



Ethnic Affairs Priorities Statement

TAFE & Community Education

Report 2010

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INTRODUCTION

The 2010 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 Department of Education and Training's *Ethnic Affairs Priorities Statement Plan 2008-12*.

The strategies, achievements, challenges and future directions outlined in this report provide a representative sample of activities undertaken across the TAFE and Community Education portfolio during 2010. They demonstrate a commitment to maintaining and improving outcomes for students from ethnic minority communities and to supporting harmonious and productive community relations across New South Wales.

The report has been prepared in accordance with the Department's guidelines. 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 category of Language Background Other Than English (LBOTE) includes those from Culturally and Linguistically Diverse Backgrounds (CALD) and Non-English Speaking Backgrounds (NESB). The data presented is based on official TAFE NSW statistics for 2009. Official statistics for 2010 are expected to be available in April 2011.

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.
- Significant improvements have been 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 planning and delivery of relevant programs and services in 2010 against 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.
- As a result of improved planning and evaluation targeted courses and programs were developed and promoted to that reflected the changing nature, level and location of demand amongst ethnic minority communities including humanitarian program entrants and skilled migrants and refugees.

Community and Migrant Education Achievements

- The NSW Adult Migrant English Service (AMES) monitored enrolments and made adjustments to its Business Plan as required. Regional Management Committees monitored regional Adult Migrant English Program (AMEP) provision and incorporated developments and client feedback into planning. These Committees actively monitored feedback and provided input into organisational and regional planning received through staff participation in interagency network meetings along with regular consultations with community groups.
- The NSW Adult and Community Education (ACE) Unit identified the training needs of LBOTE students as part of the annual planning cycle for the NSW ACE Program. Program priorities reflect these and other student needs identified through, for example, the 2010 ACE Social Inclusion Program which incorporates LBOTE target groups.

TAFE NSW Strategies

- At the statewide, strategies cover a range of areas including:
 - Policy and Planning - TAFE Strategy Directorate provides policy, planning and performance advice to senior TAFE NSW management to better position TAFE NSW to meet national and state VET priorities for LBOTE learners and to address the needs of migrants and refugees settling in New South Wales.
 - Operational Feedback and Evaluation - The TAFE NSW Equity Committee liaises with staff across the state and provides advice to the TAFE Executive Group in relation to the implementation of policies and strategies for students from equity groups, including those from a non-English speaking background.
 - Learning and Teaching Support - TAFE Training and Education Support Directorate liaises with industry and community organisations to develop programs and resources for TAFE NSW Institutes that address the needs of LBOTE students.

- At the local level, TAFE NSW Institutes implement a variety of strategies including:
 - Customised Learning Support - TAFE NSW - Hunter Institute Multicultural Unit developed Individual Learner Support Plans to customise TAFE services to individual learning needs and pathways
 - Community Consultation - TAFE NSW – North Coast Institute participated in the local area multicultural network meetings (4 times a year) to identify LBOTE clients and emerging needs, share information, plan joint events and deliver programs and services to LBOTE learners. Institute staff also attended monthly multicultural support group meetings to liaise with the community and collaborate in planning for social, educational and cultural events.
 - Research and Evaluation - TAFE NSW - South Western Sydney Institute initiated a research project as part of its Bright Ideas program to identify barriers to Module Completion Rates (MCRs) among students from all equity groups including LBOTE and devise new strategies to improve MCRs. The results of this research will be available in 2011 and inform planning of socially inclusive programs and pathways for a variety of target groups including LBOTE learners.

Community and Migrant Education Strategies

- NSW AMES has established management committees in each region that monitor implementation of the AMES Business Plan and adjust as required for each region.

- Annual data collection and analysis of enrolment data by the NSW ACE Unit is used for planning and is published to assist ACE colleges with their forward projections. Of all hours delivered for language, literacy and numeracy, around 44% of these hours were undertaken by LBOTE students.

1.2 Data collection and research

TAFE NSW Achievements

- TAFE NSW enrolment statistics reveal that, in 2009:
 - 120,883 LBOTE students enrolled in TAFE NSW, an increase of 8% since 2008 and over 20% since 2006

 - 53,964 of LBOTE enrolments were at Certificate III level and above, an increase of 16.3% since 2008.

- 45,939 LBOTE students graduated with 17,698 being enrolled in courses at Certificate III level and above.
- the overall module/unit completion rate for LBOTE students was 76.6%. For courses at AQF Certificate III level and above the module/unit completion rate was 78.6%, an increase of 0.9 percentage points since 2005.

Table 1: TAFE NSW LBOTE Enrolments - 2006-2009

| <i>Year</i> | <i>LBOTE</i> | <i>%</i> | <i>Non LBOTE</i> | <i>%</i> | <i>Home Language Not stated</i> | <i>%</i> | <i>Total</i> |
|-------------|--------------|----------|------------------|----------|---------------------------------|----------|--------------|
| 2006 | 100,307 | 20.0 | 290,510 | 58.1 | 109,593 | 21.9 | 500,410 |
| 2007 | 105,737 | 21.2 | 298,200 | 59.9 | 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 |

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 from refugee communities 2006-2009

| Country | 2006 | 2007 | 2008 | 2009 |
|----------------|-------------|-------------|-------------|-------------|
| Afghanistan | 1 793 | 2 091 | 2 061 | 1,979 |
| Burma | 447 | 578 | 805 | 1,176 |
| Iraq | 3 008 | 3 587 | 3 859 | 4,242 |
| Sudan | 2 219 | 2 577 | 2 485 | 2,478 |

Source TAFE Performance and Accountability

Community and Migrant Education Achievements

- NSW AMES conducted a satisfaction survey of AMEP students in March 2010. The results showed high levels of satisfaction in all key areas of provision. Survey results informed Regional Management Committee planning and were used by AMES centres together with other client feedback to develop strategies for improvement.
- NSW ACE enrolment data is 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?* – A new publication in 2010 that compares ACE student enrolments and outcomes with state or national key data produced by NCVET.

TAFE NSW Strategies

- TAFE NSW Institutes have implemented strategies to improve the collection of data relating to country of birth and the language spoken at home. As a result, significant improvements have been realised in the response rate to questions on the enrolment

form relating to country of birth, non-English speaking background and language other than English spoken at home.

