



## Refugee young people and post-compulsory education and training: An annotated bibliography

The resources listed below were identified through an internet and academic journal search of relevant literature (from last 10 years) pertaining to the post-compulsory education and training experiences of refugee and humanitarian young people in Australia. Summaries describe the methodology and major findings of research in this area. Resources are listed alphabetically by author.

---

**Apout, M (2003). *Moving Refugees into Mainstream Schooling*, The Source ([www.thesource.gov.au](http://www.thesource.gov.au)). [http://www.thesource.gov.au/involve/nyr/word/reports\\_social/m\\_apout.doc](http://www.thesource.gov.au/involve/nyr/word/reports_social/m_apout.doc)**

This paper was presented at the 2003 Australian National Youth Roundtable conference and has been subsequently published on *The Source* website. Using qualitative research techniques, 15 students from refugee backgrounds were interviewed, as well as teachers and welfare workers. All interviewees were in Victoria.

The paper focused mainly on the obstacles to refugees successfully navigating pathways into education or employment, including (but not limited to): the difficulty in transitioning from English Language Centres/Schools (ELC/S) to mainstream high schools; the difficulty teachers have dealing with the complex needs of refugee students; the lack of time in ELC/S's; different learning styles not being taken into account; the "distance" that the students felt between themselves and the teachers; and settlement needs interfering with educational needs (such as looking for accommodation).

Recommendations of the report included:

- That the period of time that young people are able to remain in English training be extended. For example, one recommendation is that young people under 18 be offered eight terms in ELC/S rather than the four they are currently entitled to.
  - That the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) consider the transition needs of newly arrived migrants and humanitarian entrant youth, and develop approaches to support them in the work of its Transition from School Taskforce.
  - That more teachers' aides be employed.
  - That there is greater support for professional development of teachers to assist them to understand refugee young people and the issues they face.
  - That schools offer job placement training to better assist young people who wish to pursue employment. This can be done through offering a broader range of networks and programs depending on the needs of the individual young person.
  - That the apprenticeship pay rate be raised in accordance with the cost of living, as it is apparent that pay rates are not high enough to allow young people to complete training while retaining an adequate standard of living.
  - That the Department of Immigration work with local educational authorities, bilaterally or through settlement planning committees, to plan timely responses to the needs of newly arrived humanitarian entrants of school age.
- 

**Baxter, D and Sawyer, W (2006). 'Whole School Literacy Success Against the Odds' in *Literacy Learning: the Middle Years*, 14, 2:9-17**

<http://www.alea.edu.au/site-content/publications/documents/llmy/Baxter%20+%20Sawyer.pdf>

This paper outlines a model of a whole-school approach to literacy, profiling "Greenleaf Girls High School" in Sydney where 98% of the student population is from Non English-Speaking Backgrounds (NESB) and successful post-compulsory outcomes have been achieved by supporting students through an intensive literacy program. The author's report that the approach to literacy adopted by the school, even though the school is defined as "at risk", has resulted in higher than average School Certificate and Higher School Certificate results.

The school offers an intensive four-week orientation in Year 7 where students' abilities are evaluated, at which point they are provided with the necessary support to enhance their literacy and other skills. The school believes that literacy should be seen as important in *all* subjects in the curriculum, rather than being 'Balkanised'. Other innovative programs that are integral to the success of this school include: the *Running with Reading* program, mentoring and tutoring with older students, reading time each day, a homework centre and intensive staff management and support.

---

**Black, S (2008). *Non English speaking background students in TAFE: Exploring the factors behind their module completion rates in selected TAFE NSW courses*, NSW Technical and Further Education Commission, NSW**

[http://www.voced.edu.au/docs/estore/TD\\_TNC\\_95\\_836.pdf](http://www.voced.edu.au/docs/estore/TD_TNC_95_836.pdf)

The methods used for this study were primarily qualitative, consisting of semi-structured interviews with students and teachers from two different campuses of TAFE across four different course areas. The four courses were chosen because, in two (Hairdressing and Aged Care), students from NESB had higher or comparable module completion rates compared to English speaking background (ESB) students, while in the other two courses (Small Business Management and Electrotechnology Systems Electrician) NESB students had low module completion rates.

The study found that these differential outcomes could be attributed to the supports that the students received both within the class (from classmates and teachers) and from external learning supports, such as access to Language, Literacy and Numeracy (LLN) support programs. In particular, access to LLN programs was seen as pivotal. Other important factors included: engagement with the class and teaching style.

The study suggests strategies to address the differential outcomes between NESB and ESB students in TAFE, including: making integrated LLN and multicultural education supports more widely available, team teaching involving collaboration between vocational and LLN teachers, and ensuring information regarding LLN and multicultural education support is more widely available.

---

**Brown, J, Miller, J and Mitchell, J (2006). 'Interrupted schooling and the acquisition on literacy: Experiences of Sudanese refugees in Victorian secondary schools' in *The Australian Journal of Language and Literacy*, 29, 2: 150-162**

[http://sora.akm.net.au/downloads/Interrupted\\_Schooling.pdf](http://sora.akm.net.au/downloads/Interrupted_Schooling.pdf)

Brown et al's qualitative study used focus groups to interview eight students of Sudanese background (aged 15-20) enrolled in Victorian schools. The authors highlight various barriers that students of Sudanese background face when entering the mainstream schooling system. These include: difficulties with academic language; the cultural learning context of Australian schools; the cultural understanding necessary to understand some subjects; and anxiety and isolation. Positive aspects of the mainstream school experience for these students included the social aspect of school, which was found to enhance students' academic progress.

The authors argue that students are keen to further their academic learning, yet recognise the dilemma they face in relation to limited language and literacy and the teaching styles of Australian schools. This creates a tension for teachers, who aim to meet the students' intention of engagement with mainstream classes while helping (as much as possible) meet the students specific academic, social and linguistic needs.

The study highlights the need for greater awareness of the particular social and educational learning contexts of refugee students and the need to develop educational strategies, resources and policies that best meet the needs of these students (particularly around the acquisition of literacy for young people who arrive in later adolescence with a background of severely disrupted education).

