Pathways and Transitions:

Post-compulsory Education, Work and Refugee Young People

pathways and transitions

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suppor

preface

In February 2006, the Victorian Settlement Planning Committee (VSPC) established an African Youth Issues Sub-committee. The then Department of Immigration and Multicultural Affairs funded the sub-committee to undertake a series of African-Australian related settlement projects. I was invited to Chair this sub-committee. It has 20 members including representatives of Commonwealth, State and local governments, community organisations and African community members. The sub-committee was established to provide a forum in which representatives from the three tiers of government, settlement service agencies and community representatives could identify, coordinate and implement the best methods by which to enhance the settlement of young humanitarian entrants from Africa. It was also established to identify and develop effective strategies and projects to address priority settlement issues with a primary focus on education, employment and family connectedness.

A working group was established chaired by Dr Howard Nicholas from the Faculty of Education, La Trobe University to further the post-compulsory education agenda for newly arrived refugee and humanitarian young people in Victoria. The working group had representatives from key service providers, agencies and relevant government departments. This report, "Pathways and Transitions: Post-compulsory Education, Work and Refugee Young People" was prepared by working group members. This publication aims to contribute to the development of relevant and appropriate programs to refugee young people over 16 years of age to navigate pathways between education and work.

Carmel Guerra
CEO, Centre for Multicultural Youth
Chair, VSPC African Youth Issues Sub-committee

The working group has drawn on the recognition by all stakeholders that there is an urgent need for action to address the needs of refugee young people. However, not all stakeholders are aware of some of the innovative and successful activities that have already been undertaken. Everyone in the working group and with whom we have consulted has been surprised by the extent of existing initiatives. Indeed some question why there is 'still' a problem given the range of initiatives. The reason for the continuing need lies in some of the deeper structural issues that need to be addressed in a quite radical manner. Many of these issues are associated with how employment and education processes complement or hinder one another. I hope that this report can help support some of the larger changes that will be needed by building on some of the creativity that has already been shown.

I would like to take this opportunity to thank all of the members of the working group for their contributions to the development of the report over the last eighteen months. Particular debts are owed to those who made such a valued contribution to the writing of the case studies, the development of the issues and barriers overviews and to the analysis of the issues and principles. I would like to record my personal and professional acknowledgment of the thorough and supportive work of Mr Michael Abdilla, whose subtle and sophisticated administrative skills added so much to the work of the group.

A vital part of the open and generous manner in which group members worked, was that they were not asked to 'represent' their agencies. Instead, they worked as individuals whose expertise derived from their experiences of different aspects of the experiences of young people of refugee (like) background. The work of the group exemplified the spirit of the recommendations made and principles identified. It was characterised by a willingness to share, to reflect, to consider new options and to put the needs of these young people at the heart of our processes and purpose.

The items within this report demonstrate that much has already been achieved, that models for action are available and that it is possible to create new ways of working that acknowledge individual agency responsibilities and expertise while working co-operatively.

Dr Howard Nicholas,
Faculty of Education, La Trobe University
Chair, Post-compulsory Education Working Group

The contributing members of the Post-compulsory Education Working Group and the organisations from which they came are provided overleaf.

acknowledgements

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Department of Planning and Community Development
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Faculty of Education - La Trobe University
Foundation House - Victorian Foundation for the Survivors of Torture
New Arrivals Program Principals and Coordinators Network
Northern AMEP Consortium
Northern Melbourne Institute of TAFE
Victoria University
Victorian Multicultural Commission

contents

Introduction 2

Case Studies 3

Department of Education and Early Childhood Development (DEECD):
Transition officers: supporting the transition of students with backgrounds of disrupted schooling from English language schools to mainstream schools and further education 4

Catholic Education Office (CEO) & the Australian Education Industry Centre (AEIC):
Education traineeships to support schools with refugee students 5

Catholic Education Office (CEO) and VicHealth: *Schools as Core Social Centres (SACSC)* 6

Catholic Education Office (CEO): *Vocational Preparation Program* 8

Case Study: *Stanley* 9

City of Whitehorse: *Multicultural Homework Support Program* 10

Centre for Multicultural Youth (CMY): *African Youth and Family Project* 11

Centre for Multicultural Youth (CMY): *Newly Arrived Youth Support Service (NAYSS)* 13

AMES Youth Program: *AMEP/VET/VCAL* 14

AMES & Dandenong High School - Cleeland Campus: *Full time VCAL Foundation* 17

AMES & Debney Park Secondary College: *Full time VCAL Foundation* 19

Case Study: *Asha* 21

Case Study: *Habib* 22

Case Study: *Mohammed* 23

Case Study: *Zachariya* 24

Northern Melbourne Institute of TAFE (NMIT): *Young Adult Migrant Education Course (YAMEC) - Collingwood Campus* 25

Northern Melbourne Institute of TAFE (NMIT): *Young Adult Migrant Education Course (YAMEC) - Preston Campus* 27

Victorian Arabic Social Services (VASS): *Youth to Work* 29

Spectrum Migrant Resource Centre: *Ethnic Youth Council (EYC)* 31

Melbourne Citymission: *Horn of Africa Pathways Project* 33

Post-compulsory Education, Training and Transition Programs

On-arrival English 34

Tailored Courses 36

Mainstream 39

Transition Advisors 42

Provision for Post-compulsory Education and Training 46

Chart 47

Recommendations 48

Selected Resources and Reading List 49

Appendix 51

introduction

The work of the Post-compulsory Education Working Group of the Victorian Settlement Planning Committee began in February 2007. Our consultations with service providers and agencies over that period have identified a consistent set of themes and a widely-understood set of key principles for productive work with young people with disrupted education as these young people move from refugee or 'refugee-like' experiences overseas, to active participation in Australian education, work and society. These consultations have ALSO identified a shared sense of urgency to address the needs of people who live within and across the division between adolescence and adulthood. These young people can range in age from 16 to 26, may have had no or only limited prior education, and may not be literate in any language.

Australian agencies have developed a number of ways to help young people whose levels of education and types of cultural experiences do not match what Australian education and training frameworks associate with specific ages. Many of these innovations explicitly seek to engage with the mismatches between age and experience. They also often include the need for responses that address both educational pathways and pastoral or other support for trauma, separation, grief and loss for both the individual and their family/families. Many initiatives seek to build a new sense of community and to involve many different agencies at the same time as to support their clients, who are juggling the imperatives to find stability for themselves and their families, to get a job and the desire to pursue an education at the same time. Sometimes the nature of pre-settlement experiences and experiences since arriving in Australia, lead to young people becoming disengaged from pathways and support. This special need has also been responded to by Australian agencies.

The issues young people may experience include:

- 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.

Both Australian agencies and their clients also have to negotiate broader structural factors that affect in quite specific ways how "forced migrants" (can) access education and training. Among them are that:

- The settlement patterns of "forced migrants" are distinctive because they often move to "newer" or "outer suburbs" where housing is more available and cheaper. These patterns of settlement mean that "forced migrants" are often in areas where infrastructure has not yet developed sufficiently.
- The mobile and dispersed nature of the population means that established agencies functioning well in some locations may not have sufficient facilities or sufficient resources in the right places to meet the needs of young people in other places.
- High transport costs and other difficulties (e.g. lack of public transport services in outer metropolitan and regional areas, difficulties faced in acquiring a driver's licence) make accessing services problematic.

In developing creative responses to these issues, fundamental principles include:

- flexibility;
- sensitivity to the wide range and interconnectedness of the issues; and
- connecting individuals, families and communities.

One of the priorities is providing support when the needs of the young person do not exactly fit established funding and support criteria. Here we present a sample of case studies that illustrate effective ways of responding to the needs of these adolescents and young adults and embody fundamental principles such as those outlined above.

case studies

The following case studies reflect the issues identified by the Post-compulsory Education Working Group of the Victorian Settlement Planning Committee through extensive consultation both within the working group itself, as well as with a wider group of key participants in a specially-convened workshop.

The workshop, which brought together over 40 education, transition and employment practitioners together with researchers and government representatives, aimed to share and document local solutions to post-compulsory education pathway barriers as well as good practices in transition support for migrants and humanitarian entrants in Victoria. One outcome was a shared recognition of the key but complex transition points in the pathways that refugee young people need to negotiate.

Through the consultations and deliberations that have followed the workshop, we have sought to identify case studies of practices that successfully negotiate the transition points. We have identified enormous good will, extensive and genuine innovation, repeated attempts to document and report on innovations, as well as multiple instances of local co-operation to solve (perceived) local issues.

The key principles that can be found in these case studies are:

1. providing 'clients' with (supported) choice resulting in the support of flexibility (i.e. supporting clients when they say 'I need to go back to what I was doing before')
2. recognising and building on existing skills
3. looking for diverse and inclusive ways of doing things (including community involvement)
4. communication across and between jurisdictions, institutions, programs and pathways
5. (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 programs and funding in ways that address the interconnectedness of the barriers

The principles imply that there are often multiple (sometimes competing) pathways. Refugee and humanitarian entrants need support in exploring these pathways, space to make "mistakes" and support to "try again". Sometimes the pathways will be long and this length can conflict with other needs that the young person has for employment or to provide for family in Australia or elsewhere. Pathways are, therefore, individual, not necessarily obvious and frequently require Australian institutions and agencies to talk and work together in new ways.

The case studies that follow exemplify different selections of the principles that we have identified above or show these principles working in different contexts. They are identified so that readers will have access to ideas about what has already been done and do not feel forced to 're-invent the wheel'. However, as we have also suggested, each context and person is different so these case studies will need to be interpreted to be made most effective in a new context. They are not recipes. Some reflect the work of the agencies; others the experiences of clients.

We have listed the most salient principles (by number) next to each case study. We also asked people who wrote the case studies to reflect on any challenges or barriers to the initiatives that they had taken, the sorts of resources that they needed and any other information that they considered would be relevant for readers.