- Biannual Institute Performance reviews include reports on data collection and identify strategies for improvement at the local level.
- 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 clients from ethnic minority communities as part of Institute planning, research and evaluation activity.
- TAFE NSW Institute profiles are reviewed regularly to identify disadvantaged/at risk ethnic minority communities and groups, including new and emerging communities, refugees and humanitarian entrants.
- TAFE Institutes also collect additional information at the local level. For example, in 2010 TAFE NSW – Illawarra Institute:
 - continued to monitor data on enrolments, provision and outcomes to ensure that the Institute met the requirements of the AMEP.
 - surveyed participants engaged with this Program reported a satisfaction level with their program of over 90%.

Community and Migrant Education Strategies

- NSW AMES regularly monitors data on enrolment, provision and outcomes to ensure that it meets the requirements of its AMEP contracts with the Commonwealth Government. In 2009-2010 all contract key performance indicators were met.
- The NSW ACE Unit collects all enrolment data 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 (NCVER) and forms part of the NSW reporting to the Commonwealth.
- NSW AMES used the outcomes of the 2010 AMEP student satisfaction survey to inform planning at the organisation and regional levels.
- The NSW ACE Unit uses the analysis of data to implement quality improvement strategies in areas ranging from data collection to training delivery.

1.3 Resources

Challenges and Future Directions

- The demographic spread of people from a language background other than English means that the usual manner of communicating with students and other stakeholders is not always successful. In many areas, LBOTE communities reside in scattered pockets and so the best means of communication is word of mouth and using community and face to face networks. For this reason, planning to meet the needs of LBOTE students not only requires valid data capture and analysis but the maintenance of strong partnerships with other government and community organisations.
- Some AMEP students, particularly survivors of torture and trauma with low levels of literacy, have experienced difficulties in making progress in English language

and literacy. They require intensive support to address their English language and literacy needs after they exit the Program. This need has been identified across TAFE and Community Education campuses.

- TAFE Institutes and ACE colleges continue to report a strong demand for programs targeting LBOTE students, particularly in the areas of language, literacy and numeracy integrated with vocational education and training. Demand continues to exceed available supply and resources.

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 ethnic minority communities, employers and agencies supporting the settlement of migrants and refugees.
- TAFE NSW - Hunter Institute Multicultural Education Reference Group is comprised of key stakeholders from government, non-government and community agencies/organisations. In 2010, this Group provided advice that led to courses in Security, Hospitality and Cleaning for LBOTE students through the Employment Pathways programs. The courses included support from an English for Speakers of Other Languages (ESOL) teacher to assist students understand the industry specific language used in these courses, using the English for Specific Purposes model.
- TAFE NSW – North Coast Institute is represented by staff on groups such as the Refugee Forum in Lismore, the Far North Coast Multicultural Working Group and the North Coast Migrant Workers Network. In Mullumbimby, staff organised three multicultural lunches which involves inviting:
 - students from surrounding TAFE campuses and members of local communities who get to know more about local programs and services and raise questions regarding their needs
 - service providers who provide information relevant to their services and are available to answer questions.
- TAFE NSW – Northern Sydney Institute staff regularly attended Multicultural Advisory Forum and Centrelink meetings to liaise with multicultural communities and agencies.
- TAFE NSW – Sydney Institute participated in strategic community events including:
 - Community Business Breakfast at Rockdale
 - Street Festivals in Coogee, Waverley, Marrickville and Darling Harbour
 - St George Migrant Resource Centre Information Day
 - Lebanese National Day
 - African Festival at Hyde Park
 - St George Employment Expo
 - Strathfield Council Employment Expo
 - RailCorp CALD Forum.

In addition, Multicultural Education Coordinators in the Institute:

- initiated meetings with Centrelink Multicultural Service Officers and Job Services Australia (JSA) providers to identify vocational needs of CALD job seeker
- collaborated with City of Sydney Council and Inner and Eastern Sydney Multicultural Interagency to initiate a Multicultural Seminar which was attended by 120 participants.
- hosted strategic Multicultural Interagencies such as St George, Sutherland, Marrickville, Burwood and Randwick.

- TAFE NSW – Western Institute liaised closely with the:
 - Orange Multicultural Group which led to a customised program involving workshops covering Fire Safety, Budgeting, Banking, Women’s and Men’s health for Sudanese refugees
 - Orange Council Community Migrant Support Worker which led to vocational pathways being presented as options for future training in mainstream areas.

In addition, the Institute maintained strong partnerships with a range of other organisations to identify need and effectively inform stakeholders about TAFE programs and services. These stakeholders include church organisations, neighbourhood centres, Job Services Australia providers, Centrelink, women’s refuges and health services.

- TAFE NSW – Western Sydney Institute Multicultural Education Coordinators participated as members of high level community committees and forums such as the Multicultural Advisory Forum and Ethnic Communities Council Sub-Committees such as the Australian Arabic Council, the Australian Lebanese Association and Mt Druitt Ethnic Community Agency Committee. In addition, Multicultural Education Coordinators attended and contributed to several community specific cultural expos including Filipino Seniors Information Day, Sudanese Community Awareness Night, Blacktown Expo, Mt Druitt Festival, Employment Expo at Blacktown, Mt Druitt and Nepean TAFE, Employment & Training Expo at Blacktown College, Improving Pathways for Primary Industry, Blacktown Emerging Communities Action Plan Employment /Training Sub-Committee, Better Connections Employment and Training workshops for new and emerging communities the Nepean Local Government Government Area Cultural Networking Breakfast.

Community consultation and feedback resulted in a range of programs being delivered to meet the needs of LBOTE students including:

- Certificate II in Agriculture for 10 students from the Karen (Burmese) Community
- Certificate III in Agriculture for 15 Students from refugee backgrounds
- Skills for Work & Training Information Technology course for 15 LBOTE students
- Skills for Work & Training Commercial Cookery course for 18 Sudanese women
- Access to Work & Training for 15 refugee school leavers from the Intensive Language Centre who had completed schooling without adequate English language
- Skillmax course to prepare 20 skilled migrants to enter the Australian workforce
- Two Work Opportunities for Women courses for 24 overseas qualified women
- Four Outreach English classes for 72 LBOTE students.