---

**Burgoyne, U and Hull, O (2007). *Classroom management strategies to address the needs of Sudanese refugee learners*, NCVER, Adelaide**

<http://www.ncver.edu.au/publications/1778.html>

This research conducted by the National Centre for Vocational Education Research (NCVER) focuses on the specific needs and characteristics of adult Sudanese refugee learners. The study sought to identify teacher interventions which were successful in meeting students' needs and to highlight challenges and gaps in teaching

practices. The study included participants from Western Australia and NSW, as well as some input from Victoria. Participants were from two groups: (1) teachers currently teaching Sudanese refugee learners; and (2) non-teaching experts in refugee rehabilitation and resettlement, including Sudanese community representatives. The research was qualitative, consisting of telephone and face-to-face interviews and an electronic survey.

This study identifies a range of initiatives which successfully accommodate the needs of adult Sudanese and other African learners. Such initiatives link English language tuition to immediate settlement concerns, local employment opportunities and practical skills. These types of initiatives were strongly advocated for by the Sudanese community representatives participating in the study.

Key strategies that were identified as assisting Sudanese refugee learners included:

- *Provide professional development for teachers:* this should include an examination of the literature on teaching learners with special needs; an exploration of the features of highly oral cultures and their implications for teaching spoken and written English; the extension of teachers' repertoires of strategies for teaching oral skills without recourse to written English; and skill development in teaching numeracy.
- *Ensure greater flexibility in program content and outcomes:* this is necessary to enable teachers to:
  - prioritise the development of oral language skills for learners with limited oral skills in English; bilingual support may be needed;
  - prioritise the development of written English skills for learners with more advanced spoken English language skills;
  - place a stronger emphasis on teaching numeracy; and
  - explore (in consultation with representatives of the Sudanese community) initiatives that link English language, literacy and numeracy development to practical skill development, local employment opportunities or urgent settlement concerns. Consideration should be given to the sustainability of initiatives proposed.
- *Limit learner numbers:* 10 per teacher in classes with learners with very limited spoken and written English and with limited experience of formal learning is likely to offer the best outcome.
- *Explore options for training/employing bilingual teachers from Sudan:* this will assist with pre-literacy skill development (for example, fine motor skills for using writing implements, letter formation and left-to-right orientation).

---

**Cassity, E and Gow, G (2006). 'Shifting Space and Cultural Place: The Transition Experiences of African Young People in Western Sydney High Schools' in *AARE 2005 International education research conference: UWS Parramatta: papers collection*, compiled by P L Jeffrey. Melbourne, Australian Association for Research in Education**

<http://www.aare.edu.au/05pap/cas05485.pdf>

This paper presents findings from the 'Young Africans in Schools Project', a collaboration between the University of Sydney and the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS), which explored how recently arrived young people are faring in Australian high schools. The project consisted of a series of art workshops with 65 young people to gain their views, a series of focus group sessions with selected teachers and a one-off meeting with interested parents.

The study found that African young people face particular challenges within Australian schools due to their educational backgrounds and experiences of trauma, and this can lead to a sense of incoherence for young people in terms of their sense of belonging. The paper calls for an integrated settlement strategy that focuses not only on transitions to school, but also considers the longer term participation of refugee young people in their new society. The authors argue that schools have a key role to play in facilitating transitions and that communal approaches to working with young people are most effective.

Recommendations include: more initiatives such as buddying and mentoring programs, greater parent engagement initiatives in schools and enhanced professional development and networking opportunities for teachers.

**Cassity, E and Gow, G (2005) 'Making up for lost time: The experiences of Southern Sudanese young refugees in high schools' in *Youth Studies Australia*, 24, 3:51-55**

This paper reiterates the findings presented in 'Shifting Space and Cultural Place' (Cassity & Gow 2006), documenting the outcomes of a series of art workshops run by the University of Sydney and STARTTS to explore the perspectives of young people. The main difference in this paper is that it concentrates on the views of the young participants and less on the perspectives of teachers and parents.

Recommendations include:

- The need for community development approaches that include consulting and working with ethnic community organisations and establishing peer mentoring groups.
- More information on educational options as "the transition from a limited educational background to tertiary study is so difficult".

---

**Centre for Multicultural Youth Issues (2006). *A Three Way Partnership? Exploring the experiences of CLD families in schools*, CMYI, Carlton**

[http://www.cmy.net.au/Assets/306/1/ThreeWay\\_Partnership.pdf](http://www.cmy.net.au/Assets/306/1/ThreeWay_Partnership.pdf)

This paper presents the background information that informed CMYI's 2006 parent engagement resource guide, *Opening the School Gate*. The authors argue that, despite the success of some students from culturally and linguistically diverse (CLD) backgrounds in schools, many more under-perform, particularly those who face severe disadvantage due to low literacy and previously disrupted schooling. The authors argue that refugees are at particularly high risk in the education system and that engaging parents and families is critical to the improvement of educational outcomes for migrant and refugee young people.

The report focuses on the issues and challenges that have an impact on interactions between parents, students and teachers within Australian schools. These include: differential school systems in Australia and overseas, different family models, the experience of migration, familial expectations, career expectations, language barriers, complexity of the needs of families and the process of cultural inclusion.

---

**Centre for Multicultural Youth Issues (2006). *Late Arrivals: The needs of refugee young people who resettle in later adolescence*, CMYI, Carlton**

[http://www.cmy.net.au/Assets/339/1/CMYI\\_IssuesPaper\\_LateArrivals.pdf](http://www.cmy.net.au/Assets/339/1/CMYI_IssuesPaper_LateArrivals.pdf)

This report, which presents the views of 22 workers with specialist skills and knowledge of working with newly arrived refugee young people, argues that there is a lack of planning and programs for newly arrived and refugee young people who settle in Australia aged 15-24. Furthermore, there has been (and is) a fundamental misunderstanding of the specialist programs and policies needed to assist this group of young people to successfully resettle in Australia.

With regards to education (pages 11-13), the authors argue that education is seen to be a key to a better life by both young people and their parents and families. However, young people face enormous challenges including: systemic problems in the school system to deal with ESL students, lack of information about educational pathways, lack of models specific to youth (who are subsumed into the 'adult' category), familial expectations, and gaps in transition pathways back into Victorian Certificate of Education (VCE) or other education.

The recommendations in the report specific to education include the need to:

- Administer funds for English language programs in TAFE, Adult Migrant English Program (AMEP) and school settings more strategically to meet the learning needs of the individual refugee young person with eligibility based on English language competence, prior education and learning needs rather than age or a limited time allocation.
- Incorporate a refugee "loading" in the New Arrivals and English as a Second Language (ESL) programs at secondary levels with extra funding allocated for those with disrupted education.
- Fund bridging courses in mainstream school and TAFE environments to provide additional assistance towards literacy in between intensive assistance and mainstream education to create supported pathways for refugee young people with lower level literacy.
- Ensure that early intervention support is provided following particular life events – such as migration to a new country or transition into mainstream schooling environments as well as in the early years of life.