Department of Education and Early Childhood Development (DEECD)

Transition officers: supporting the transition of students with backgrounds of disrupted schooling from English language schools to mainstream schools and further education

principles 1,3,4,5

Provider	ESL Unit, Targeted Programs Branch Department of Education and Early Childhood Development (DEECD)
Program Description	The primary function of the transition program is finding appropriate schools and programs for students with backgrounds of disrupted schooling, typically refugees and humanitarian entrants. This would include negotiating school choice and enrolment procedures with students and their families. The transition officers would manage a detailed transition report to schools and parents as well as coordinating school orientation visits. They also follow up students in their new schools collaborating with teachers on appropriate curriculum and classroom strategies if required. Transition officers need to familiarise themselves with programs in local mainstream schools and liaise with other pathway providers such as AMES, YAMEC and TAFE colleges to ensure appropriate placement.
Participants	All primary and secondary new arrivals at the end of their intensive English language program
Location	All DEECD English language schools and centres (ELS/Cs)
Resource Requirements	**Budget/funding:** $500K in 2007 **Staffing:** 0.5 EFT primary teacher and 0.5 EFT secondary teacher in each of the four ELSs and pro rata in the ELCs **Partnership/collaboration:** Collaboration with ESL coordinators and teachers in mainstream schools, other pathway providers such as AMES, NMIT and other TAFEs.
Challenges/ Barriers	Excerpts from transition officer's diary. • *Getting older students to accept the fact that TAFE/Youth Pathways Programs are often more appropriate options for them.* • *Students 'hopping' from one inappropriate setting to another and never really consolidating literacy and numeracy skills.* • *Staff in many schools feel they don't have the resources to deal with students with disrupted education. Modified resources can be of limited value unless they form part of the curriculum and are worked upon and owned by the staff in the schools students exit to.* • *Initial costs students face when entering mainstream schools, especially books and uniforms.* • *Still a big challenge is convincing the students to attend Bridging Courses. A close second is getting some students to accept the year levels recommended for them, accept VCAL as opposed to VCE, agree to do VCE 3, agree to do VCE in an environment other than a high school one and so on. . . In other words, gradually helping students to accept alternatives.*
Strategies Used	*We organised a 'Back to School Day' this year. This is the first time our school has organised this event. As well as acknowledging the achievements of past students this is also an opportunity for our present students to see what they themselves can do if they put their minds to it.* *I invited past students from a range of countries and with a range of different interests and skills to attend. Also, different ages. For example, I invited some students who are in their early years of high school, but had previously attended our primary program to make the experience more meaningful for the primary students.* Another key purpose of the day was *"for students to see that in order to be successful, you do not have to take the straight high school/ VCE/Uni pathway. I made a point of inviting some former students who had tried this and had had to change their thinking as their choice was unsuitable for them. I'm hoping their experiences and ultimate success via different pathways will have some influence on those students who resist what is, in fact, the best option for them."*
Successes	*My local LCP group has set up an excellent program which will shortly begin at Kealba College with the Bridging Course students. The students will make industry and TAFE visits, people from industry/business will come and talk to students, they will role-play interviews, begin on resumes etc. It is going to become part of the curriculum rather than a one-off event and may be introduced at Year 9 in the school also.* *Five students who, last year, made decisions which I and their teachers thought inappropriate, found their way into more appropriate courses: 2 with some help from me and 3 totally independently. Hopefully, their experiences and stories will prove useful to others.*
Additional Information	For those of us working with new arrivals, the only thing we can say with certainty is that nothing is certain. For example, this year we have enrolled very few students from the Sudan, but a large number of Karen students. The needs, strengths and issues relating to this new group of students are quite different to those of the Sudanese students we taught last year. This is the true nature of the job we do in Language Schools/Centres – constantly adapting to new students with different needs who come from many different places.
Contact Details	Daina Coles, Senior Project Officer, ESL Student Learning Programs Division, Department of Education and Early Childhood Development (03) 9637 2132 coles.daina.d@edumail.vic.gov.au

Catholic Education Office (CEO) & the Australian Education Industry Centre (AEIC)

Education traineeships to support schools with refugee students

principles 1,2,3,4,5

Provider	The Australian Education Industry Centre (AEIC) was set up, and is managed by, the Australian Education Union and the Victorian Independent Education Union. It has two main programs: the Supporting Schools Program (Work for the Dole) and Traineeships in schools. For the past ten years the AEIC has been placing trainees in schools across all systems and levels. Trainees are placed in many areas, for example: Library, Integration, I.T., Office Administration, and Language & Literacy. Literacy trainees complete a Certificate III in Education in Language & Literacy via distance education.
Program Description	The purpose of the program is to give extra support to schools with refugees. The Catholic Education Office and the Australian Education Industry Centre initiated a pilot program in 2005, offering ten schools the opportunity of hosting an Education trainee for 12 months. After this successful pilot program other schools took up the opportunity to have trainees in 2006 and 2007. *Selection process:* Some schools find their trainees directly among their refugee students, while others request the AEIC to locate them. All trainees are employed to work 11 hours per week in a school. *Initial and ongoing training:* The trainees are brought into the AEIC offices for training across a range of areas including First Aid, Working in Schools, Communication Skills and Literacy Development. A good rapport is established between trainees and trainers. This initial intensive training is provided by AEIC with the support of funding from the Federal Government's New Apprenticeship Access Program (NAAP). *The role of education trainees:* Education trainees assist qualified education staff in any role that supports the learning process. Support staff can be employed to work directly with students as Literacy Assistants, Integration Aides, or General Teacher Aides, at both Primary and Secondary levels. Trainees can also work in the Office or Library or provide I.T. support. *The training received:* The trainee undertakes structured training relevant to working in the education sector. The Certificate III in Education is an accredited, nationally recognized qualification involving up to 365 hours of distance education. Trainees study outside their school hours and have regular contact with a tutor. Elective options include Language and Literacy, Working with Students with Disabilities, Information Technology support, Library, School Office, Horticulture, or Sports and Recreation. AEIC staff monitor the trainee's progress both on the job and with their Certificate III studies and deal with any problems that arise.
Participants	Due to the guidelines of NAAP and Access funding, participants must fit one of the following categories: • Aboriginal or Torres Straight Islander; • registered as unemployed for 1 year or more; • sole parents; • completed a DEST Literacy & Numeracy course; • over 45 years of age.
Location	AEIC training venue; appointed Catholic primary or secondary school.
Resource Requirements	**Budget/funding:** The cost is $7062 ($2642 per term) for 16 hours per week for 12 months – 11 hours of this is spent in schools. If the AEIC uses Access money there is no cost to schools for the training – just the salaries. **Staffing:** Trainee representative of a refugee community within the school community. **Partnership/collaboration:** Catholic Education Office Melbourne; Australian Education and Industry Centre; Catholic primary and secondary schools with refugee students.
Challenges/ Barriers	The biggest bonus for the schools has been the strengthening of ties with the refugee parents by having someone to interpret and explain all the schooling issues. One school is intending to increase the trainee's hours out of their own funding as they have found it so valuable. All trainees do a mixture of working in the classrooms and assisting with parents. Apart from some settling-in issues, all participants express their satisfaction at feeling valued by their schools. They enjoy the work they are doing and witness some improvements in student work and/or behaviour. When the trainees are brought in for their second lot of training they are able to compare and contrast their experiences of schools. Their keenness to learn more about how students learn to read and write is evident from their active participation on the day. Principals have been most enthusiastic about the program and its benefits for their school communities. One issue is the varied literacy levels of the trainees. One school found it difficult to allocate tasks, as many were beyond their trainee's English literacy capabilities. Thus it is recommended that future applicants participate in a brief literacy test before being given a traineeship position.
Additional Information	Two more groups of trainees have participated in 2006 and 2007 respectively. The schools pay for the salaries of the trainees.
Contact Details	Susan Holmes, AEIC – 9895 1666 – sholmes@aeic.asn.au Margaret Nutbean, Tel 9267 0337 – mnutbean@ceo.melb.catholic.edu.au

Catholic Education Office (CEO) and VicHealth

Schools as Core Social Centres (SACSC)

principles 3,4,5

Provider	CEO and VicHealth
Program Description	The purpose of the program is to assist schools in developing a strategic approach to school change and school improvement - with an emphasis on wellbeing, learning outcomes and school-community partnerships. The Schools As Core Social Centres (SACSC) project is a partnership between CEO and VicHealth. The project is undertaken in stages. In the first stage schools agree to work together and complete a mapping process which enables them to identify school and cluster priorities. In the second stage of SACSC schools work in the cluster to develop initiatives that address the identified and agreed goals. Schools continue to work as a cluster identifying initiatives that address areas of need. The focus is on building stronger links with the community and providing opportunities for the school and the wider community to work in cooperation.
Participants	Targeted schools and communities.
Location	8 Clusters comprising 19 schools. **Southern/Northern Region** St. Brigid's School – North Fitzroy Sacred Heart School - Fitzroy St. Joseph's School - Collingwood 2002 **Southern Region** St. Anne's School - Seaford St. Francis Xavier School - Frankston St. Augustine's School - Baxter 2003 **South Eastern Region** St. Peter's School - Clayton 2004 **Eastern Region** St. Mary Magdalene School - Chadstone St. Timothy's School - Vermont St. Christopher's School – Syndal 2005 **Western Region** St. Francis Xavier School - Corio St. Thomas Aquinas School – Norlane 2005 **South Eastern Region** Holy Family - Doveton St. Gerard's School – Dandenong North St. Mary's School - Dandenong St. Elizabeth's School – Dandenong North 2005 **North Western Region** St. Brendan's - Flemington St. Michael's – North Melbourne 2006 **Kyneton** Our Lady of the Rosary, Kyneton 2007
Resource Requirements	**Budget/funding:** SACSC is supported by the CEO and VicHealth. SACSC Schools/Clusters operate within their own resources. **Staffing:** CEO employs a Project Officer (part-time) and Research Assistant (part-time) . CEO Student Wellbeing Unit staff support clusters during the establishment phase. **Partnership/collaboration:** VicHealth has supported the initiation of the SACSC project and the Research Phase. Schools/Clusters establish partnerships at the local community level.
Challenges/ Barriers	SACSC requires • a commitment to work with other schools as part of the cluster • a commitment to involve and engage with the broader community • time and effort from school leaders, staff and the school community • a willingness to try new strategies and approaches • a willingness to use school resources as well as seek out new funding sources.
Strategies Used	During the early stages of the project a suite of School Audit Tools were developed and used by the school clusters. The Audit Tools relate to: • School leadership • School staff and students • Parents and community. Cluster schools develop individual school and cluster goals through a needs identification process. These goals and related programs become the focus of the work undertaken by the cluster. Clusters have been able to attract significant additional funding from government and community organisations including business, to support these program continued