Community and Migrant Education Strategies

- NSW AMES funded the Refugee Mentoring Program and the Skilled Migrant Mentoring Program, which were coordinated through NSW Adult and Community Education. These programs offered mentoring, work experience and training to refugees and skilled migrants. 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.

In 2010, 120 refugees were enrolled in the Refugee Mentoring Program which was offered in South Western Sydney, Newcastle and Wagga Wagga. There were 800 skilled migrants registered for the Skilled Migrant Mentoring Program, which was offered throughout the Sydney metropolitan area and Wollongong.

- During 2009-2010, NSW AMES provided assistance to 71 community organisations under the AMEP Home Tutor Scheme Enhancement Program. Under this program

AMES trained a total of 114 volunteer tutors from a range of community organisations which provide free English conversation groups and tutorials for migrants. AMES also provided these community organisations, free-of-charge, with resources, advice and workshops on English language and literacy tutoring.

- In 2010, 24 projects targeting LBOTE students were funded through the ACE Social Inclusion Program. These projects have been run throughout NSW.

TAFE NSW Strategies

- All TAFE NSW Institutes consult with a wide range of ethnic minority 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 from ethnic minority communities and/or employers with LBOTE staff, to build opportunities for on-the-job training and assessment for students from multicultural backgrounds.
- Staff from Institutes 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 LBOTE learners.

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.
- ACE Colleges funded under the ACE Program are asked to partner and consult with local community agencies that work with LBOTE clients.

Challenges and Future Directions

- During 2010, an increase emerged in skilled migrants and LBOTE learners across a number of rural and regional Institutes. This is creating a challenge as:
 - the small numbers of learners in remote locations make it difficult to assess and address their needs in a way that falls within budget constraints
 - in remote areas it can be difficult to attract suitably qualified teaching staff for LBOTE learners and support services may not be locally available
 - LBOTE learners may not have the means to travel in order to access services nor the computer skills required to participate via distance
 - In addition to their educational needs LBOTE learners, LBOTE learners may be facing challenges in terms of settling in to new communities and finding suitable employment.

In order to address such challenges, in 2010 TAFE NSW – Illawarra Institute:

- held presentations in Sydney aimed at accessing agents from overseas and have organised study tours where international students visit the Illawarra. There have been 100 students attending these tours over the last year
 - integrated the AMEP and English for Speakers of Other Languages programs into English courses while opening a community room to support social inclusion and interaction between staff and students
 - provided volunteer home tutoring for students on humanitarian visas by matching 12 tutors with students in the Goulburn community.
- Due to the shift in Commonwealth Government funding for services and support in this area, there has been an increase in the number of private providers targeting the needs of refugees and skilled migrants in the community and a decline in the funds allocated to TAFE NSW Institutes. As a result, the challenge for a number of Institutes is to:
 - identify and create new partnerships with other agencies to deliver timely and relevant vocational training and education pathways for this target group
 - identify and seek new funding opportunities arising from, for example, the extra \$15.7 million the Commonwealth Government has announced it is investing in the Workplace English Language and Literacy program. It is estimated that this initiative will provide an additional 9,500 places over four years.
 - The Social Inclusion and Vocational Access Skills Unit participated as a member of the National Access Education Leaders Network. In 2010, the Network submitted a proposal to the Commonwealth Government and the Innovation & Business Skills Australia Skills Council regarding the development of a National Foundation Skills Strategy that would address, amongst other things, the needs of LBOTE learners studying with registered training organisations. This proposal was endorsed and consultations on the development of this Strategy will be undertaken during 2011.

2.2 Anti-racism Education

TAFE NSW Achievements

- TAFE NSW - Hunter Institute hosted a successful Freedom from Fear Photographic Exhibition in 2010 displaying photos at the Hunter Street Campus. Institute staff organised this event in partnership with the Adult Migrant English Service and assistance from the Department of Education and Training.
- TAFE NSW – Illawarra Institute organised and participated in Harmony Day events in 2010 at Wollongong and Goulburn campuses. At Goulburn, ESOL students provided entertainment and information about cultural groups. The Hospitality ESOL group provided a BBQ with the assistance of Institute Students Association. Those involved shared their cultures through dance, song, food, calligraphy and casual conversations.
- TAFE NSW – Northern Sydney Institute worked with Manly Warringah Community Centre to hold a Harmony Day event at Northern Beaches College in March and an Annual Sporting Event which promoted cultural awareness through outdoor activities where students shared food, music and experiences about their own backgrounds.
- TAFE NSW – North Coast Institute supported the Coffs Harbour Council Harmony Day in March and joined with Southern Cross University to hold a Multicultural Festival at Coffs Harbour Education Campus in September that was open to the whole community.
- TAFE NSW – Western Sydney Institute:

- delivered anti-racism and cross-cultural awareness training and activities in class inductions and visits.
- publicised anti-racism and zero tolerance policies and procedures published on the Institute's Information Management System and included in all Student Guides, brochures and handouts etc.
- included anti-racism and cross-cultural awareness sessions as part of all staff inductions
- delivered presentations to senior staff in order to seek input into the role of the Anti-Racism Contact Officer.

Community and Migrant Education Achievements

- NSW AMES students participated in a range of activities which aimed to promote cultural understanding including Harmony Day celebrations, graduation ceremonies, market days and social activities.
- NSW AMES sponsored the Refugee Week Freedom from Fear photographic exhibition which toured Sydney and NSW during 2009 and 2010. The exhibition toured across NSW, showing in regional art galleries, museums, libraries, hospital foyers, community spaces, coffee shops and retail venues.

Refugees living in communities that hosted the exhibition contributed their personal stories and portraits. The exhibition represented 40 refugees in metropolitan, rural and regional NSW. It was significant in promoting wider awareness of the experiences of refugees and their contribution to their new Australian communities. It also acknowledged those people who welcome refugees into their communities.