- Provide funding for group recreation and other related programs that accommodate a wide spectrum of developmental needs in AMEP youth and TAFE settings.
- Provide more options for cross age related youth activities and multi age classrooms in schools.
- Provide English language training as a component in apprenticeships and pre-apprenticeships and extend the age eligibility for apprenticeships to young refugees 21 to 25 years old.
- Ensure a co-ordinated State Government approach to promote the value of apprenticeships, Vocational Education and Training (VET), the Victorian Certificate of Applied Learning (VCAL) and other VCE alternatives to refugee young people and their families.

---

**Centre for Multicultural Youth Issues (2006). *Opening the School Gate: Engaging CLD families in schools*, CMYI, Carlton**

<http://www.cmy.net.au/Assets/181/1/OpeningtheSchoolGate.pdf>

This resource guide, which draws on research presented in *A Three-Way Partnership?* (CMYI 2006) and documents good practice strategies trialled in a number of schools in Melbourne's northern region, details practical ways to help schools effectively engage parents of culturally and linguistically diverse (CLD) students. Parent engagement in schools is seen as pivotal in ensuring the best educational outcomes for students from refugee and migrant backgrounds.

Good practice engagement strategies are outlined under four main headings:

- Planning for greater CLD engagement in your school;
- Planning a CLD parents meeting;
- Running an effective meeting with CLD parents; and
- Supporting CLD parents in your school.

---

**Centre for Multicultural Youth Issues and South East Local Learning and Employment Network (2004). *Pathways and Pitfalls: The Journey of Refugee Young People In and Around the Education System in Greater Dandenong*, CMYI and SELLEN, Melbourne**

[http://www.cmy.net.au/Assets/189/1/Sellen\\_ESLreport.pdf](http://www.cmy.net.au/Assets/189/1/Sellen_ESLreport.pdf)

The central focus of this research is an analysis of refugee young people's experiences in the ESL New Arrivals Program (ESL NAP) and their transition into mainstream education and training in Victoria. Methodology included a literature review, semi-structured qualitative interviews with service providers (n=19), and interviews with young refugees and migrants who have gone through the ESL NAP (n=8).

The authors argue that there are limitations to the ESL NAP, including low literacy outcomes and the program failing to adequately prepare students for transition into mainstream schooling. The reasons identified for these outcomes include: the inadequacy of the ESL NAP in catering for students with disrupted schooling; young refugees' and their families' lack of understanding of the educational system; and lack of attention and resources given to the transition period between ESL NAP and mainstream schooling. Good practices within ESL NAP are also documented, including; the work of English Language Schools/Centres (ELS/Cs); the Kaleidoscope Program run by Foundation House; excursions and camps run through the ESL NAP; and the Parents Program run at Noble Park English Language School.

Recommendations include:

- Developing a strategic framework for ESL in schools with school-community partnerships at its heart;
- Piloting a new intermediary transition framework for supporting and integrating new arrivals into appropriate education, employment and training pathways;
- Providing a minimum 18-month entitlement to young refugees in the ESL New Arrivals Program;
- Ensuring English language proficiency is a central outcome of the ESL New Arrivals Program;
- Developing transition programs for those exiting the ESL New Arrivals Program; and
- Undertaking targeted approaches to engage and inform parents about the education system and culture in Australia.

**Chegwidden, P and Thompson, A (2008). *Filling the Gap: Discussion Paper, Granville Multicultural Community Centre and Auburn Youth Centre, Granville***

[http://www.gmcc.org.au/Filling%20the%20Gap\\_report.pdf](http://www.gmcc.org.au/Filling%20the%20Gap_report.pdf)

This discussion paper documents the findings of a collaborative Action Research project undertaken by Granville Multicultural Community Centre and Auburn Youth Centre in Sydney. The aim was to explore the experiences of refugee and humanitarian young people who were transitioning from Intensive English Centre (IEC) to mainstream high school. The authors undertook qualitative research with clients, young people and service providers. Ten refugee young people between the ages of 14 and 18 were interviewed and a photography project was also undertaken to give young people a chance to document their transition experiences through images.

The authors argue that the needs of refugee young people are complex and have a significant impact on their ability to learn English and succeed at school. It is argued that the resources necessary to support refugee young people are currently inadequate (especially for young people from African backgrounds) and complex issues requiring additional supports include: dealing with torture and trauma, family breakdown and integration into Australian society. The authors argue that more training opportunities should be made available to people who are supporting refugee young people.

Recommendations outlined in the report include:

- That the State and Federal governments adequately fund English language provision and support within IEC and mainstream schools.
- That refugee students be given more time in IECs and that their exit be determined by an agreed measure of English proficiency.
- That community agencies be funded to provide support and therapeutic programs for refugee young people outside the school environment.
- That training be provided to teachers working in mainstream education on the challenges faced by refugee students.
- That services such as AMEP and IECs be given more flexibility in their guidelines to enable students to move in and out of these programs, to ensure that each student achieves an outcome of functional English.
- That additional support services be developed to support refugee young people in their transition from IECs to mainstream education. That the support be both educational support and welfare/social support.

---

**Community Relations Commission for a Multicultural NSW (2006). *Investigation into African humanitarian settlement in NSW, Community Relations Commission for a Multicultural NSW, Sydney***

[http://www.crc.nsw.gov.au/data/assets/pdf\\_file/0011/2900/african\\_part\\_1.pdf](http://www.crc.nsw.gov.au/data/assets/pdf_file/0011/2900/african_part_1.pdf)

[http://www.crc.nsw.gov.au/data/assets/pdf\\_file/0012/2901/african\\_part\\_2.pdf](http://www.crc.nsw.gov.au/data/assets/pdf_file/0012/2901/african_part_2.pdf)

The report draws on 25 submissions from various interested government and non-government agencies regarding African resettlement in NSW. The education section (pages 87-110) primarily documents the challenges in facilitating positive educational outcomes for African refugee young people both of school age and post compulsory school age.