Schools as Core Social Centres (SACSC)

Strategies Used	Examples of local initiatives that have been developed under SACSC, and the community partnerships that have been formed, include:

Cluster	Project	Partners
Pilot cluster	Community Forum	City of Yarra
Pilot cluster	Sporting for Life	City of Yarra
Pilot cluster	Inner City Schools Transition Program	Academy of Mary Immaculate Simonds Catholic College Samaritan Catholic College School Focussed Youth Service
Southern cluster	Food to Learn, Ready to Learn	School Focussed Youth Service City of Frankston
St. Peter's Clayton	Community Garden	Cultivating Communities
St. Gerard's Dandenong	Community Garden	VicHealth
St. Joseph's Collingwood	Breakfast program	Red Cross/KPMG

Contact Details	Lesley Hyde (Project Officer) – lhyde@ceo.melb.catholic.edu.au John Stafford (Research Assistant) – jstafford@ceo.melb.catholic.edu.au

Catholic Education Office (CEO)

Vocational Preparation Program

principles 1,2,3,4

Provider	Catholic Education Office Melbourne
Program Description	The original purpose of the program was to provide quality information about post compulsory education and work place preparation for students with learning difficulties and disabilities currently in Year 10. This includes informing them about post compulsory school options such as further education & training. Industry partners assist in advising about work placements, career choices and providing out of school venues to work in. During the past four years, we have included a number of recent arrivals from African countries. The opportunity to learn about our work culture, and find out about the higher education system (including levels and requirements) has been invaluable. A similar program is planned to specifically target African refugees in the Western metropolitan region. The program involves 10 contact days over a six-month period which includes the following components: • goal setting • work placement opportunities • employment skills training • career opportunities • communication for work placements • formal application for work • interview skills. This is followed by a five or ten day work placement and a review day where students present their experiences to the broader group (usually 80 students) outlining their intentions for the final two years of school.
Participants	Students from Catholic Secondary Colleges in the Archdiocese of Melbourne and Geelong. Approximately 80 students undertake the program each year from a broad cross section of schools. This includes males and females, between 15 and 17 years old.
Location	Melbourne Archdiocese and Geelong in designated Group Training and Specialist Agency Venues
Resource Requirements	**Budget/funding:** Schools pay $35 per student and provide transport to–and-from the training venue. CEO provides all resources and materials. Industry provides the venues for training and work places. **Staffing:** Students work in groups of 15 and each school sends an aid or teacher. The facilitator is provided by the CEO or Industry Provider. **Partnership/collaboration:** Group Training, Specialist Agencies, CEO, and Secondary Schools across the Archdiocese, regional LLEN & LCP.
Challenges/ Barriers	• Convincing schools that students with learning barriers really can do a great deal in the work force and if encouraged can be very responsible and successful. • Ensuring that students really do understand the stringent requirements of the work place. • Finding enough businesses to take the students.
Strategies Used	Students are treated as though in the work place. Rules are few and students are given a lot of freedom during breaks. Work periods emulate the work place. Students address adults by their first names and are expected to be accountable for their actions at all times. Students must attend the work placement for the designated company working-hours rather than school-hours. Respect for each other when speaking is paramount and courtesy demanded at all times.
Additional Information	It should be noted that our up-front policy about the students' learning barriers has proven very successful. Parents and students sign the release of this information and businesses have responded in a very positive manner. They "bend over backwards" to assist the students and give quality feedback. One of the most successful aspects of the program has been the friendships that these young people form with students from other schools.
Contact Details	Glenda Fisher, CEO Melbourne (03) 9267 0306

case study

Catholic Education Office (CEO)

Vocational Preparation Program

principles 1,4

Stanley

22 years old, country of origin: Sudan

Family Members	Both parents deceased One younger brother
Early Life	Born 1985 in Sudan. Arabic is first language. Intermittent schooling from 1990-1997. Re-located to Egypt as a displaced person but denied government schooling. Enrolled in Nile Union Academy. Returned to the Sudan and was enrolled in St. Augustines' Catholic School where he was taught English for the first time.
School/Classes (Primary)	1-6 but interrupted
School/Classes (Secondary)	Emigrated to Australia (sponsored by uncle in Dandenong) and enrolled in Year 10 at St John's Regional College Dandenong in February 2003 aged 17. He joined the Vocational Preparation Program in March with the aim to become informed about post compulsory school and work options in Australia. He was also able to improve his English.
Arrival in Australia Experience	Was fortunate to be sponsored by an uncle and had a stable environment to live in when he arrived.
Initial school/ course	General Year Ten program at St John's Regional College Dandenong that included contact with and enrolment in the CEO sponsored Vocational Preparation Program (VPP).
Subsequent school/course	Straight Year 11 & 12 with ESL English undertaken at St John's in 2004 & 2005. Transferred to Chisholm TAFE in Dandenong originally to undertake Electronics. Chisholm were prepared to offer him Engineering. He has now completed Certificate 4 and has been offered the opportunity to move across to University. The transfer is still being finalised.
Issues/Barriers	Very poor language skill and misunderstanding about educational standard required to enter university and undertake a degree.
Work Experience/ training courses	Stanley undertook Work Placement Training in Year 10 & 11 at STAR Electronics. The placement was very successful and encouraged Stanley to continue his studies and aim for tertiary studies.
Employment/ training	As above.
Current circumstances (family, housing, job, course)	Now lives with his younger brother independently in Dandenong and attends Chisholm TAFE. He considers his enrolment in TAFE one of the best things that has ever happened to him.
Comments	Stanley was a delight to work with. The year after he undertook the VPP he came back and spoke to the next group of students about his experiences and his future journey. It was a moving experience to watch a young man present to eighty of his peers, less than a year after he arrived in our country unable to speak English fluently and with an intermittent education. He always had an attitude of wanting to achieve and do well and was prepared to take the recommended pathway. Chisholm TAFE has been outstanding in its support of Stanley as was St John's Dandenong, ensuring his transition and learning was consistent, fruitful and of a high standard.

City of Whitehorse

Multicultural Homework Support Program

principles 1,4

Provider	City of Whitehorse
Program Description	The purpose of the program is to provide newly arrived and refugee young people with homework support. The need for homework support programs targeting refugee and newly arrived young people is well documented. Newly arrived and refugee young people often place very high value on educational attainment, and the pressure to succeed can be exacerbated for those with a history of disrupted schooling and who are coping with the difficult demands of Australia's education system in the context of learning a new language. The need for such a program is also demonstrated by its ongoing popularity. Initially, the Multicultural Homework Support Program in Whitehorse was staffed by volunteers. The program, which is now in its fourth year, has made a shift to employing four paid VCE-level tutors, and has found that this has improved the quality and reliability of support for young people attending the program. The program runs once a week from 4.00-6.00pm on Thursdays. Refugee and newly arrived young people turn up on a casual basis and are allocated to different groups depending on their homework support needs. Tutors assist with a range of subjects, with a particular emphasis on chemistry, physics, maths and English. The Multicultural youth worker co-ordinates the program and ensures young people register when they come in, are given name badges, and are assigned to the appropriate tutor tables. Fruit and juice are provided to participants as part of the program and to encourage healthy eating. Tutors are provided with ongoing support regarding working cross-culturally by the youth worker who co-ordinates the program.
Participants	Open to 12 to 20-year-olds from Whitehorse and broader eastern region. Majority of participants are newly arrived from a range of different backgrounds – Sudanese, Afghani etc.
Location	Box Hill Library
Resource Requirements	**Budget/funding**: The program has received 12-month project funding through School Focused Youth Services, and in-kind support from Whitehorse & Manningham Library Services. **Staffing:** 1 youth worker, 1 librarian, 4 paid tutors **Partnership/collaboration:** Whitehorse & Manningham Library Services; Whitehorse Youth Services; Whitehorse School Focused Youth Services; Deakin University Commerce Department: Two post-graduate students were recruited through their volunteer program to tutor in biology, legal studies, and commerce. Students are given credit for studies.
Challenges/ Barriers	• When the program was running with volunteer tutors there were challenges in terms of ensuring the commitment and quality of tutors. Volunteers can be high maintenance, often don't have the necessary skills, and it is hard to maintain commitment. Getting qualified paid tutors has overcome these difficulties. • Sustainable funding has been a challenge. Funding bodies rarely commit to programs for longer than 12 months, which means resources must be put in to re-applying for more funding to maintain an ongoing program.
Strategies Used	• The Homework Support Program has been running for a number of years, so it is well known and links have been established with local schools and Blackburn English Language School. • Maintaining a clear structured program assists in ensuring that homework is the main focus and the program does not simply become a social gathering point. This includes giving nametags, getting young people to register, recording which school and postcode participants come from (also useful for statistics), colour-coding tables by subject (e.g. maths, English), and introducing young people to tutors. • Providing some food – fruit and juice – encourages healthy eating and helps participants focus on homework. • Building strong partnerships with SFYS brokerage and local council has helped the program in getting a range of different stakeholders involved.
Additional Information	In negotiating with tutoring companies, see if they will agree to cheaper rates because it is an ongoing, regular arrangement for tutors.
Contact Details	Natalia Pereira Youth Worker and Homework Support Program Co-ordinator Whitehorse Youth Services Natalia.pereira@whitehorse.vic.gov.au

Centre for Multicultural Youth (CMY)