TAFE NSW Strategies

- The TAFE NSW Prevention of Harassment Policy 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.
- TAFE NSW 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.
- TAFE NSW 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 producing, in partnership with the State Emergency Service, a series of flexible training programs entitled *Cultural Points of View*. This resource has had three themes developed targeting Indigenous cultures, disability cultures and Culturally and Linguistically Diverse (CALD) groups. These resources are first being used by the State Emergency Service for training of staff and volunteers in understanding and incorporating a range of "cultures" in the workplace. It is planned to adapt these for wider use by ACE colleges in 2011.

Challenges and future directions

Changing demographics and migration trends presents 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

- In 2010, a major review was completed of the Access Employment and Education Framework which provides vocational and educational pathways for a wide range of LBOTE learners and equity target groups. Amongst the key findings were that:
 - the Framework represents an effective model for the packaging of stand-alone foundation skill courses as well as a bank of units that describe language, literacy and numeracy and Employability Skills content that could be integrated into Training Packages
 - in cases where English language acquisition is required, where learner confidence must be repaired after negative school experiences, or where existing workers may not have the literacy and numeracy skills to keep pace with a changing work environment, this emphasis (in the Framework) on language literacy and numeracy and Employability Skills development is critical.
- In TAFE NSW – South Western Sydney Institute the Multicultural Coordinators team developed a package of six professional development materials to support teachers in dealing with issues arising in the multicultural classroom:
 - 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 Workforce Capability Unit is also making these resources available online and these and other materials will be uploaded to support teachers addressing the needs of diverse groups of learners.

- The Open Training and Education Network in TAFE NSW – Western Sydney Institute customised the Employment, Education and Training Statement of Attainment course for LBOTE students via flexible delivery - offering a mix of language and vocational units from 12 different industry areas. The Network also developed a Digital Story Book and Pictorial Teaching Resource for use with refugee students in all agriculture, horticulture and farming programs.

Community and Migrant Education Achievements

- NSW AMES continues to publish curriculum and teaching materials which are culturally sensitive and inclusive. NSW AMES develops and maintains the national curriculum for the AMEP, the Certificates in Spoken and Written English.
- Partnerships between NSW AMES, Skillmax Programs and the 12 ACE Skilled Migrant Mentoring programs promote a pathway between Commonwealth funded language and

vocational training through to employment training, mentoring and support for migrants under the Skilled Migrant Mentoring Program.

TAFE NSW Strategies

- TAFE NSW continues to develop curriculum, teaching and learning support materials that are culturally sensitive and inclusive.
- TAFE NSW continues to provide programs for LBOTE learners 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 Institutes deliver training to support the development of inter-cultural competencies.
- TAFE NSW Institutes implement inclusive learning and assessment strategies to improve outcomes for LBOTE students.
- TAFE Training and Education Support Skill Units maintain and develop resources to support recognition of prior learning so that LBOTE learners are able to have their overseas skills and learning recognised against their TAFE NSW programs.

Challenges and Future Directions

- Access to flexible delivery, workplace assessment and recognition is a challenge for many LBOTE learners; especially those who are overseas qualified and need opportunities to have local work experience.
- There is an on-going need to improve course and unit completion rates for students from language backgrounds other than English.
- An increase in resettled refugees in a number of Institutes will result in a need for increased programs, such as mentor training for volunteers to support this cohort.
- The Open Training and Education Network in TAFE NSW – Western Sydney Institute is planning to publish Customer Service Standards that will encapsulate strategies for responding to 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.

2.4 English language and literacy programs

TAFE NSW Achievements

- TAFE NSW continues to provide high level English language support to LBOTE students. In 2008, there were 14,323 students from this cohort enrolled in these programs. In 2009 enrolments reached 15,583.
- Enrolments in the Learner Support Course by LBOTE students increased from 7,839 in 2008 to 7,989 in 2009.

- 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 and were provided at TAFE NSW Institutes, at workplace and community settings.
- TAFE NSW - Illawarra Institute provided high level English language support to LBOTE students. In 2009, there were 576 students enrolled in AMEP or English for Speakers of Other Languages programs. In 2010 enrolments up to October were 537 although it should be noted that AMEP has continual enrolments and new students were expected to enrol late in the year due to their recently settling in the area.
- TAFE NSW – Northern Sydney Institute delivered an English for Community and Workplace Program at Hornsby College for students who have completed Certificate II in English for Speakers of Other Languages. This Program focussed on increasing participation in both paid and volunteer work and acting as a bridge to the Certificate III in English for Further Study. The College also introduced a pilot program aimed at mature LBOTE students for building their basic research and study skills.
- TAFE NSW – Riverina Institute, Wagga Wagga campus, provided support to lower-level ESOL students through its vocational pathways program. This helped students to build English language and literacy skills, develop self esteem and gain practical experience of Australian workplaces.
- TAFE NSW – South Western Sydney Institute has found that 45% of LBOTE migrants settling in the region do not speak English very well. As a result, the Institute annually commits around 20% of its resources to programs assisting LBOTE students in developing English language skills to enable them to achieve their educational and vocational aspirations. In 2010, vocationally targeted English language programs were offered through the Language Literacy, Numeracy Program, Workplace English Language and Literacy Program and AMES funded Link Skills program.
- TAFE NSW – Western Institute offered English for Speakers of Other Languages classes at various levels in centres such as Dubbo, Cowra, Grenfell, Mudgee and Broken Hill. Flexible literacy classes are also available in Dubbo to accommodate and support LBOTE students participating in mainstream courses. In addition:
 - students from a range of language backgrounds, including Sudanese, Filipino, Japanese, Chinese and Thai, have made significant progress in a customised course in Cowra. Two students, previously illiterate in their own language, have made great improvements, and can now speak, read and write in English
 - the Outreach section has offered a customised program for LBOTE students in Lightning Ridge in order to address skills development, social engagement strategies as well as English language skills. In 2010 a number of students from this class gained employment with local businesses.
- TAFE NSW – Western Sydney Institute delivered a wide range of English language and literacy programs to LBOTE students in 2010 including:
 - 177 LBOTE students enrolled with the Open Training and Education Network to undertake the Language Literacy and Numeracy Program on flexible basis
 - 101 LBOTE students enrolled in English for Speakers of Other Languages courses
 - 76 LBOTE students enrolled in Advanced Vocational courses and received customised support where required
 - 15 students from Year 9-10 Blacktown Girls High School enrolled with the Institute through Outreach

- Blacktown College ran a program for refugees with limited English language. It was for school leavers from the Intensive Language Centre.