The recommendations in the report relating to education include:

- **Recommendation 19:** That the Australian Government increase support to the NSW Government to address current inequalities in funding for intensive English provision for school-aged new arrivals.
  - **Recommendation 20:** That the Australian Government, through consultation between Department of Immigration and Multicultural Affairs (DIMA) and the NSW Department of Education and Training (DET), review AMEP entitlements in order to provide more flexibility and improve access for 16 to 18 year old students, particularly in rural NSW.
  - **Recommendation 21:** That DIMA review AMEP contracts to allow providers to adapt their curricula to the learning needs of refugees and humanitarian entrants with low levels of literacy in first languages (including oral languages) and low levels of formal schooling experience.
  - **Recommendation 28:** That NSW DET support the development through TAFE NSW of Open Learning programs tailored to the needs of refugees and humanitarian entrants.
-

**Coventry, L, Guerra, C, Mackenzie, D and Pinkney, S (2002). *Wealth of All Nations: Identification of strategies to assist refugee young people in transition to independence*, Australian Clearinghouse for Youth Studies, Hobart**

<http://www.fahcsia.gov.au/sa/communities/pubs/wealthofallnations/Documents/wealth-of-all-nations.pdf>

This study explores the settlement needs and experiences of young refugees (aged 12-25) in their transition to independence. The methodology of the study comprised: a review of previous research and government policy, consultations with young people, policy-makers and service providers (33 face-to-face interviews, 200 surveys of students and five interviews with families) and good practice forums with community service agencies.

The authors argue that there is a need for a national young refugee support policy as it was found that young people from refugee backgrounds are less likely to access mainstream services than other disadvantaged groups. In the section related to education (pages 45-47), it was found that, in general, young refugees are committed to their education. However the authors argue that issues and barriers – including English proficiency, style of Australian education, family obligations and expectations – prevent young refugees from progressing through the education system.

---

**Dooley, K (2009). 'Re-thinking pedagogy for middle school students with little, no or severely interrupted schooling' in *English Teaching: Practice and Critique*, May, 2009, Volume 8, Number 1, pp. 5-22**

<http://education.waikato.ac.nz/research/files/etpc/files/2009v8n1art1.pdf>

The arrival of substantial cohorts of English language learners from Africa with little, no or severely interrupted schooling is requiring new pedagogic responses from teachers in Australia and other Western countries of refugee re-settlement. The author argues that if the students are to have optimal educational and life chances, it is crucial for them to acquire resources for conceptually deep and critical literacy tasks while still learning basic reading and writing skills. This requires teachers to extend their pedagogic repertoires: subject area teachers must teach language and literacy alongside content; high school teachers must teach what has been thought of as primary school curriculum.

Data contained in the article is drawn from a study involving an intensive language school and three high schools, and also from the author's experience as a homework tutor for refugees. Stand-alone basic skills programs are described, as are modifications of long-established ESL programs. It is also argued that teachers need to find ways of linking with the conceptual knowledge of students who arrive with content area backgrounds different from others in their class. Everyday life experiences prior to, and after re-settlement in the West, are rich with potential in this regard.

---

**Ethnic Communities' Council of NSW (2006). *Need for Increased ESL Support in NSW State Schools: English as a Second Language assistance for students from a Non-English Speaking Background*, Submission to DIMA and DEST, March 2006, ECCNSW**

<http://www.eccnsw.org.au/downloads/publication/155374.pdf>

This submission, by the ECCNSW to the Federal Departments of Immigration (DIMA) and Education, Science and Training (DEST), argues that ESL support in schools plays a crucial role in increased retention rates and participation of students from a Non-English Speaking Background (NESB). The submission highlights differences in provision of ESL services to adults and children, with the authors suggesting that adults of post compulsory school age (16+) receive greater English language support than their younger counterparts. The authors detail additional barriers to ESL education, such as living in a rural area and lack of pre-arrival education.

The report recommendations include: funding for a greater number of ESL teachers; enhanced cooperation between state and federal governments regarding ESL provision/funding as a joint area of responsibility; the creation of more flexible forms of education delivery; and the introduction of a differential English Tuition scale that takes into account the greater challenges students of refugee background face, requiring more time and support than other recent arrivals.

**Flanagan, J (2007). *Dropped from the Moon: the Settlement Experiences of Refugee Communities in Tasmania*, Anglicare Tasmania, Hobart**

[http://www.anglicare-tas.org.au/index.php?option=com\\_docman&task=doc\\_view&qid=126&Itemid=81](http://www.anglicare-tas.org.au/index.php?option=com_docman&task=doc_view&qid=126&Itemid=81)

This report looks broadly at experiences of refugee communities in Tasmania against the Department of Immigration's criteria for successful settlement, which has the goal of full economic and social participation for new entrants. Methodology included a series of interviews with service providers and policy makers across each state and territory, focus groups with 78 people from the refugee community and three face-to-face interviews.

While the report goes into detail about many aspects of the settlement experience with reference to barriers and initiatives that help, there is a small section on education (pages 28, 41-43, 44-45). The author outlines the experiences and barriers refugees face in learning English, including: low levels of previous education, little or no literacy in native language and competing settlement requirements (e.g. looking for housing). The article also comments on the experiences of school age (including post compulsory) young people, which the authors identify as mostly positive. Negative experiences identified include: experiences of racism and the need for greater support when mapping out young people's future educational or career goals.

Recommendations apposite to education include:

- That the Association of Independent Schools and the Catholic Education Office (CEO) review the pathway planning support provided to senior secondary students from refugee communities with a view to providing best practice support in the transition into further education or training.
- That the Tasmanian Minister for Education makes funds available to assist entry into courses at TAFE and UTAS (University of Tasmania) for members of refugee communities to assist them to gain training and qualifications.

---

**Fraine, N and McDade, R (2009). 'Reducing bias in psychometric assessment of culturally and linguistically diverse students from refugee backgrounds in Australian schools: A process approach' in *Australian Psychologist*, 44, 1:16-26**

This article looks at the psychometric assessment of culturally and linguistically diverse students from refugee backgrounds in Australian schools. The authors argue that a more holistic approach to the educational assessment and support of students from refugee backgrounds is needed, highlighting concerns that some students are being assessed as having an intellectual disability when tested using standard psychological assessment tools. However, the authors argue that these tools do not adequately account for cultural bias and experiences particular to the refugee experience, such as torture and trauma, acculturation, poor literacy and settlement stress.

The authors propose a model – Support Process for the Assistance and Assessment of Students from Refugee Backgrounds (SPAASRB) – that is both an assessment tool and a support structure which is designed to be used with students from refugee backgrounds, and is therefore culturally sensitive. Limitations of the model noted by the authors are that it is quite intensive in its support and therefore relatively expensive, and it is uncertain at what age SPAASRB should be introduced.