African Youth and Family Project

principles 1,3,4,5

Project/ Program	African Youth and Family Project – Exploring connections between young people and family, school and community services
Providers	Centre for Multicultural Youth
Program Description	The purpose of the program is to cultivate and strengthen reciprocal connection and understanding between African young people and their families, services and schools in the City of Greater Dandenong. The African Youth and Family Project was developed in response to feedback from meetings between the Sudanese community, youth services and other community organisations in the City of Greater Dandenong about a range of issues, including: • Increasing numbers of Sudanese young people leaving their family home • Young people disconnecting from school • Increasing notifications made to Department of Human Services (DHS) relating to young people from African communities. The project created an opportunity for African young people and service providers to work together and learn from each other. Using a community development framework, the approach focused on shared learning and understanding of each other - I.e. service providers learning from the African young people and vice versa. Young people largely shaped the project, with the guidance of workers. CMY employed a Project Worker with strong links to the African community, with proficiency in English, Arabic and Swahili, and ability to relate with young people. The project was developed using an Action Research framework which involved 5 stages. At each stage the Youth Advisory Committee and the reference group would observe, reflect upon observations and plan for the next stage. The young people in the youth advisory committee were trained and supported to make decisions and lead the project ***Youth Advisory Committee:*** The role of the Youth Advisory Committee was to develop and shape the project. The format chosen by the group was recreation and community forums. The Youth Advisory Committee also participated in a range of recreational activities to increase leadership skills and trust within the group. Members also volunteered as leaders supporting local Refugee Week activities and on a number of occasions formally presented at national conferences, such as the Newly Arrived Youth Support Services (NAYSS) in Melbourne (June 2006), NAYSS in Sydney (December 2006), Victorian and Tasmanian Reconnect Good Practice in Melbourne (May 2007) and Unpacking the Suitcase in Melbourne (July 2007). ***Reference group:*** The project Reference Group was established to provide advice and support to the Project Worker on a monthly basis. Reference Group members also provided participation in youth run events, assistance in obtaining relevant resources (such as funding, meeting space, and information on camp facilities), and assistance in the project evaluation. Local schools were welcome to join and/or contribute to the African Youth and Family Project Reference Group. ***Project development:*** • Established an on-going Youth Advisory Committee which consisted of up to 30 young people. • Developed 2 community projects, these included a youth and services forum and a youth-with-youth forum, guided by the Youth Advisory Committee. • Continual consultation with family members, community leaders, schools and community service organisations. • Developed a project evaluation report and DVD which includes discussions and recommendations for young people, families, schools and services. ***Outcomes:*** Young people reported increased self-esteem which resulted in an ability to be able to speak-out more in classroom situations. Young people also reported increased confidence in speaking English. Service providers noticed increased personal development and self esteem of some of the young people who initially presented as reticent or quiet. With on-going involvement in the project, these young people were not only able to speak out more but presented at conferences and forums talking about their experiences. Service providers acknowledged this growth by presenting the young people with awards at Refugee Week celebrations. Young people made comparisons and reflected on their school experiences. For example, being the only young person of African origin in their school - compared to relating with other Africans in the project. Young people acknowledged that it was difficult to break out of forming friendships with their own cultural groups – and found it more difficult to form friendships with young people from other cultures, particularly with "Anglo" Australians. Some young people stated that as a result of being involved in the project and discussing friendship and identity, they would make a conscious effort to get to know "Anglo" - young people and broaden their friendship circles. continued

African Youth and Family Project

Program Description	Most young people stated that friendship at school was very important and realised that often this takes time and requires effort. This was especially noticeable for young people with disrupted schooling or little formal education. At the end of the project, young people felt confident to be able to support other newly arrived young people within the education setting. Some of this support also extended to supporting young people in their general settlement in Australia.
Participants	Up to 30 young people ranging in age from 16 to 21 from African backgrounds consisting of the following; Year 10 – 32% English Language school – 23% Year 11 – 17% AMES - 11% Year 9 – 10% Year 12 – 4% Unemployed 3% Males = 76% Females = 24%
Location	City of Greater Dandenong
Resource Requirements	**Budget/funding:** School Focused Youth Service and Families and Communities and Indigenous Affairs **Staffing:** Project worker 2 days per week / Project Co-ordinator *(Reconnect)* **Partnership/collaboration:** CMY, Foundation House and the South East Region Migrant Resource Centre for Multicultural Youth Issues
Challenges/ Barriers	• Small budget • Time limited • Transport for young women • As the key focus was on young people and the project was specifically directed by young people, it was challenging to include parents and family • Planning and evaluation could not be decided at the beginning given that the project structure was shaped by the young people who came on board later.
Strategies Used	• Weekly meetings for identification of issues • Recreation, i.e. camps and other activities • Public speaking and conference presentation by the young people
Additional Information	See full report at www.cmy.net.au
Contact Details	Multicultural Youth Worker - NAYSS Centre for Multicultural Youth 304 Drummond St Carlton, 3053 9340 3700

Centre for Multicultural Youth (CMY)

Newly Arrived Youth Support Service (NAYSS)

principles 1,3,4,5

Provider	CMY is the Lead Provider
Program Description	The NAYSS initiative, funded by the Department of Family, Housing, Community Services and Indigenous Affairs (FaHCSIA), provides culturally appropriate services ranging from early intervention to transition, for newly arrived young people aged 12 to 21. The Newly Arrived Youth Support Service (NAYSS) initiative provides culturally appropriate services ranging from early intervention to transition, for newly arrived young people aged 12 to 21 who are homeless or at risk of homelessness. NAYSS providers will help newly arrived young people who are homeless, or at risk of homelessness, to improve their level of engagement with family, work, education, training and the community by using a variety of strategies such as counselling, family mediation and practical support. NAYSS services are currently operating in each state. In Victoria, there are two teams which operate in the south east and north west of Melbourne. Both areas having high numbers of refugee and newly-arrived young people. Interrupted education is a key aspect of the NAYSS client profile. Interrupted education impacts significantly on pathways between education, training and employment. There can also be high expectations of family members and stigma about choices viewed as 'lesser' options such as TAFE. In combating some of this complexity, NAYSS staff have worked with family members and young people - focussing on informing clients about the range of options open to them. Challenges remain in trying to maintain engagement with school when for some young people it may be more advantageous to move into TAFE or other pathways.
Participants	NAYSS case workers work with up to 30 young people per year. Case loads can vary according to need and presenting issues.
Location	In Victoria, there are two NAYSS teams located in the south east and north west of Melbourne. These are areas of high refugee and newly arrived settlement. On a national level there are approximately 12 locations, with high refugee populations, where NAYSS services are operating,
Resource Requirements	**Budget/funding:** Department of Families, Housing, Community Services and Indigenous Affairs **Staffing:** In Victoria, there are currently 6 Multicultural Youth Workers, 3 in each area location as well as a Case Co-ordinator and a Program Manager. Nationally there are approximately 41 staff. **Partnership/collaboration:** • Australian Lebanese Welfare • Foundation House • NMIT • Victoria Police • AMES • School Focused Youth Service • Youth Links / Springvale Community Aid and Advice Bureau (SCAAB) • MRC north west • MRC south east • Good Shepherd
Challenges/ Barriers	• Some schools lack understanding of needs of newly arrived students, which impacts on the capacity of students to integrate. There have also been instances of racism in schools. • It was identified there is a need for homework support, individual, tutoring, and mentor support due to long periods of interrupted education and, in some cases, no prior education. • Numbers of refugees settling in rural communities have increased. In these areas particularly, there are limited 'complementary' services for NAYSS workers to refer young people for additional specialised education support. • Homelessness among newly arrived and refugee young people is an ongoing concern., This issue has been noted as requiring more of workers' time than in the past. • General settlement issues include access to and familiarisation with services, such as: housing, employment, immigration, and specific legal aid.
Strategies Used	• Referrals are made during early interventions; such as through family, school and non-government organisations. • A key mechanism for the on-going evaluation of the NAYSS service has been through Action Research and identifying and addressing emerging issues. • A community development approach is used through working with young people in the context of their family and community - through: Case work, Group work, Family work and youth participation methods.
Additional Information	See also NAYSS website: www.cmy.net.au/NAYSS/NAYSSHome CMY website: www.cmy.net.au
Contact Details	Centre for Multicultural Youth , 304 Drummond St; Carlton, 3053 9340 3700 info@cmy.net.au

AMES Youth Program

AMEP/VET/VCAL

principles 1,3,4,5

Program	Youth Program: AMEP/VET/VCAL Curriculum: Pre-CSWE, CSWE 1, CSWE 2, CSWE 3, VCAL Foundation, VET modules: e.g. Hospitality, Retail, Vocational Preparation
Provider	AMES (and partner schools for VCAL)
Program Description	**Purpose:** • To provide an English language program tailored to the needs and interests of young people. • To provide supported pathways to secondary school, TAFE or employment for young migrants and refugees. • To offer social and community connections. **Issues:** • Disrupted schooling resulting in limited or no formal education experience. • Trauma and the impact of prolonged periods in refugee camps on physical and mental health. • Family dislocation and breakdown prior to and/or post arrival with significant numbers of unaccompanied young people. • Difficult economic situations in the initial settlement period. • High aspirations and often unrealistic expectations of educational success on the part of family and carers due to lack of understanding of Australian systems. • Many students also have unrealistically high expectations of their initial career pathways. **Design:** There are currently twelve youth-specific classes being delivered by AMES at four sites in the southern and western regions of Melbourne. AMEP classes run for 4 hours, 5 days a week. The program also includes a number of extra-curricula excursions and leadership activities. These are seen as critical to assisting young people in establishing themselves and their sense of identity. These classes also prepare for young people's transition to learning environments (including expectations of TAFE) or to employment. The AMES Youth Program offers: • English through youth-specific content (Pre-CSWE to CSWE 3) • Employability skills • Preparation for work • Work experience (in some courses) • ICT and e-learning • Excursions and Sports (YPAP) • Social connection and life skills (YPAP). *Coordination of program:* The Youth Program Coordinator is responsible for: • Coordination of the AMEP program across 4 sites at AMES and VCAL at 2 school locations • Managing the YPA program "Life Skills Acquisition and Leadership Development" activities in the south eastern and western regions. • Managing projects and activities relating to fostering social connections. *Hours of tuition:* AMEP and SPP - 510 to 910 hours plus State Profile Many young migrants and refugees are eligible for Special Preparatory Program (SPP) hours, this includes: • Up to 400 hours of tuition for humanitarian entrants aged between 16 and 24 years who have 7 or less years of education. • Up to 100 hours of tuition for humanitarian entrants 18 years and older who have had difficult pre-migration experiences, including experiencing torture and trauma. Under the AMEP, young learners have access to 510 hours of tuition. State Profile hours are used to provide tuition with AMES for up to 12 months. YPP funding is available for eligible students at the Footscray Centre. **Life Skills and Leadership Development** ***YPA Program:*** The first 2 years of the YPA Program have seen a growth in partnerships, which have increased opportunities for newly arrived young people. Organisations involved include CMY, City of Greater Dandenong, the City of Maribrynong, CFA, Victoria Police, Consumer Affairs, The MET, SES, La Mama Theatre, SEMRC, Salvation Army, Centrelink, AFL, Football Victoria, and the Lawn Bowls Association. Activities and projects are designed to: • link young people with the broader community • assist young people to develop leadership skills • provide orientation to local communities and services continued