Community and Migrant Education Achievements

- NSW AMES provided English language and literacy training to almost 8,000 migrants and refugees in 2010. These programs were delivered at six centres in Sydney and were available during the day, in the evening and on Saturday, for either part-time or full-time study. Face-to-face classes, on-line delivery and a blend of study modes were also available for students. Programs were supported by highly qualified staff and a range of purpose developed educational resources and publications.
- Around 260,000 hours of English language, literacy and numeracy training will be provided to LBOTE students through the ACE Program in 2010.

TAFE NSW Strategies

- The Access Employment Education and Training Framework provides a very wide range of accredited programs to address the needs of LBOTE learners. Within this Framework, Institutes deliver many language, literacy and numeracy programs to cater for learners from diverse language and cultural backgrounds. In addition to core funded English programs such as English for Speakers of Other Languages, English Pronunciation, English for Further Study and English for Academic Purposes, the Framework supports teachers in customising language, literacy, numeracy and vocational content to the needs of individual learners.
- The increased focus on improving course completions requires improved collaboration across teaching sections within TAFE as well as partnerships with other agencies to find the correct mix of vocational and educational skills and develop pathways that lead to meaningful outcomes.
- LBOTE 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.

Community and Migrant Education Strategies

- NSW AMES delivers English language and literacy training to adult migrants and refugees under the AMEP funded by the Department of Immigration and Citizenship and, up to late 2010, the Language, Literacy and Numeracy Program funded by the Department of Education, Employment and Workplace Relations.
- Targeted funding is provided to deliver English Language and Literacy programs under the ACE Social Inclusion Program.

Challenges and Future Directions

- Currently there is uncertainty over the Commonwealth Government Migration policy, both in terms of future directions and levels. This uncertainty presents planning challenges in determining the appropriate levels of resourcing for staff recruitment and development, development of language and literacy resources, and in planning future learning and employment pathways options.

- A key challenge is to continue to identify appropriate employment opportunities linked to identified skills gap areas, to develop appropriate resources and customised learning programs leading to appropriate study and work pathways, and to find ways to fund these endeavours to ensure clients have successful long term outcomes.

There have been cases where students with entry level English have not been considered ready to complete work experience in off-campus industrial settings. In TAFE NSW – Northern Sydney Institute, an effective solution for some participants to this issue in the Hospitality area has been to provide students with work experience in one of the training restaurants in the Institute.

- TAFE NSW – Illawarra Institute is establishing a Language and Cultural Centre in 2011 that will bring together educational and support services provided to students enrolled in AMEP, ESOL and English Language Intensive Courses for Overseas Students. The intention behind the centre is to ensure that these services are provided in a more integrated manner and focused more effectively on student need.
- TAFE NSW - Riverina Institute is examining ways of linking vocational pathway programs for LBOTE students with skills shortages and employment opportunities in the region. This involves a shift in emphasis from enrolments solely in Vocational Access courses to a model of co-enrolment in a vocational stream. It will require language skills being taught more in the context of a vocational stream.
- New Language Literacy and Numeracy Program arrangements were introduced in July 2010. As a result, recently arrived migrants are no longer required to complete the AMEP before commencing their Language Literacy and Numeracy Program studies. A number of refugees and migrants with an AMEP entitlement may miss out on English language tuition with a settlement focus if they proceed straight to the Language Literacy and Numeracy Program.

TAFE NSW and NSW AMES have both identified this as an issue as many benefits arise from referring eligible migrants and refugees to the AMEP first.

- At the end of 2010, a number of TAFE NSW Institutes will no longer be funded by the Commonwealth Government to deliver the Language Literacy and Numeracy Program. This will leave a significant gap in the non-core provision of targeted English Language and Literacy programs. As a result, strategies are being developed to build other business in this area to address the needs of LBOTE learners.

2.5 Targeted and Customised Programs

TAFE NSW Achievements

- TAFE NSW Institutes provided vocational courses with integrated English language skills for LBOTE students through programs such as Get Skilled, Outreach and externally funded programs including the Department of Education, Employment and Workplace and Workplace Relations Language, Literacy and Numeracy Programme.
- In TAFE NSW – Hunter Institute, a Certificate III in Aged Care was offered to Multicultural students at Gosford and Wyong campuses utilising the English for Specific Purposes Model. The students were also given tutorial support in order to address needs identified as part of their Individual Education Plans.

- In TAFE NSW – Illawarra Institute delivered an Outreach course called Pathways to Industry - Agriculture as part of a partnership between Centrelink, Illawarra Multicultural Services, Horticulture at Yallah Campus, AMEP, Wollongong City Council and the NSW Farmers Association. Fifteen students completed a one day a week course at Yallah Campus which included two weeks work experience at Mountain Range Nursery in Dapto and the Calderwood Organic Farm.

The Institute also deliver a Workplace English Language and Literacy Program at the Bonds factory for 210 employees over a period of six months. The majority of these employees were from LBOTE backgrounds.

- TAFE NSW – New England Institute delivered an English for Speakers of Other Languages Program for people from the Philippines working at the meatworks in Inverell.
- TAFE NSW – Northern Sydney Institute through its Northern Beaches Outreach unit provided a mentoring program to Tibetan refugees. This initiative matched volunteer mentors with each refugee and helped the Tibetans to build necessary interpersonal skills and a better understanding of TAFE programs and services while allowing the mentors to better understand Tibetan cultural background and learner needs.

The Institute also delivered a Certificate II in Asset Management (Cleaning Operations) targeting the employment needs of the Tibetan community in the northern beaches area. It provided essential transferable skills for the workforce, while relieving anxiety about the process of applying for a job and interview, and focussed on culturally appropriate behaviour.