---

**Francis, S and Cornfoot, S (2007). *Multicultural Youth in Australia: Settlement and Transition*, Australian Research Alliance for Children and Youth, Woden, ACT**

[http://www.cmy.net.au/Assets/213/1/youth\\_in\\_australia\\_settlement\\_and\\_transition\\_october\\_2007.pdf](http://www.cmy.net.au/Assets/213/1/youth_in_australia_settlement_and_transition_october_2007.pdf)

This paper focuses on the challenges that young people from refugee and migrant backgrounds face in Australia, including sections on education, training and employment, settlement needs, and identity and racism. An extensive literature review forms the basis of the paper, which is further informed by the experiences of the Centre for Multicultural Youth Issues and by consultations held within each state and territory with representatives from a range of government, community and service organisations.

Concerning education, the authors argue that the structural causes for low educational achievement of young people from refugee and migrant backgrounds (pages 21-23) include: low English proficiency (both of students and of parents), racism and bullying, and the structure of the school system. Recommendations include: extending on-arrival ESL support to two years and providing more culturally appropriate education.

**Francis, S and Cornfoot, S (2007). *Working with Multicultural Youth: Programs, Strategies and Future Directions*, Australian Research Alliance for Children and Youth, Woden, ACT**  
[http://www.cmy.net.au/Assets/212/1/working\\_with\\_multicultural\\_youth\\_programs\\_october\\_2007.pdf](http://www.cmy.net.au/Assets/212/1/working_with_multicultural_youth_programs_october_2007.pdf)

This paper presents a broad overview of the existing programs available to support refugee and migrant young people in Australia while drawing attention to the gaps in service provision and providing recommendations to fill those gaps. It is a companion paper to *Multicultural Youth in Australia: Settlement and Transition* (Francis and Cornfoot 2007). Methodology included an extensive literature review and consultations held within each state and territory with representatives from a range of government, community and service organisations.

Specific to education, training and employment (pages 17-22), the authors' recommendations include: the need for a greater investment in on-arrival English language programs; more resources focused on transitions initiatives; greater flexibility in education and training systems; greater overall co-ordination in approaches to training and employment; and the need for more alternative educational pathways such as TAFE courses, equivalency programs and apprenticeships.

---

**Harding, L and Wigglesworth, G (2005). 'Different generations, different needs: Migrant youth in English language programs' in *Prospect*, 20, 3:6-23**  
[http://www.ameprc.mq.edu.au/docs/prospect\\_journal/volume\\_20\\_no\\_3/20\\_3\\_2\\_Harding.pdf](http://www.ameprc.mq.edu.au/docs/prospect_journal/volume_20_no_3/20_3_2_Harding.pdf)

The authors argue that migrant young people (including refugees) aged 16-24 have different social and educational needs to adults and, as such, youth-specific Adult Migrant English Program (AMEP) classes are preferable to mixed age classes. Methodology used by the authors included a national survey by telephone and email of all AMEP providers, interviews with teachers and students, focus groups with young people, as well as observation of several AMEP classes.

The authors found that migrant young people generally enjoyed their AMEP classes, whether they were youth-specific or not; however, students who had experienced mixed classes preferred the youth classes. Educators were mostly supportive of the youth-specific classes, as these classes could be tailored to the differing settlement needs of young people, particularly their social needs.

Broad recommendations include: the need to set up more youth-specific AMEP classes so that young people can be referred to a nearby program; enhanced training of teachers in youth education needs; greater sharing of 'good practice models' in the provision of youth-specific classes between AMEP providers; and the needs of young people in relation to peer interaction and social support being incorporated into AMEP programs.

---

**Kaplan, I (2009). 'Effects of trauma and the refugee experience on psychological assessment processes and interpretation' in *Australian Psychologist*, 44, 1:6-15**

This paper suggests that refugee children who are performing poorly at school are increasingly being diagnosed with intellectual disabilities and low IQ scores. The author argues that this is not appropriate given the various external factors – such as experience of torture and trauma and stressful settlement experiences – which can affect cognitive, emotional and behavioural outcomes. It is argued that standard IQ tests are not appropriate due to a lack of cultural sensitivity inherent in the tests and that the students are unfamiliar with the cognitive tasks that the test relies on. The author concludes that the IQ tests are not totally without value, but that they need to be used in a specific manner for assessment that does not generate an overall IQ score.

---

**Miles Morgan Australia (2004). *The Learnings From CATs and POEMs – What Can Policy Makers Draw From Both?* DEST, Commonwealth of Australia**  
[http://www.dest.gov.au/NR/rdonlyres/AF05AAFC-07A2-4D07-8738-4E7DF997E0EA/2803/learnings\\_paper.pdf](http://www.dest.gov.au/NR/rdonlyres/AF05AAFC-07A2-4D07-8738-4E7DF997E0EA/2803/learnings_paper.pdf)

This report provides an analysis of the combined learning from the Career and Transition (CAT) pilot and the Partnership Outreach Education Model (POEM) pilots in the context of the development of a youth transition system. The CAT pilot was a way of testing the delivery of transition and career services for all young people, while the POEM pilot was designed to test the delivery of flexible education models in supportive community settings for 'at risk' young people who have been disconnected from school or who are at risk of doing so. The CAT model is therefore a proactive strategy in school situations while the POEM model provides a second chance for young people who experience severe difficulties in engaging with mainstream education, training, or employment.

Amongst other things, the author finds that young people do not undergo one transition but a series of transitions, all of which need to be supported through an extensive framework of services which include mentoring and professional career and transition support. The report also highlights the effectiveness of models involving partnerships between education providers and the community sector in engaging 'at risk' young people in education.

---

**Miralles-Lombardo, B, Miralles, J and Golding, B (2008). *Creating learning spaces for refugees: The role of multicultural organisations in Australia*, NCVER, Adelaide**

<http://www.ncver.edu.au/research/proj/nr5L07.pdf>

The purpose of this research was to explore the role of multicultural community organisations as surrogate English language and work skills learning organisations. The authors used three research apparatus: a review of local and international literature, 45 telephone interviews with multicultural community organisations and 12 focus groups with 130 community participants.

The authors argue that community organisations are preferred by refugees for a number of reasons, including: their informal setting, the opportunities they provide to learn basic skills that many Australians take for granted (including telephone and internet), and the tendency that they are staffed by empathic, culturally-aware workers who are either bilingual or have the capacity to access others who are bilingual. The research found that the centres are multifunctional and enhance the reach and effectiveness of services provided by the government. These centres were found to provide informal learning spaces where cultures and languages are respected, and as such multicultural community organisations play a central role during the resettlement process in the creation of social cohesion between refugees and their families and the wider community.