AMEP/VET/VCAL

Program Description	• provide opportunities for young people to safely explore their new environment • assist students to establish a healthy lifestyle. Some examples of the range of activities are: • Discovery tours and community orientation excursions • Information sessions – for example by Consumer Affairs, and about Australian legal and justice systems • Healthy eating and cooking program • Jobsearch skills • Arts projects - La Mama Theatre; More than Words; Digital storytelling • Fit to Drive program • Sports Programs - All Nations Soccer Competition; AFL Multicultural Program; Outdoor Bowls. **Work preparation and experience** AMEP students • UCan2: with Foundation House and CMY. Supports young people from refugee backgrounds in their pathways to further education and employment through a program of intensive work-preparation, mentoring and part-time work. • Cert II Hospitality at Noble Park: an on-site canteen for training purposes. • State Government Careers in Manufacturing (CIM) program for 2007 (SELLEN) including industry site visits • "Lunch with the Winners" • Lunch showcasing local & Inspirational Young Achievers • Class talks – specific career information related to expressed aspiration and interests • "Lentil as Anything" – ongoing part-time work opportunities **Other projects** • Envirolink Projects (with VicHealth) Weekend home-stay visits to Wonthaggi and Echuca – students participate in local community environment projects • Living in Harmony Art project (with CMY) Series of workshops – exploring issues of identity, culture, racism and belonging, culminating in a public exhibition • Imagine Dandenong – VicUrban film project Part of the Revitalisation of Central Dandenong Project – students involved in making a 30 minute documentary on the cultural identity of Dandenong. **Pastoral support and career and vocational counselling** AMES Vocational and Educational Counsellors: • support learning • help plan future study • provide information about jobs in Australia • provide information on where to get help for settlement • Bilingual aides with knowledge of students' first culture and language assist in educational support • AMES youth staff accompany and encourage students engaged in extra-curricula events, including sports programs. **Other** • Specialist teaching and learning resources - print, multimedia and online - designed to cater to the learning needs of young ESL learners who often have limited formal education. • Bilingual support in classes to assist young people achieve settlement and educational outcomes. • Professional development and training workshops for teachers in the Youth Program. **Pathways** The recommended pathways for these young students are: • the VCAL Transition to Secondary School program - Foundation VCAL • Intermediate VCAL • VCE • TAFE advanced English (to prepare for vocational courses) • Employment – apprenticeship or casual work.
Participants	AMEP - 18 to 2 year-old young people Newly arrived young migrants and refugees from a range of different cultural and educational backgrounds, including from Sudan, Burma, and Afghanistan.
Location	AMEP - AMES Footscray, St Albans, Dandenong and Noble Park continued

AMEP/VET/VCAL

Resource Requirements	**Budget/funding:** AMEP - The program is largely funded by DIAC through the AMEP and SPP. Other funding sources include ACFE State Profile, ACFE YPP etc. **Staffing:** Youth Program Coordinator x 1 (full time), Teachers with Responsibility - Youth x 4 (0.2), Bilingual Support worker x 1 (0.4), Bi-lingual Education Trainees x 2 (varies 0.2 – 0.5), Teachers x 10 EFT **Partnership/collaboration:** CMY, SEMRC, Office for Youth - YPA Program *(see Program Description)*
Challenges/ Barriers	• Keeping students on realistic pathways that they are happy with. • Presenting pathway realities in a positive light. • High level of commitment required from staff to support extra-curricula activities and provide the pastoral care necessary to ensure success for this cohort. • Where there is a smaller cohort there are more challenges in providing the range of programs, classes, support to meet individual needs. • Wide geographical spread of the program can present logistical challenges.
Strategies Used	Strategies to successfully maintain engagement include: • A designated Youth Coordinator • Effective relationships and partnerships across a range of agencies • Local provision and local solutions • Program based on identified student needs • Strategies to manage transitions along students' pathways - Briefings to young people, parents and communities - Ongoing management of parents and community expectations • Appropriate staffing of programs - Stable staffing establishment - Experience with and commitment to target group essential - First language support - Links to communities • Pastoral support - Vocational counselling - Personal support - Bi-lingual multicultural officers
Contact Details	Chris Howell, Operations Manager, AMES Education, HowellC@ames.net.au, (03) 9926 4683, Margot Hennessy, Youth Program Coordinator, AMES Education, Hennessy@ames.net.au, (03) 8558 8800

AMES & Dandenong High School - Cleeland Campus

Full time VCAL Foundation

principles 1,2,3,4,5

Program	Full time VCAL Foundation Curriculum: CSWE 2, VCAL Foundation
Providers	AMES & Dandenong High School, Cleeland Campus
Program Description	**Purpose:** To develop a customised transition to secondary school for young migrants and refugees who wish to gain their education within the school setting as their peers are doing. To offer the social and community relationships and support so important to young people who are not ready to be independent learners at this point in their educational careers. **Issues:** • Disrupted schooling resulting in limited or no formal education experience. • Trauma and the impact of prolonged periods in refugee camps on physical and mental health. • Family dislocation and breakdown prior to post arrival with significant numbers of unaccompanied minors or young people with parenting responsibilities for siblings. • Difficult economic situations in the initial settlement period. • Inappropriate expectations of the rate of educational progress on the part of parents due to lack of understanding of Australian systems. • Many students also have unrealistically high expectations of their initial career pathways. • Poor retention for some refugee young people in secondary schools. **Design:** The model operates within the framework of the VCAL Foundation Level Program and responds to the particular situations in the local school which has significant numbers of recently arrived young people from refugee backgrounds. The class has between 12 and 15 students. AMES delivers a literacy program and provides support to Cleeland school staff in customising the Personal Development, Numeracy and Work Related Skills Units of the VCAL Foundation Program to include the key learning domains of Science, Humanities and Civics and Citizenship. *Coordination of program:* • The school is responsible for coordination of the VCAL Foundation program • The school manages enrolment on VASS *Curriculum responsibilities:* High School • Numeracy Skills Foundation (Literacy & Numeracy Skills Strands) - 100 nominal hours • Work Related Skills Strand Foundation - 100 nominal hours • Personal Development Skills Units 1 & 2 Foundation - 100 nominal hours each • Industry Based Strand Foundation • Arranges work placement AMES • Delivers a 10 hour per week Literacy program (CSWE curriculum) within Literacy and Numeracy Skills Strand • Contributes expertise in customising VCAL to meet the needs of young people with low levels of literacy, oracy and numeracy and interrupted schooling • Bilingual worker with knowledge of students' first culture and language to assist in educational support *Pastoral support and career and vocational counselling* AMES: Careers and vocational counselling in conjunction with the school *Other* AMES • Specialist teaching and learning materials designed to cater to the learning needs of ESL learners with limited formal education • Bilingual support in classes to young people to assist in achieving educational outcomes • Promotion of the program to key communities in conjunction with the school High School • Accommodation and teaching/learning equipment are provided by the school continued

AMES & Dandenong High School - Cleeland Campus

Full time VCAL Foundation

Program Description	**Pathways:** There are a number of pathways for these VCAL students which include: • Foundation VCAL over 2 years • Intermediate VCAL (27% in 2006) • VCE (22% in 2006) • Main stream schooling - eg Year 10 (17% in 2006) • Chisholm TAFE advanced English (to prepare for vocational courses)
Participants	Open to 16 to 20-year-old young people (Years 10-12) Newly arrived young migrants and refugees from a range of different backgrounds – including from Sudan, Burma, and Afghanistan
Location	Dandenong High School Cleeland Campus, St Anne Dandenong
Resource Requirements	**Budget/funding:** The school has received funding through the Department of Education and Early Childhood Development (DEECD) to partner with AMES for the delivery of the program in 2007 and potentially for 2 years subsequent. **Staffing:** AMES: Youth Programs Coordinator – 0.2 pa, Bilingual Support worker – 10 hrs per wk, Teacher – 10 hrs per week High School: Subject teachers full time, 5 days a week (School budget) **Partnership/collaboration:** AMES and Dandenong High School Cleeland Campus
Challenges/ Barriers	• Sustainable funding has been a challenge. The current funding model is an opportunity to consolidate the program. • High level of commitment are required from staff to support extra-curricula activities and provide the pastoral care necessary to ensure success for this cohort.
Strategies Used	Strategies to successfully maintain engagement include: • A designated VCAL Coordinator • Building on existing relationships and programs • Local provision and local solutions grounded in the local community • Effective partnerships across a range of agencies • Strategies to manage expectations of communities and individuals - Briefings to young people parents and communities as part of establishment - Ongoing management of parents and community expectations • Appropriate staffing of programs - Experience with and commitment to target group essential - First language support - Links to communities • Pastoral support - Vocational counselling - Personal support - Dealing with the legacy of students' past failures • Appropriate student learning program - VCAL framework - Flexibility of Certificates - CSWE, CGEA, ESL Frameworks - "TAFE Taster" program from Training Packages designed to provide exposure to the VET system - Learning to learn - Work Experience • Manage transitions Pathways beyond VCAL must be planned for each individual as soon as possible on entry to the program. It is also important to prepare young people for transition to the more "adult" learning environment and expectations of TAFE.
Contact Details	Chris Howell, Operations Manager, AMES Education, HowellC@ames.net.au, (03) 9926 4683, Margot Hennessy, Youth Program Coordinator, AMES Education, Hennessy@ames.net.au, (03) 8558 8800