- TAFE NSW – Sydney Institute customised programs for approximately 560 LBOTE students. Vocational areas included Nursing, Child Studies, Aged Care, Health Professionals, Accounting and Information Technology. Programs were customised for those with limited vocational skill levels as well as those with overseas professional qualifications.
- The Open Training and Education Network, Western Sydney Institute developed and delivered a Skilled Migration Internship Program – Accounting for 530 students as a pathway for employment and permanent residency. This is a professional year program which was approved by the Department of Immigration and Citizenship and co-developed with the three accounting professional bodies. It focuses on language and communication skills development and provides exposure to the workplace.

In addition, the Network offered the Employment, Education and Training course to LBOTE jobseekers. This customised course combines language and vocational units from 12 different industry areas including accounting and financial services, aged care work, business services, children and community services, dental assisting, electrical, hospitality, information technology and mental health.

- TAFE NSW – Western Institute experienced an influx of Sudanese refugees who are resettling in the country on humanitarian visas. These students required intensive support in Language and employability skills acquisition as many are not literate in their first or second language and have not been to school. There is also an increase in the number of sponsored regional skills visa holders from areas such as China, Indonesia, the Philippines, Pakistan, India, Sri Lanka, Japan, South America, the Middle East and

the former Soviet Union. As a result, there was an increase in language, literacy and numeracy provision to meet the needs of these groups.

Community and Migrant Education Achievements

- The NSW ACE Unit, NSW AMES and the DET Strategic Skills Program worked in partnership to offer the Linked Skills Program in 2010. 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, the Certificate III in Spoken and Written English as well as a vocational credential.
- Delivery of the NSW Government funded Skillmax Program which assisted migrants with overseas qualifications and work experience to secure employment in Australia at levels commensurate with their previous skills and experience. There are two components to the program: Skillmax for Jobseekers and Skillmax for the Public Sector. Jobseeker courses focus on career management and jobseeking strategies: identifying employment opportunities, writing résumés and cover letters, succeeding in job interviews and developing a greater awareness of workplace culture and trends in the Australian labour market. Skillmax Public Sector Online courses aim to assist participants to develop their language skills so they can improve their career opportunities in the public sector. Courses cover 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 clients from ethnic minority communities including English language and literacy programs, and other targeted and customised programs, as required.
- In terms of new programs to meet the needs of LBOTE learners in 2011:
 - TAFE NSW – Illawarra Institute Outreach Unit at Wollongong campus is working in partnership with newly arrived migrants and service providers to organise a version of the Pathways to Industry program at Yallah campus due to its success in 2010.
 - TAFE NSW – Northern Sydney Institute is planning a series of professional development activities for staff in 2011 on team teaching and teaching generally in the multicultural classroom.

Challenges and Future Directions

- Transition 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 had limited opportunity to gain work experience.
- There is a need for more strategic approaches to consultation to ensure appropriate responses to the needs of all community and industry stakeholders. Institutes face high demand for multicultural services which must be prioritised according to Institute strategic goals. For example:
 - TAFE NSW – New England Institute recorded declining number of students on humanitarian visas and declining enrolment number in English for Speakers of other Languages programs. This was attributed to the secondary migration of refugees

- away from the New England and back to Sydney and Newcastle. This development has presented a further challenge in attracting qualified teaching staff to rural and remote areas at a time when work opportunities for ESOL teachers are in decline.
- TAFE NSW – Western Institute is anticipating an increase in the LBOTE students due to the scheduled opening of a mine in the Mudgee/Dunedoo area. Some of the challenges to be addressed in meeting the needs of this cohort will be: finding language, literacy and numeracy teachers that have the appropriate training required in delivering English for Speakers of Other Languages, assisting students to overcome transport difficulties that are often associated with isolation and helping students who may be intimidated by unfamiliar environments and large class sizes.
 - Programs such as the Learning to Drive initiative, the Multicultural Soccer Program, social activities such cultural performances, Harmony Day and Refugee Week events are key to the success of customised and targeted programs for LBOTE students. Other challenges such as lack of established social network structures, lack of Australian work experience, lack of driver's licences, and lack of assisted transition to employment and support are some of the challenges that LBOTE learners face in finding stable employment after successfully attaining relevant training and qualifications.

2.6 Community languages

TAFE NSW Achievements

- TAFE Institutes offer many programs in community languages. For example, during 2010 TAFE NSW – Sydney Institutes offered Languages Other than English programs to 1,057 students. Programs included Chinese, French, German, Indonesian, Italian, Japanese, Korean and Spanish.
- 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 – Illawarra Institute provided interpreting and translating programs to 11 students who requested this service
 - TAFE NSW – Sydney Institute provided interpreting and translating programs to many students at an approximate annual cost of \$12,000.
- TAFE NSW - Illawarra Institute maintains a bilingual register and there are 32 staff on the register to date. The register is posted on the Institute's Intranet site.
- TAFE NSW – South Western Sydney Institute maintains a bilingual register for every college in the Institute. Granville College, for example, has 34 staff on its register.
- TAFE NSW – Sydney Institute maintains a register that includes 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.
- TAFE NSW – Western Sydney Institute' Open Training and Education network has a bilingual staff register, which is updated regularly and currently includes 78 staff covering 38 languages.

TAFE NSW Strategies

- TAFE NSW continues to monitor the home languages of students at the statewide and Institute levels.
- Institutes offer programs in a wide range of languages other than English including: Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Spanish and Vietnamese.
- Institutes provide community language, interpreting and translating programs, as required. In addition, cultural awareness training is provided to support staff capability and ensure that TAFE NSW programs are socially inclusive.
- Institutes maintain bilingual registers of staff.

Challenges and future directions

- Since 2005, TAFE NSW – Northern Sydney Institute has been delivering a Diploma of Interpreting for Japanese speakers. As an expansion of this delivery, the institute is now developing a Diploma of Interpreting and a Diploma of Translating for both Japanese and Chinese speakers for 2011 with the latter expected to draw a large number of students from the Chinese community in the Epping and Ryde areas.
- A revised Public Sector Training Package was endorsed in August 2010 and includes new Translating and Interpreting qualifications at the Diploma and Advanced Diploma level. It is intended that the new qualifications will be introduced in Semester one 2011.