The authors conclude that, "in attempting to prescribe the most effective path (that is, formal or informal learning; English or not English; formal or informal literacy; formal paid or informal unpaid work), it is unhelpful to choose between these dipoles. All can be important at different points of the refugee resettlement cycle. As for any learner, refugees gain from learning that takes place in authentic and familiar cultural, community and linguistic contexts" (p.10).

---

**Moore, H, Nicholas, H and Deblaquiere, J (2008). *'Opening the Door': Provision for Refugee Youth with Minimal/No Schooling in the Adult Migrant English Program: Project 2.1: 'Modes of Delivery for SPP Youth'*, AMEP Research Centre, Commonwealth of Australia**

[http://www.ameprc.mq.edu.au/docs/research\\_reports/research\\_report\\_series/Opening\\_the\\_door.pdf](http://www.ameprc.mq.edu.au/docs/research_reports/research_report_series/Opening_the_door.pdf)

This research investigated feasible and/or desirable options for the effective delivery of the AMEP to humanitarian entrants to Australia who were aged 16–24, had seven years or less schooling and who were registered for the 400-hour Special Preparatory Program (SPP400) in addition to their 510-hour AMEP tuition entitlements. The data is based on the AMEP Reporting Management System (ARMS) records and interviews with managers, teachers and refugee young people from the seven major AMEP providers in the eastern States and the Australian Capital Territory. The data was mainly qualitative, supplemented with quantitative analysis.

The authors found that young people had better learning outcomes when they were placed in targeted youth programs as there was greater capacity to tailor to young people's ESL, educational and socio-emotional needs. Among other findings, the authors highlight the effectiveness of models where young people are exposed to mainstream schooling through "taster" programs, such as in TAFE. The effectiveness of cross sector collaboration was also increasingly evident.

Recommendations of the report include:

- That a special per capita refugee youth loading be available to AMEP providers and that, in consultation with providers, the Department of Immigration and Citizenship (DIAC) refine criteria for its allocation and use to inform future tender specifications and accountability audits.
- That DIAC consider a variety of out-of-class experiences as a routine part of AMEP delivery for refugee youth, whether or not they are in special youth classes. If such reporting requirements are not already in place, DIAC should require providers to report on this provision for refugee youth. DIAC should address barriers to out-of-class activities, especially for youth, with providers and other stakeholders.

- That DIAC, in consultation with the range of agencies involved in providing advice to humanitarian entrants including young people, facilitate and support ongoing improvements to the quality and consistency of this advice prior to embarkation and on a sustained basis after arrival.
- That DIAC initiates discussions with relevant authorities to produce or strengthen advice, guidelines and criteria for schools in regard to enrolling newly arrived humanitarian entrants aged 16 and older with seven years schooling or less.
- That the AMEP Research Centre, in consultation with DIAC, initiates discussion and action on possible strategies to support the consolidation and distribution of teacher-made materials and teaching strategies, including for young people with minimal or no schooling.
- That eligibility requirements for the SPP400/AMEP be revised to allow those aged 16–24 with seven years' or less schooling who have enrolled in an Intensive English Centre or school to transfer into the SPP400/AMEP (on the recommendation of their case workers or the Intensive English Centre/school principals) for up to the first term after enrolment in the school sector.
- That DIAC guidelines for special provision for humanitarian entrants aged 16–24 with seven years or less schooling take account of the fact that shorter hours, smaller groups and informal classes are neither feasible nor desirable for most in this group.

**Naidoo, L (2008). 'Supporting African Refugees in Greater Western Sydney: a critical ethnography of after-school homework tutoring centres' in *Educational Research for Policy and Practice*, 7, 3:139-150**

This article presents an overview of findings from the Refugee Action Support (RAS) program, a partnership initiative between the University of Western Sydney (UWS), the Australian Literacy and Numeracy Foundation (ALNF) and the NSW Department of Education and Training (DET). The RAS program involves university students who are completing their Master of Teaching being recruited to support refugee students with their homework in different schools. For the research, critical ethnography and data was collected through interviews with all of the coordinating teachers, teachers in the four participating schools and from a random sample of 30 tutors.

The author found that refugee learners responded well to a learning relationship where “everyone’s presence in acknowledged and which encouraged the student narrative of having learning strengths”. Secondly, the author argues that the RAS Program has reinforced systemic change and has provided evidence for improving local and systemic teacher training schemes to enhance beginning and early career teacher’s abilities to engage with refugee students.

**Office of Multicultural Interests (2009). “Not Drowning, Waving”: Culturally and Linguistically Diverse Young People at Risk in Western Australia, Office of Multicultural Interests, WA**

[http://www.scoa.org.au/resources/274652\\_72752\\_Not%20Drowning%20FINAL%20040309.pdf](http://www.scoa.org.au/resources/274652_72752_Not%20Drowning%20FINAL%20040309.pdf)

This report is an updated version of a discussion paper released by the Office of Multicultural Interests in 2007, incorporating more views and initiatives identified through feedback from universities, WA government agencies and non-government organisations. It provides a meta-analysis of reports, strategies and initiatives designed to support young people from refugee and migrant backgrounds, references current initiatives from WA and other jurisdictions and provides suggestions for future initiatives.

With regards to post-compulsory education (pages 51-56), a number of factors were identified as contributing to young people’s disengagement, including: lack of access to career and educational pathway information; community attitudes and understanding of university versus vocational education and training; family commitments; and, limited English proficiency.

Potential strategies identified in the report to address gaps in post-compulsory education pathways include:

- establishing a “one-stop-shop” service targeting African humanitarian entrants’ vocational and career counselling needs by providing improved information dissemination and access to services, educational support and advocacy services, and cultural orientation information and programs;
- incorporating a Case Management Model of service delivery for Vocational Education and Training (VET) initiatives targeting African communities, to speed up access to information and support services from existing agencies, and enhance entrant’s understanding of Australian culture through a more personalised service delivery model;
- implementing training programs to assist preparation for and access to VET including pre-apprenticeships, apprenticeships and traineeships;

- establishing programs that incorporate job preparation, work placement and specific vocational skills such as computing;
- establishing customised training programs that cater for the learning levels of entrants, such as teenagers and those in their early 20s, who have limited language and educational backgrounds; and
- implementing bridging courses in specific vocational sectors, incorporating ESL support and tailored to skills shortage areas.