AMES & Debney Park Secondary College

Full time VCAL Foundation

principles 1,2,3,4,5

Program	Full time VCAL Foundation Curriculum: CSWE 2, ESL Frameworks
Provider	AMES, Debney Park Secondary College & Kangan Batman TAFE
Program Description	**Purpose:** To develop a customised transition to secondary school for young migrants and refugees who wish to gain their education within the school setting. To offer the social and community relationships and support so important to young people who are not ready to be independent learners. **Issues:** • Disrupted schooling resulting in limited or no formal education experience • Trauma and the impact of prolonged periods in refugee camps on physical and mental health • Family dislocation and breakdown prior to and/or post arrival with significant numbers of unaccompanied minors or young people with parenting responsibilities for siblings • Difficult economic situations in the initial settlement period • Inappropriate expectations of the rate of educational progress on the part of parents due to lack of understanding of Australian systems • Many students also have unrealistically high expectations of their initial career pathways • Poor retention for some refugee young people in secondary schools **Design:** The model operates within the framework of the VCAL Foundation Level Program and responds to the particular situations in the local school which has significant numbers of recently arrived young people from refugee backgrounds. AMES provides support to Debney Park school staff in customising the Personal Development and Work Related Skills Units of the VCAL Foundation Program to include the key learning domains of Science, Humanities and Civics and Citizenship. The TAFE delivers the Industry Specific Skills Strand as part of the Options for Work and Education (OWE) Program. The class is limited to 18 students. *Coordination of program* AMES – Youth Programs Coordinator, one day per week • Responsibility for the coordination of the entire refugee VCAL Foundation Program within the school • Manages enrolment on VASS *Curriculum responsibilities* AMES • Literacy skills strand of the Literacy and Numeracy Skills Strands (Certificates in Spoken & Written English) 400 nominal hours • Further Education Certificates within the Work Related Skills Strand CGEA I Introductory (General Curriculum options)- 80 nominal hours • Further Education Certificates within the Personal Development Skills Strand – Education in Australia (from Certificate II in ESL Access)- 50 nominal hours Secondary College • Numeracy Skills Foundation (Literacy and Numeracy Skills Strands) - 100 nominal hours • Work Related Skills Strand Foundation - 100 nominal hours • Personal Development Skills Units 1 & 2 Foundation - 100 nominal hours each • Arranges work placement TAFE • Industry Specific Skills Strand as part of the Options for Work and Education (OWE) Program *Pastoral support and career and vocational counselling* AMES • Youth Services Officer with experience in the relevant communities offers significant levels of pastoral support required, in conjunction with the school • Individual careers counselling with bilingual support to determine realistic pathways to further study and employment *Other* AMES • Bilingual support in classes to young people to assist in achieving educational outcomes • Specialist teaching and learning materials • Promotion of the program to key communities in conjunction with the school continued

AMES & Debney Park Secondary College

Full time VCAL Foundation

Program Description	*Other* Secondary School • Accommodation and teaching/learning equipment provided by the college **Pathways** The recommended post-school pathway for these VCAL students is a Young Adult Migrant Education Course (YAMEC) literacy program at Northern Metropolitan Institute of TAFE (NMIT) which caters to students from 16 to 24 years of age. The TAFE concession policy makes this a viable option, even for students who do not have family living in Australia to provide support. Kangan Batman TAFE pre-apprenticeship courses offer another pathway.
Participants	Open to 16 to 20-year-old young people (Years 10-12) Newly arrived young migrants and refugees from a range of different backgrounds – including from Sudan, Burma, and Afghanistan.
Location	AMES Footscray Debney Park Secondary College, Flemington
Resource Requirements	**Budget/funding:** The school has received funding through the Department of Education and Early Childhood Development (DEECD) transitions program to partner with AMES for the delivery of the program in 2007 and potentially for 3 years subsequent. **Staffing:** AMES: Bilingual Support worker – 10 hours per week , Youth Programs Coordinator – 0.2 pa Teacher – 10 hours per week, Youth Services Officer – 0.25 pa School : Subject teachers (School Budget) TAFE: Industry trainers – 1 day x 10 weeks **Partnership/collaboration:** AMES, Debney Park Secondary College, Flemington, Kangan Batman TAFE AFL and other sporting bodies – soccer, AFL, lawn bowls CMY
Challenges/ Barriers	• Sustainable funding has been a challenge. The current funding model is an opportunity to consolidate the program. • High level of commitment required from staff to support extra-curricula activities and provide the pastoral care necessary to ensure success for this cohort.
Strategies Used	Strategies to successfully maintain engagement include: • A designated VCAL Coordinator • Building on existing relationships and programs • Local provision and local solutions grounded in the local community • Effective partnerships across a range of agencies • Strategies to manage expectations of communities and individuals - Briefings to young people parents and communities as part of establishment - Ongoing management of parents and community expectations • Appropriate staffing of programs: Experience with and commitment to target group essential, First language support, Links to communities • Pastoral support: Vocational counselling, Personal support, Dealing with the legacy of students' past failures • Appropriate student learning program - VCAL framework - Flexibility of Certificates - CSWE, CGEA, ESL Frameworks - "TAFE Taster" program from Training Packages designed to provide exposure to the VET system - Learning to learn - Work experience • Manage transitions Pathways beyond VCAL must be planned for each individual as soon as possible on entry to the program. It also important to prepare young people for transition to the more "adult" learning environment and expectations of TAFE.
Contact Details	Chris Howell, Operations Manager, AMES Education, HowellC@ames.net.au, (03) 9926 4683, Margot Hennessy, Youth Program Coordinator, AMES Education, Hennessy@ames.net.au, (03) 8558 8800

case study

Northern Melbourne Institute of TAFE (NMIT)

YAMEC Student Pathways

principles 1,2,3,4,5

Asha

21 years old, country of origin: Somalia

Family Members	Sister
Early Life	5 years in a Kenyan refugee camp from age 10 parents died when she was 14
School/Classes (Primary)	3 years Primary school
School/Classes (Secondary)	None
Arrival in Australia Experience	
Initial school/ course	8 months English Language Centre
Subsequent school/course	Certificate 2 ESL at NMIT YAMEC VCAL Foundation at NMIT YAMEC Certificate 3 Aged Care at VICSEG Coburg
Issues/Barriers	Poor writing skills No stable housing Not enough money to pay fines and bills
Work Experience/ training courses	2 weeks at a Private Hospital
Employment/ training	As above.
Current circumstances (family, housing, job, course)	Completing the Gateway to Nursing course at Victoria University
Comments	Although Asha had very little prior education and no English language skills when she arrived in Australia, she was determined to achieve her goal to be a nurse. With assistance and support from the YAMEC teachers and the MIPS Officer at NMIT she made appropriate choices of courses for her language level, ability and goals, found stable accommodation and improved her financial management skills. She is now well on the way to achieving her goal of becoming a nurse.

case study

Northern Melbourne Institute of TAFE (NMIT)

YAMEC Student Pathways

principles 1,2,3,4,5

Habib

19 years old, country of origin: Afghanistan

Family Members	Mother who arrived in Australia 5 years before Habib and his sister. Habib's father was killed in Afghanistan 8 years ago.
Early Life	Habib's family lived in Kabul where his father had a business. After his father was arrested and died in custody, Habib's mother escaped to Pakistan with her 2 children in fear of their lives
School/Classes (Primary)	As they had no citizenship, the children could not go to school in Pakistan, so Habib went to work with a tailor. His mother left to go to Australia when Habib was 12, leaving him and his sister living with an aunt.
School/Classes (Secondary)	None
Arrival in Australia Experience	After 5 years in Australia, working hard and advocating for the children to be granted visas to come to Australia, Habib's mother was finally reunited with her 2 children when they arrived from Pakistan in 2005.
Initial school/ course	Having attended NMIT herself on arrival in Australia, Habib's mother bought her children to enrol in the YAMEC program within days of their arrival. As Habib had some literacy in his own language and knew a little English, he began in a Certificate 1 ESL class and his sister, having had no schooling began in an Introductory ESL Literacy class.
Subsequent school/course	Being a conscientious and hard working student, Habib moved to an ESL VCAL class after 12 months while his sister continued making good progress with her ESL and literacy studies. Habib has completed a soccer coaching course and now voluntarily trains a team of under-10 year old students at the Office of Housing flats where he lives and also manages a local team in a suburban competition.
Issues/Barriers	Having suffered the loss of many family members in Afghanistan and being without his mother for 5 years in Pakistan, Habib often felt sad and lonely during his first 6 months in Australia. He needed support and encouragement to help him through this time. NMIT teaching and MIPs staff also assisted him by arranging for him to join local sporting activities and to make friends with classmates. As Habib was expected to take on the role as head of the family in Australia, he was connected with the support and assistance he needed to deal with financial and housing issues that he was unfamiliar with.
Work Experience/ training courses	As part of his YAMEC VCAL course this year Habib completed a Young Leaders Course with the Red Cross, work experience in a clothing shop and has done radio program announcing and producing training at SYN FM radio and a Digital Story project at the Centre of the Moving Image (ACMI).
Employment/ training	He does volunteer soccer coaching and team management for a Department of Housing team and a local suburban team. Habib is currently undertaking a referee course sponsored by the City of Darebin so that he can gain part time employment refereeing soccer matches in local community competitions.
Current circumstances (family, housing, job, course)	Habib lives with his sister and mother in a high rise flat. Next year he plans to continue at YAMEC for one semester, to complete a VCAL Intermediate course to prepare him for entry into a Certificate 3 in Financial Services for Semester 2 in 2008.
Comments	Due to his determination and hard work and the support of his mother, Habib has settled well into Australia and has strong links with the local community. He has made good progress with his language and general education studies as well as embracing the challenges of project work and training opportunities offered in his course.

case study

Northern Melbourne Institute of TAFE (NMIT)