2.7 Student support services

TAFE NSW Achievements

- TAFE NSW provided counselling, child care, job support clubs, individual learning centres and first language support through the use of bilingual staff and interpreters.
- TAFE NSW – Northern Sydney Institute's Ryde College delivered a 10 hour course in 'Studying and Living in Australia' for all new international students. The Institute also funded targeted Learner Support as appropriate for international students, particularly those from non-English speaking countries.
- TAFE NSW – Sydney Institute adopted a range of strategies that included:
 - providing training for Case Workers assisting refugees at Asylum Seekers Centre of NSW to access TAFE NSW services
 - promoting the services of the Counselling and Careers Unit at International Students Orientation to increase their profile to this CALD cohort
 - employing 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.
- TAFE NSW – Western Sydney Institute:
 - employs three bilingual Multicultural Education Coordinators and over 30 counsellors, including eight bilingual Counsellors

- provides three dedicated Childrens' Centres catering for the needs of LBOTE children
- ensure that the library in every college caters for the needs of LBOTE students
- distributes course information provided in multiple languages mostly through bilingual staff.

In addition, students enrolling with the Open Training and Education Network can apply for help with English using their enrolment form or can be referred to the Network's Multicultural Education Unit by their teachers. Over 250 students were contacted and/or assessed in 2010. Some required a short period of support program while others needed a more intensive program. High priority was given to students who were from new and emerging communities or enrolled in the Higher School Certificate/Certification in General and Vocational Education or approaching category A or B exams. 124 LBOTE OTEN students received individual tutorial support. Another 80 LBOTE students received language and cultural support.

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.
- In 2009-2010, on-site childcare was provided at four AMES centres for 560 children of students. Childcare was provided by Lady Gowrie Child Centre (Gowrie) to the requirements of the national Quality Improvement Accreditation System. Gowrie 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.
- Job Support Clubs were offered for students after class at the five main 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 continue to provide a broad range of support services to ensure that LBOTE learners 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 LBOTE students. This support includes the Refugee Student Assistance Scheme which provides 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.

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

- In 2009, it was anticipated that increase in service provision would arise with the influx of semi-skilled workers into the mining and natural resources industries. In one Institute, New England, it was reported that this has not been in case in 2010.

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.

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 focus on multicultural education issues on a full-time basis.

In 2010, Multicultural Education Coordinators undertook a range of initiatives to maintain and build the capacity of the workforce. For example:

- in TAFE NSW - South Western Sydney Institute Multicultural Education Coordinators:
 - undertook training through the National Office of Overseas Skills Recognition (NOOSR) to assess overseas skills and issue appropriate documentation of those skills
 - developed a training package for Head Teachers and teachers on Recognition of Overseas Qualifications. The first in a series of training sessions for SWSI teaching staff using the training package will commence in November 2010
 - delivered training in the recognition of overseas qualifications to teachers in the faculties of Building and Construction and Tourism and Hospitality
 - organised two workshops for staff on Beyond Cultural Awareness and Developing Cultural Intelligence
- in TAFE NSW – Western Sydney Institute Multicultural Education Coordinators:
 - presented five staff induction programs to provide new staff with awareness of issues of LBOTE students and information on support and resources available.
 - delivered Cultural Awareness training to 22 teachers as part of the New Teacher Induction program.
- TAFE NSW – Illawarra Institute Multicultural Education Co-coordinator developed a service delivery strategy. This Strategy:
 - outlines the role of Institute staff, their business context, customers, interconnections, internal relationships, external relationships, key responsibilities, key challenges, business plan initiatives
 - establishes key performance indicators in meeting the needs of people from language backgrounds other than English.
- In 2010 TAFE NSW - Illawarra Institute delivered a series of programs.
 - 31 library staff attended a cultural awareness session
 - 48 staff attended 3 sessions of Beyond Cultural Awareness into Cultural Intelligence facilitated by the Cultural Resource Centre.
 - 3 staff attended a workshop about planning a language and cultural centre.
 - 3 staff attended external training courses called Cultural teachings, Aware to Care and Cultural Briefings for the Ukrainian, Greek, Italian and Polish communities.

- TAFE NSW – Sydney Institute Workforce Development Unit provided 16 professional development activities for 222 participants. Key activities included:
 - Beyond Intercultural Awareness
 - Working with Cultural Diversity: Chinese Cultural Perspectives
 - Ask me anything: Cultural visit to Turkish Mosque
 - Cultural difference: Teaching Chinese Students.

In addition, the Institute continued to raise awareness about services for LBOTE students through the New Teacher Induction program.

- TAFE NSW - New England Institute enrolled 24 teachers in the unit *Apply Adult Methodologies to Develop English Language Skills* as part of the Advanced Diploma in Language Literacy and Numeracy in VET Practice.
- TAFE NSW – Western Sydney Institute provides training for all relevant staff in recognition of overseas qualifications, anti-racism policy, use of interpreters and Temporary Visa Holders policies and cross-cultural awareness. In addition, other initiatives were offered during 2010 relating to multicultural issues and skills:
 - Refugee Health; Dealing with Torture & Trauma
 - African Cultural Awareness
 - Managing Delivery to Students from Diverse Backgrounds (for Head Teachers)
 - Cultural Awareness (for New Teachers).

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 in areas such as new and emerging communities and cross-cultural issues, and celebrations and activities for Harmony Day and World Refugee Day.
- All ACE Unit staff undertook training in 2010 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 from ethnic minority communities and groups.
- Institutes identify and record staff with fluency in strategically significant languages other than English and promote their availability.
- Institutes continued to support designated multicultural positions, as required.

Community and Migrant Education Strategies

- NSW AMES staff are involved in local decision making, for example, around course provision and assessment, through regional staff forums and meetings.
- Essential requirements for teaching positions in AMES include an awareness of issues related to migrant and refugee settlement and 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. As a consequence teachers come from diverse cultural and linguistic backgrounds including non-English speaking backgrounds.

Challenges and future directions

- An emerging challenge will be the ability to identify and recruit staff with the skills necessary to support the diversity of migrant groups settling in different NSW regions as part of the current skills importation and resettlement initiatives.
- Staff skill sets will need to be registered using knowledge management and then coordinated as a resource to create efficiencies across Colleges. Similarly, succession planning is needed to address knowledge and skills gaps created by retiring and exiting staff.