---

**Refugee Education Partnership Project (2007). *The Education Needs of Young Refugees in Victoria*, Victorian Foundation for the Survivors of Torture Inc, Brunswick, Vic**

<http://www.survivorsvic.org.au/LiteratureRetrieve.aspx?ID=25058>

This report aims to support the development of a government policy position which would improve existing levels of support for the well-being and educational achievement of refugee students. It was developed by the Refugee Education Partnership Project (REPP), a collaboration between government and non-government organisations actively involved in policies and programs relating to young refugees.

The authors argue that, while many students from refugee backgrounds achieve success in schools, there is a growing body of evidence to suggest that many young people arriving in Australia under the refugee and humanitarian program are also failing to attain a level of education that will ultimately allow for their successful integration into the Australian community. This is attributed to minimal or no formal education pre-arrival coupled with significant emotional and physical deprivations. “Subsequent high levels of drop out and growing unemployment are highly suggestive of the need to increase the level of support in some areas and to be able to better target existing funding/support in others.”

Among the 18 recommendations outlined in the REPP report to redress some of the barriers faced by refugee students are:

- **Recommendation 1:** That the Victorian Department of Education (DoE) develop a coherent refugee education strategy that draws together responses to meet the learning, welfare and family support needs of refugee students.
- **Recommendation 3:** That the Commonwealth be encouraged to increase per capita funding for the English as a Second Language (ESL) New Arrivals Program to reflect the longer period of time required to assist refugee students with little or no prior education to gain proficiency in English before transition into mainstream education.
- **Recommendation 6:** That a statewide professional development strategy to develop teacher knowledge and skills in literacy and language support across all subject areas be developed.
- **Recommendation 8:** That education faculties within tertiary institutions incorporate curriculum about the refugee experience and teaching language and literacy into pre-service teacher education courses for all trainee teachers.
- **Recommendation 11:** That bridging programs and other transition models be evaluated with a view to subsequently identifying, promoting and resourcing exemplar models.

---

**Russell, T (2005). *Hope Fulfilled or Dreams Shattered? From resettlement to settlement conference November 23-28, 2005: Background paper: Learning to be Australian: Provision of education programs for refugee young people on-journey and upon resettlement*, The Centre for Refugee Research, NSW**

<http://www.crr.unsw.edu.au/documents/EdpaperTara.pdf>

This background paper presents an overview of the educational experiences of refugee students in Australia as well as their pre-settlement education experiences. It was found through a literature review and a small number of informal interviews with settlement service providers, youth workers and educators, that young people’s educational experiences are heterogeneous. Education provided en route to Australia is delivered in a variety of ways, differentiated between refugee camps, gender, the person educating the students in the camps, political, cultural and religious factors and day-to-day living experiences.

The report suggests that access to education in Australia is also affected by a range of factors, including: the lack of resources available to support students, being in a regional area and family issues. The author argues that there is a gap in policy regarding refugee students in NSW.

Recommendations from the report include:

- That there is greater opportunity for educators to share experiences between states in order to find best practice models.
- That programs are informed by the views and needs of parents and young people.
- That the role of culture in smooth settlement be further recognised in a current Multicultural Education policy for NSW.
- That the provision of three hours ESL is reviewed as an inadequate provision for newly arrived refugee students to participate in public schools.
- That subject area teachers are obliged to attend in service training on the needs and experiences of refugee young people and their families in areas of high concentration of refugee students.

**Sidhu, R and Taylor, S (2007). 'Educational provision for refugee youth in Australia: left to chance?' in *Journal of Sociology*, 43, 3:283-300**

This article investigates how education bureaucracies in Australia use languages of categorisation and promote community partnerships to construct and govern the "refugee subject". The authors use a framework of governmentality to analyse education policies and statements emerging from two levels of government – Commonwealth and State. Drawing on web-based materials, policy statements and accounts of parliamentary debates, the article documents the ways in which refugee education continues to be subsumed within broader education policies and programs concerned with social justice, multiculturalism and English language provision.

The authors argue that such categorisations are premised on "an undifferentiated ethnoscape that ignores the significantly different learning needs and socio-cultural adjustments faced by refugee students compared with migrants and international students".

**Tayebjee, Z (2005). *Hope Fulfilled or Dreams Shattered? From resettlement to settlement conference November 23-28, 2005: Background paper: Young Refugees in Australia and their English Language Needs*, The Centre for Refugee Research, NSW**

<http://www.crr.unsw.edu.au/documents/Young%20Refugees%20and%20Language%20Needs.pdf>

This background paper details some of the specific learning needs and challenges of refugee young people as differentiated from other young migrants in Australia. The author outlines the impact of interrupted education, illiteracy in their native language and experiences of torture and trauma on refugee young people's English language learning needs. These specific challenges are also impacted by the significant transition in the years of 12-25 that all young people go through. The paper details current services that are available to assist young refugees with their English language education needs.

In outlining the challenges and gaps in the current service system, the author identifies the lack of a current database of ESL providers, differential models of ESL delivery across different schools and a lack of evaluation of existing models, eligibility restrictions for some visa holders (e.g. Temporary Protection Visas) and the limited time young people are able to spend in the ESL New Arrivals Program.

**University of Western Sydney (2009). *Refugee Action Support (RAS) Program: Research Evaluation 2009*, UWS, Penrith**

This evaluation report highlights the outcomes of the Refugee Action Support (RAS) Program, initiated by the University of Western Sydney with two main goals. Firstly, the program gives students studying the Master of Teaching (Secondary) experience in literacy and numeracy support and enables them to work as tutors with humanitarian/refugee students. Secondly, RAS provides support to refugee students in their transition from IECs to mainstream schools, support which their parents and other family members may not be able to provide because of their limited literacy skills in English. The report documents the perspectives of tutors and teachers gained through group and face-to-face interviews.

The evaluation measured outcomes for participating refugee students by looking at the difference between scores on an entry and exit questionnaire. It was found that three-quarters of the students improved on 50% or more of the tested items. The coordinating teachers' feedback on the program also indicated that it was beneficial to both students and tutors.