YAMEC Student Pathways

principles 1,2,3,4,5

Mohammed

18 years old, country of origin: Somalia

Family Members	Parents and siblings
Early Life	The family went to Egypt when he was 14 Came to Australia after 3 years there
School/Classes (Primary)	Sporadic Primary schooling due to war
School/Classes (Secondary)	Islamic School in Egypt for 1 year
Arrival in Australia Experience	
Initial school/ course	6 months English Language Centre
Subsequent school/course	Certificate 2 ESL at NMIT YAMEC VCAL Foundation at NMIT YAMEC
Issues/Barriers	Poor writing, reading and maths skills
Work Experience/ training courses	2 weeks work experience as a mechanic Certificate 2 in Security (part time) Kids Helpline Peer Skills training
Employment/ training	As above.
Current circumstances (family, housing, job, course)	In his 4th year of a Heavy Vehicle Mechanic apprenticeship
Comments	Mohammed wanted to be a mechanic since he was little. The YAMEC program offered him language, literacy and numeracy classes at a level suitable to his needs and the employment skills and experience to assist him to get an apprenticeship. The MIPS Officer at NMIT helped him plan his career pathway, obtain extra maths tutoring, apply for courses, find an apprenticeship, obtain his driving licence and clear up his legal issues (unlicensed driving) Without this extra assistance, Mohammed would have found it very difficult to realise his career goal.

case study

Northern Melbourne Institute of TAFE (NMIT)

Case Study: YAMEC Student Pathways

principles 1,2,3,4,5

Zachariya

24 years old, country of origin: Ethiopia

Family Members	His aunt and uncle and their 2 small children are their only relatives in Australia. Zachariya and his siblings, Ibrahim and Rania, were adopted by them because their parents were killed and the grandmother was too ill to look after them.
Early Life	Very little schooling. His parents died when he was young. He was brought up by the grandmother who was poor and became sick. Trucks came around and tried to round up all the boys over the age of 10 for the army. The boys had to hide to avoid being sent to the army.
School/Classes (Primary)	5 years
School/Classes (Secondary)	None
Arrival in Australia Experience	Fled with a relative and his younger brother and sister to a refugee camp in Kenya. He spent 3 years living in difficult circumstances with no schooling and taking care of his young siblings. He came to Australia as a refugee to live with his uncle and aunt who had been in Australia for a few years
Initial school/ course	Started in ESL Certificate 1 at YAMEC
Subsequent school/course	Continued to ESL Certificate 2 I YAMEC
Issues/Barriers	Low literacy Seemed to suffer trauma effects Stuttered constantly Aunt and uncle found it too hard with the 3 adopted children after their second child was born. There were huge fights and the aunt seemed to suffer post-natal depression. YAMEC program arranged TAFE fee exemptions. YAMEC program arranged for a housing working to accommodate the 3 siblings in alternative housing.
Work Experience/ training courses	Zachariya did work experience in a supermarket for 2 weeks and elective courses in First Aid and Food Hygiene.
Employment/ training	He left YAMEC after 18 months to get a job in a factory making keys. Another of the YAMEC students had got a job in the factory and she arranged a job for Zachariya and supported him at work. She has since been promoted to the role of supervisor.
Current circumstances (family, housing, job, course)	Now married with 3 children and working as a taxi driver. Very content with his good paying job and happy family.
Comments	This is a true success story of a remarkable young man who overcame extreme circumstances and worked hard to settle in a new country, gain employment and establish his own family.

Northern Melbourne Institute of TAFE (NMIT)

Young Adult Migrant Education Course (YAMEC) - Collingwood Campus

principles 1,2,3,4,5

Program	YAMEC Full-time ESL Literacy, ESL & ESL VCAL Certificate Courses
Curriculum	ESL Literacy Class: Certificate of General Education for Adults (CGEA) ESL Class: ESL Frameworks Certificates 1 & 2 ESL VCAL Class: ESL Frameworks Certificates 2 & 3 delivered with VCAL Foundation & Intermediate
Provider	Northern Melbourne Institute of TAFE
Program Description	**Purpose:** • Provide accredited English as a Second Language certificate and general education courses to young adult migrants who have disrupted or no prior schooling. • Provide further ESL classes for young people who have completed their on-arrival English hours (ELC & AMEP). • Offer the opportunity for migrant and refugee young people to attain a Victorian school completion certificate (VCAL) . • Address student settlement and health issues, while improving their social connectedness and access to recreational opportunities. • Prepare students for further study, apprenticeship and training courses and employment through integrating employability skills at all levels of the program. • Provide support, counselling and advocacy to assist students to address barriers to education and to plan career pathways. **Design:** The program originated over 25 years ago to accommodate the needs of migrant and refugee young people who could not access secondary school in Australia due to age or low levels of English and general education, or those who wanted a non-school setting to study. YAMEC provides a flexible program at 3 class levels from low level ESL literacy to ESL Certificate 3 / VCAL Intermediate. It incorporates studies in Numeracy and Maths, Science, Computers, Current Affairs, Health and Civics and Citizenship. In addition to an ESL Certificate 2 or 3 incorporating the subjects above, VCAL students also study VCAL core modules of Personal Development Skills and Work Related Skills and modules from VET Certificate courses (e.g. First Aid, Food Handling and Hygiene, Retail Communication Skills). VCAL students participate in community-based projects and volunteer work as part of their course requirements. Along with other YAMEC students, they also complete a 2 week work experience placement with local businesses, agencies and services. Collaboration and partnerships with local agencies and services enrich the program by providing: • Guest speaker program (Migrant Resource Centre) • Sexual and reproductive health program (Mercy Hospital) • Radio presentation and production training (SYN FM) • Leadership program (Red Cross) • Life Skills Workshops (Ecumenical Migration Centre) • Cooking, food handling and hospitality training (Lentil As Anything) • Gym and sports programs (City of Yarra & City of Darebin) • Mentoring programs (Mission Australia, Spectrum MRC) **Coordination:** The program has a full time coordinator across the 3 campuses that currently deliver YAMEC programs and a VCAL Coordinator manages VASS and compliance issues for the 2 VCAL classes. **Pastoral support, pathway and career planning:** Each class has a Home Teacher who has designated time to attend to students' support and advocacy needs. A MIPs (Managed Individual Pathways) Officer provides pathway and career planning advice for students at each campus. The MIPs Officer also assists students to address any barriers to education that affect their attendance or wellbeing. Students over 21 years are assisted through the TAFE Pathways Program which provides similar support to MIPs. **Pathways** Exiting YAMEC students follow a variety of pathways including: • Academic English at NMIT, RMIT, VU cotinued

Northern Melbourne Institute of TAFE (NMIT)

Young Adult Migrant Education Course (YAMEC) - Collingwood Campus

Program Description	• Year 10 or VCE (Secondary Colleges, RMIT, CAE) • Pre-apprenticeships (NMIT, Kangan Batman, VU) • Traineeships • Maths & Science Certificate courses (Bridging Course or Cert 3 at NMIT) • Gateway to Nursing (VU) • Cert 3 Patient Support Services or Aged Care Services (NMIT) • Cert 2 or 3 Information Technology (NMIT) • Cert 2 Office Administration (NMIT) • Cert 3 Financial Services (NMIT) • Employment (Hospitality, Retail, Process Work)
Participants	Students are newly and recently arrived refugee and migrant young adults aged 16 to 26 years with disrupted or no prior schooling. Current students originate from countries including: Ethiopia, Sudan, Somalia, Eritrea, Afghanistan, Bangladesh, Iran, Iraq, Liberia, Turkey, Croatia, Vietnam, Cambodia, China.
Location	NMIT 20 Otter Street, Collingwood
Resource Requirements	**Budget/funding:** Recurrent (state) funding is the principal funding for the program with about 15% of students funded through (federal) LLNP. **Staffing:** **Partnership/collaboration:**
Challenges/ Barriers	Student punctuality and regular attendance is an issue for some classes, but understandable for these students who are dealing with settlement, health, legal and family issues. Support and advocacy with these issues is vital in reducing the students' barriers to attending regularly. To assist students with the complexity of their needs, teaching and welfare staff need to be dedicated and committed to the program and the students.
Strategies Used	The YAMEC model follows principles of good practice including: • flexible program delivery and curriculum that respond to changing demographics • health and settlement issues addressed through integrated curriculum • appropriate level of education and training • peer support and interaction in supportive environment • vocational counselling, range and accessibility of pathways • collaboration and participation with community agencies and health services A stable learning environment includes: • ongoing and flexible funding • full time YAMEC coordinator and assistance of VCAL coordinator • TAFE setting – range of courses, pathways and facilities • highly qualified and experienced ESL teachers and specialist welfare staff coordinate assistance to meet individual student support needs • whole of organisation support • core teaching staff that coordinate class management and activities • large classrooms, excellent computer rooms and library facilities • class sizes of fewer than 20 students
Contact Details	Ann Haynes, Team Leader Youth Unit, NMIT Annh-acc@nmit.vic.edu.au (03) 9269 8310 Fran MacMahon Sers YAMEC Program Coordinator, Youth Unit, NMIT Franm-LS@nmit.vic.edu.au (03) 9269 1775

Northern Melbourne Institute of TAFE (NMIT)

