Ambulance' is designed to equip migrants with skills and confidence to call Triple Zero (000) in a medical emergency
 - 'Understanding Good Health' is designed to teach migrants how to communicate more effectively with health workers. The program consists of nine modules which guide learners in how to describe symptoms to health workers, to understand medical advice and counseling, to raise awareness of preventative health and how to access these services. The program also includes listening activities, and information about State and national health programs. Both teaching resources are accessible free of charge from AMES, and from the Ambulance Service of NSW and NSW Health, respectively.
- Students enrolling in the Adult Migrant English Program received written information which is available in 5 languages and in English. This covers areas such as student rights and responsibilities, courses and study materials, support services and how to make a complaint. This information is also provided through the DVD, Study at AMES, which is available in 16 languages and in English.

TAFE NSW Strategies

- TAFE NSW Institutes market and promote services and courses to a multicultural audience using a range of media including print, audio-visual, online and targeting languages based on client group analysis and issue relevance.
- TAFE NSW Institutes allocate resources for interpreter services and translation of materials and inform targeted clients and potential clients from non-English speaking backgrounds of their availability.
- TAFE NSW Institutes maintain registers of bilingual staff.
- The TAFE NSW internet site contains clear and relevant information for students from language backgrounds other than English on services available to assist them to enrol and undertake their studies in TAFE NSW. Institutes also provide this type of information to their communities but tailor it to address local requirements.
- Institutes continue to investigate the latest tools and techniques in multicultural market engagement from a client's perspective. This assists in planning future marketing strategies and responding to changing demographics across the State.

Community and Migrant Education Strategies

- NSW AMES uses a range of strategies to communicate with its client groups. These include promotional materials, information about courses and services on the AMES website, translations in a range of community languages, and the provision of first language assistance to students through the use of bilingual AMES staff and translation and interpreting services. In addition, NSW AMES advertises in a range of local newspapers and the ethnic press as well as through community media. Students

enrolling for the Adult Migrant English Program receive comprehensive written material which is available in 16 languages.

- NSW AMES markets and promotes its services and courses to migrants and refugees in English and a range of languages in media such as online, audio-visual and in print.
- The NSW AMES website contains clear and relevant information on its courses and services in English and 16 main languages. This information is in both written and in audio-visual form.

Challenges and future directions

- TAFE Institutes are adopting a range of approaches including:
 - development of media strategies targeting community radio stations
 - greater use of social media to communicate with students
 - increased integration of moodles and wikis in courses to support flexible delivery.

EAPS ACTIVITY AREA 5: FUNDED SERVICES

OUTCOME

The Department's services funded through external providers and via grants programs meet the needs of culturally and linguistically diverse communities.

Community and Migrant Education

- Partnerships between the NSW AMES Skillmax Programs and the NSW ACE Skilled Migrant Mentoring Programs promote pathways between language and vocational training and employment training, mentoring and support for migrants. NSW ACE actively seeks ways to incorporate partnership with other agencies to support vocational outcomes for students with language backgrounds other than English.
- The NSW Adult and Community Education Program funded a range of projects and activities targeting culturally and linguistically diverse communities. These include the ACE Social Inclusion Program and the joint ACE/AMES Skilled Migrant Mentoring Program and Refugee Mentoring Program.