Vickers, M (2007). 'Developing University–Community partnerships to support African refugees in Greater Western Sydney' in *The Australasian Journal of University Community Engagement*, 2, 1:211-217

<http://pandora.nla.gov.au/pan/56869/20080208-1345/e-journalspring2007.doc>

With support for African humanitarian refugees and recent immigrants high on the University of Western Sydney's (UWS) engagement agenda, this article provides an overview of the nature and scope of issues facing African humanitarian refugees. Issues identified by the author through a literature review and UWS's research program include: the effect of the war on young refugees; the challenges of refugee children or young people in Australian schools, such as learning English and becoming accustomed to Australian culture; the construction of new social identities; and the insufficient amount of ESL support for newly arrived refugees.

The article highlights how UWS has responded to some of these challenges, including through a series of consultations with the Sudanese community, the creation of the Refugee Action Support (RAS) Program in partnership with the Australian Literacy and Numeracy Foundation (ALNF) and the NSW Department of Education, and a number of other University-driven initiatives.

---

**Victorian Foundation for Survivors of Torture (2004). *School's in for Refugees: Whole School Guide to Refugee Readiness*, VFST, Brunswick**

<http://www.foundationhouse.org.au/LiteratureRetrieve.aspx?ID=25051>

This practical resource guide has been produced for Victorian schools and provides a comprehensive range of tools and strategies for working with refugee students. The guide aims to "strengthen the capacity of school communities, at both primary and secondary levels, to promote a supportive school environment for refugee students and their families, to nurture the mental health and wellbeing of refugee students and to enhance their educational outcomes. It also promotes social connectedness between refugee families and the school community".

This guide has three main areas. The first is an introduction to the guide, which presents a background to the guide and an overview of the strategies contained within. The second provides an overview of the refugee experience and the impact this has on schooling. The final part of the guide contains the strategies for working with refugee students, including instructions on using the guide and the five areas of a school where these strategies can be used. These five areas are: school policies and practices; school curriculum and programs; school organisation, ethos and environment; partnerships with parents; and partnerships with agencies.

---

**Victorian Settlement Planning Committee (2007). *Building Pathways: a Framework to Support Transitions for Young People from Refugee Backgrounds*, Victorian Multicultural Commission, Melbourne**

<http://www.immi.gov.au/media/publications/settle/transitions.htm>

This booklet aims to provide a framework to support young people from refugee backgrounds in the critical life transitions that they are experiencing. This framework consists of support through building on three core values: Understanding; Trust; and Social Justice and Access.

Through a series of case studies, the suggested frameworks are given a real life context while showing those workers involved in the young people's lives how to support them through their transitions into employment, education and training. It shows how to implement the three core values in a practical way on two levels, 'what you can do' as transition workers and 'what the relevant sectors can do' on a policy and program level.

---

**Victorian Settlement Planning Committee (2008). *Pathways and Transitions: Post-compulsory Education, Work and Refugee Young People*, Centre for Multicultural Youth, Carlton**

[http://www.immi.gov.au/media/publications/settle/\\_pdf/07\\_08/pathways-transitions-2008.pdf](http://www.immi.gov.au/media/publications/settle/_pdf/07_08/pathways-transitions-2008.pdf)

Research was conducted by the Victorian Settlement Planning Committee's (VSPC) Post-compulsory working group in 2007-2008. Methodology consisted of a workshop and consultation within the working group. The workshop brought together more than 40 education, transition and employment practitioners together with researchers and government representatives. The report documents instances, through case studies, of practices that support

refugee young people to successfully negotiate transition points. It also provides a mapping exercise of post-compulsory education, training and employment pathways in Victoria.

The major findings of the VSPC were around the complexity of the post-educational experience, with an emphasis on understanding that educational pathways for refugees are different for everyone and require Australian institutions to work together and in new ways. The authors document the factors which impinge on young people's education and settlement experiences, including: "uncertainty about the future and how best to achieve their goals in their new circumstances; intense (but often unexpressed) feelings associated with previous life experiences, such as for those family and friends who remain in the difficult circumstances from which the young people have fled (in refugee camps, in unknown locations, or in conflict situations); uncertainty about how to evaluate Australian society, based on mixed experiences of very high levels of support, and perceptions and experiences of racism and other forms of discrimination; mismatches between their perceptions of themselves as 'old enough to make independent decisions' and experiences of Australian institutions that in many different ways define them as 'too young', 'insufficiently qualified' or 'incompetent'; and conflicts between their perceptions of what they 'need' to do and Australian requirements for specific levels of English and education". The authors highlight the need to develop creative responses to these issues.

Good practice case studies documented in the report revolve around five key principles:

- Providing 'clients' with supported choice resulting in the support of flexibility;
- Recognising and building on existing skills;
- Looking for diverse and inclusive ways of doing things; and
- Communication across and between jurisdictions, institutions, programs and pathways;
  - (a) Identifying the inter-related barriers to participation and transition
  - (b) Scoping and creating linkages that align existing resources to integrate/connect education and other service systems
  - (c) Where gaps are identified, providing funding and programs in ways that address the interconnectedness of the barriers.

---

**Watkins, M and Noble, G (2008). *Cultural Practices and Learning: Diversity, discipline and dispositions in schooling*, The University of Western Sydney, Penrith South**

[http://www.uws.edu.au/data/assets/pdf\\_file/0016/52324/cultural\\_practices\\_and\\_learning\\_-\\_9\\_July\\_2008.pdf](http://www.uws.edu.au/data/assets/pdf_file/0016/52324/cultural_practices_and_learning_-_9_July_2008.pdf)

The *Cultural Practices and Learning* report provides a contribution to debates around teaching and learning in a culturally diverse society. Although the study did not focus on older young people (the study explores home and school practices of Year 3 students from three different cultural backgrounds in a number of NSW public schools), it presents an exploration of students' embodied capacities for learning and how these may impact on their successful participation in schooling. The researchers used a number of methodologies including a broad survey, in-depth interviews, observation and document analysis. There were a total of 105 interviewees, including parents, teachers and students. They were selected from a range of 10 primary schools in Sydney.

It was found that it is simplistic to assign likelihood of educational success to ethnicity alone. This was especially true since Anglo students were tended to be seen as individuals, rather than one of a homogenous ethnic group. Rather, the study focused on the practices which students are engaged on an everyday basis, both within and outside of school, and which shape the capacities they acquire. It was found that when positive forms of discipline were employed, such as an enabling discipline of control and a discipline of engagement, active participation followed for all students, regardless of ethnicity. However, these were particularly useful for students who had embodied a discipline to learn, and hence experienced congruence between the learning environment of school and home.

---

*This annotated bibliography was researched and compiled by **Tim Clarke**, Refugee Council of Australia intern and Monash University social work student.*

September 2009