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 implements communication strategies to promote access to its programs and services by people from ethnic minority communities and groups. The strategies include development and translation of materials into key community languages, use of interpreters and promotion of programs and services at key community and ethno-specific community events. TAFE NSW Institutes implement targeted initiatives to reach recently arrived small and emerging ethnic minority communities.
- The Social Inclusion & Vocational Access Skills Unit initiated a number of projects to support staff engaging with LBOTE learners. These included:
 - the maintenance and further development of a wiki space to support staff involved with providing services and programs to LBOTE learners.
 - the revision of policy and guidelines relating to temporary visa holders so that staff have access to up-to-date information
 - the revision of policy and guidelines covering the Refugee Student Assistance Program and the allocation of funds to Institutes as part of this Program
 - the facilitation of access by staff to the Country Education Profiles managed by the Department of Immigration and Citizenship

In addition the 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 - Illawarra Institute introduced a new media strategy to promote the Skillmax program at Wollongong. Radio announcements were used and this led to WIN News attending the information session and running a promotional story on local television. Also the Institute Multicultural Education Coordinator used their bilingual skills on SBS Radio to promote Skillmax. As a result of such strategies, demand for the program increased and a greater number of students had their needs addressed.

- Teachers in TAFE NSW – New England Institute from Armidale, Inverell and Tamworth campuses regularly attended Northern Settlement Services meetings to disseminate course information and program updates.
- TAFE NSW - North Coast Institute:
 - developed information flyers on LBOTE courses for distribution at Centrelink, job networks, neighbourhood and information centres, library, shopping centres and through service providers
 - ensured that information on TAFE educational programs and services was available through the area Multicultural Directory and Council website
 - included information about translation services in all student orientation kits
 - ensured that TAFE NSW had information stands at community events such as Harmony Days and Multicultural Festivals.
- TAFE NSW – Riverina Institute developed a wikispace for communicating with LBOTE students and purchased a multi-user licence for Text Help Read & Write Gold.
- TAFE NSW – South Western Sydney Institute translates its standard print media advertisements into Spanish, Mandarin, Arabic and Vietnamese for publication in community newspapers four times a year (January, July, August and October). The relevant newspapers include the Spanish Herald, the Chinese Times, the Arabic-speaking community's An-Nahar, and the Vietnamese community's Viet Luan.

In addition the Institute:

- promoted its courses using bilingual staff at diverse range of Community, Employment and Training Expos across the South Western Sydney region
 - promoted its services to LBOTE students from at SWSI campus events during Adult Learners Week and National Career Development Week.
 - continued to distribute promotional material through long-held established networks in the community.
 - maintained a wikispace to provide information on courses and support services available within SWSI for migrants and refugees.
- TAFE NSW – Western Sydney Institute ensured that Institute websites, Course Guides and Student Guides include specific information on LBOTE student support services, targeted programs and related policies such as Recognition of Overseas Qualifications, TVH Policy, Anti-Racism etc.

In addition, awareness of TAFE provision was increased as a result of high level consultation with the community through the following working parties and committees: South Western Sydney Area Health Service (SWSAHS)/TAFE HIV focused Health Committee for African Refugees, TAFE/SWAHS Partnership Project Group 'Keep Your Head Together', Nepean Migrant Access Steering Committee, Penrith Migrant Interagency, Pacific Islander Mt Druitt Action Network, African Settlers Committee Task Force; Nepean Refugee Steering Group, Nepean Harmony Day Action Committee, Blacktown Emerging Communities Action Plan Committee, Blacktown Council Emerging Communities Group, Harmony Day Festivals for the Blacktown, Blue Mountains and Nepean local government areas, Youth at Risk meetings with Intensive English Centres, Women Friendship Group for those from language backgrounds other than English, Translation Project with Blacktown City Council eg council brochures, TAFE Tasters Management Committee for the Blacktown Intensive English Centre, regular discussions Macquarie Community College regarding TAFE access, Sydwest Multicultural Services Interagency Steering Committee, and the Committee for Blacktown City Council Social Plan.

Community and Migrant Education Achievements

- 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 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, AMES advertises in a range of local newspapers and the ethnic press as well as through community noticeboards. Students enrolling for the AMEP and the Language Literacy and Numeracy Program receive comprehensive written material which is available in 10 languages.
- NSW AMES promotional materials were distributed at community fairs and expos, through interagency meetings and forums. In addition, NSW AMES services were promoted through the sponsorship of activities such as World Refugee Week. NSW AMES sponsored the 2009 and 2010 Refugee Week Freedom from Fear photographic exhibition. This exhibition, featuring photos and stories of 40 refugees, was displayed in Sydney and also toured rural/regional areas across NSW during 2009 and 2010. As well as celebrating refugees who have found a sense of belonging in NSW and are helping to shape their new communities, the exhibition also promoted the AMEP, which is provided by NSW AMES and other partners in the Department of Education and Training AMEP Consortium.
- AMEP Students enrolling in the Language, Literacy and Numeracy Program received written information which is available in 10 languages and 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 English and 16 languages.

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.

Community and Migrant Education Strategies

- NSW AMES markets and promotes its services and courses to migrants and refugees in English and a range of community languages by using a range of media including print, audio-visual and online.

- The NSW AMES web site contains clear and relevant information on its courses and services in English and 16 main languages. This information is in both written and audio-visual form.

Challenges and future directions

- Keeping up with the changing labour market and trends presents a challenge to the Institute in supporting LBOTE students and communities due to their diverse learning needs especially those from refugee backgrounds and those entering Australia on humanitarian visas.
- TAFE NSW - Illawarra Institute is developing a media strategy for LBOTE communities including sponsorship of local community radio station.

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 Unit Skilled Migrant Mentoring programs promote a pathway between Commonwealth-funded language and vocational training through to employment training, mentoring and support for migrants under the Skilled Migrant Mentoring Program. The NSW ACE Unit actively seeks ways to incorporate partnership with other agencies to support vocational outcomes for LBOTE clients.
- The NSW ACE Program funds 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.