Young Adult Migrant Education Course (YAMEC) - Preston Campus

principles 1,2,3,4,5

Program	YAMEC Full-time ESL Literacy, ESL & ESL VCAL Certificate Courses AMEP and LLNP eligible
Curriculum	ESL Literacy Class: Certificate 1 Spoken & Written English (CSWE) ESL Class: Certificate 2 Spoken & Written English (CSWE) ESL VCAL Class: ESL Frameworks Certificates 2 & 3, VCAL Foundation & Intermediate
Provider	Northern Melbourne Institute of TAFE
Program Description	**Purpose:** • to provide accredited English as a Second Language certificate and general education courses to young adult migrants who have disrupted or no prior schooling • to provide further ESL classes for young people who have completed their on-arrival English hours (ELC & AMEP) • to offer the opportunity for migrant and refugee young people to attain a Victorian school completion certificate (VCAL) • to address student settlement and health issues, while improving their social connectedness and access to recreational opportunities • to prepare students for further study, apprenticeship and training courses and employment through integrating employability skills at all levels of the program • to provide support, counselling and advocacy to assist students to address barriers to education and to plan career pathways **Design:** The program originated over 25 years ago to accommodate the needs of migrant and refugee young people who could not access secondary school in Australia due to age or low levels of English and general education or those who wanted a non-school setting to study. YAMEC provides a flexible program at 3 class levels from low level ESL literacy to ESL Certificate 3 / VCAL Intermediate and incorporates studies in Numeracy and Maths, Science, Computers, Current Affairs, Health and Civics and Citizenship. In addition to an ESL Certificate 2 or 3 incorporating the subjects above, VCAL students also study VCAL core modules of Personal Development Skills and Work Related Skills and modules from VET Certificate courses (e.g. First Aid, Food Handling and Hygiene, Retail Communication Skills). VCAL students participate in community based projects and volunteer work as part of their course requirements and with other YAMEC students, complete a 2 week work experience placement with local businesses, agencies and services. Collaboration and partnerships with local agencies and services enrich the program by providing: • Guest speaker program (Migrant Resource Centre) • Sexual and reproductive health program (Mercy Hospital) • Radio presentation and production training (SYN FM) • Leadership program (Red Cross) • Life Skills Workshops (Ecumenical Migration Centre) • Cooking, food handling and hospitality training (Lentil As Anything) • Gym and sports programs (City of Yarra & City of Darebin) • Mentoring programs (Mission Australia, Spectrum MRC) **Coordination:** The program has a full time coordinator across the 3 campuses that currently deliver YAMEC programs and a VCAL Coordinator manages VASS and compliance issues for the 2 VCAL classes. **Pastoral support, pathway and career planning:** Each class has a Home Teacher who has designated time to attend to students' support and advocacy needs. A MIPs (Managed Individual Pathways) Officer provides pathway and career planning advice for students at each campus. The MIPs Officer also assists students to address any barriers to education that affect their attendance or wellbeing. Students over 21 years are assisted through the TAFE Pathways Program. **Pathways** Exiting YAMEC students follow a variety of pathways including: • Academic English at NMIT, RMIT, VU continued

Northern Melbourne Institute of TAFE (NMIT)

Young Adult Migrant Education Course (YAMEC) - Preston Campus

Program Description	• Year 10 or VCE (Secondary Colleges, RMIT, CAE) • Pre-apprenticeships (NMIT, Kangan Batman, VU) • Traineeships • Maths & Science (Bridging Course or Cert 3 at NMIT) • Gateway to Nursing (VU) • Cert 3 Patient Support Services or Aged Care Services (NMIT) • Cert 2 or 3 Information Technology (NMIT) • Cert 2 Office Administration (NMIT) • Cert 3 Financial Services (NMIT) • Employment (Hospitality, Retail, Process Work)
Participants	Students are newly and recently arrived refugee and migrant young adults aged 16 to 26 years with disrupted or no prior schooling. Current students originate from countries including: Ethiopia, Sudan, Somalia, Eritrea, Afghanistan, Bangladesh, Iran, Iraq, Liberia, Turkey, Croatia, Vietnam, Cambodia, China
Location	NMIT, St Georges Rd, Preston
Resource Requirements	**Budget/funding:** Funding sources for this campus are from (state) recurrent TAFE funding, and (federal) AMEP and LLNP funding. **Staffing:** **Partnership/collaboration:**
Challenges/ Barriers	Student punctuality and regular attendance is an issue for some classes, but understandable for these students who are dealing with settlement, health, legal and family issues. Support and advocacy with these issues is vital in reducing the students' barriers to attending regularly. To assist students with the complexity of their needs, teaching and welfare staff need to be dedicated and committed to the program and the students.
Strategies Used	The YAMEC model follows principles of good practice including: • flexible program delivery and curriculum that respond to changing demographics • health and settlement issues addressed through integrated curriculum • appropriate level of education and training • peer support and interaction in supportive environment • vocational counselling, range and accessibility of pathways • collaboration and participation with community agencies and health services A stable learning environment includes: • ongoing and flexible funding • full time YAMEC coordinator and assistance of VCAL coordinator • TAFE setting – range of courses, pathways and facilities • highly qualified and experienced ESL teachers and specialist welfare staff coordinate assistance to meet individual student support needs • whole of organisation support • core teaching staff that coordinate class management and activities • large classrooms, excellent computer rooms and library facilities • class sizes of fewer than 20 students
Contact Details	Ann Haynes, Team Leader Youth Unit, NMIT Annh-acc@nmit.vic.edu.au (03) 9269 8310 Fran MacMahon Sers YAMEC Program Coordinator, Youth Unit, NMIT Franm-LS@nmit.vic.edu.au (03) 9269 1775

Victorian Arabic Social Services (VASS)

Youth to Work

principles 1,4

Program	Youth to Work (a Workforce Participation Partnerships program funded by the Department of Innovation, Industry and Regional Development (DIIRD))
Provider	Victorian Arabic Social Services (VASS)
Program Description	**Purpose:** This project provides outreach and centre-based services to Arabic youth from the following municipalities: Darebin, Moreland, Hume, Whittlesea, Hobson's Bay and Dandenong. It aims to enhance the employment prospects of Young Arabic disengaged and unemployed people 15-24 years or at risk of long term unemployment. This includes refugees, young offenders and early school leavers or those at risk of early school leaving. The focus of the project is: • Career advice, employment and training support initiatives • Facilitating employment and educational placements • Mentoring. **Design:** The employment services program provides services to youth, individuals and families who come from an Arabic speaking background. It aims to remove barriers to employment and training. Employment Services program work with all individuals and provides an inclusive, responsive and holistic approach of career counselling to all job seekers. The services provided to the clients include the following: • Case management – long term casework focusing on working with all job seekers and meeting their needs in employment or training • Career counselling – short term case work focusing on giving thorough advice to any individual seeking assistance with employment, education or training • Networking – referring our clients to appropriate job network members, PAGES members and training and education providers • Information sessions – providing guest speakers to assist job seekers with information in employment, education or training • Personal development workshops – practical, one-on-one sessions to develop job seekers' skills. These services aim to assist clients develop and achieve short and long term goals.
Participants	Participants are aged between 15 and 24 years of age and the targeted group is young people from Arabic-speaking backgrounds. African young people with refugee experiences are among the participants in this program.
Location	The Youth to Work project is co-ordinated from the three VASS offices, the head office in Broadmeadows (Hume) and the two sub-offices in Hobson's Bay and Dandenong.
Resource Requirements	**Budget/funding:** Victorian Arabic Social Services received funding from the Department of Victorian Communities (now Department of Planning and Community Development) for the duration of one and half years. The program began in July 2006 and finished in December 2007. **Staffing:** VASS Broadmeadows: 1 x Full time Education & Employment Co-ordinator, 35 hours per week. VASS Newport: 1 x part time Youth Worker VASS Dandenong: 1 x part time Youth Worker **Partnership/collaboration:** A number of partnerships have been formed during the existence of the Arabic Families Employment project • Department of Employment and Workplace Relations • AMES Employment • Centrelink (Broadmeadows and Newport) • City of Hume • City of Hobson's Bay • Apprenticeships Plus • Origin Training - 3PL Freight • ABC Learning Centres • Local Employers and Training Providers • Schools within the Northern Region • RMIT University • La Trobe University continued

Victorian Arabic Social Services (VASS)

Youth to Work

Challenges/ Barriers	Sustainable funding has been a major challenge. Ongoing funding is required to sustain the program.
Strategies Used	Strategies that successfully maintained engagement throughout the duration of the project include: • Designating an Education & Employment Coordinator • Building on existing program and networks • Effective partnerships across a range of agencies/organizations • Maintaining communication with clients on a weekly basis • Ongoing workshops to engage the community with the programs • Managing transitions for the clients • Planning each case individually to meet client needs • Incorporating appropriate client programs
Contact Details	Leila Alloush VASS Manager Mail@vass.org.au (03) 9309 0055 Mouna Fouda Education & Employment Co-ordinator Mouna.fouda@vass.org.au (03) 9309 0055

Spectrum Migrant Resource Centre

Ethnic Youth Council (EYC)

principles 3,4

Provider	Spectrum Migrant Resource Centre
Program Description	**Purpose:** The Ethnic Youth Council (EYC) is a group facilitated by Spectrum MRC (formerly the Northern Migrant Resource Centre) consisting of young people aged 15 to 25 years who are passionate about becoming leaders in their communities and representing their peers in addressing issues faced by young Australians, particularly those from migrant and refugee backgrounds. **Design:** The EYC consists of an Executive Committee, which liaises with the Project Officer from Spectrum MRC, comprising 12 elected committee members and General Members. These members meet fortnightly to strategise the structure of the group and its ongoing establishment. They also plan, implement and evaluate various programs that engage their peers in a range of activities. The Executive Committee consists of the following members: Chair, Vice Chair, Secretary, Treasurer, Diversity Officer, Public Officer, Media Officers (x2), Events Manager, Multimedia Officer, Advocacy Officers (x2)
Participants	Participants are aged between 15 and 25 years and are mixed in gender, ethnic background, area of residence and educational/ professional backgrounds. The EYC currently has over 40 members, who are all volunteers, aged between 15 and 25 years, representing over 15 different nationalities and 7 Local Government Areas in the Northern Region of Melbourne (Darebin, Moreland, Hume, Whittlesea, Yarra, Nillumbik and Banyule).
Location	The committee meets fortnightly at the SMRC in Preston. However our programs and activities are held throughout the northern region of Melbourne, predominantly in the following LGAs: Darebin, Hume, Moreland, Yarra, Whittlesea, Banyule and Nillumbik.
Resource Requirements	**Budget/funding:** the program received 3-year funding from the Victorian Government's Office for Youth. This funding expired in June 2008. The EYC has also managed to secure smaller grants for various activities such as: National Youth Week 2007; Spectrum Employment Services / Darebin Council and Football Federation Victoria sponsorship for the girls' indoor soccer program. The EYC has also managed to form strong partnerships and support from the following organisations for the Go with Da FLOW program which runs annually from November to February: Metropolitan Fire & Safety Board, Metropolitan Ambulance Service, Victoria Police, Australian Federal Police, Life Saving Victoria, Youthlaw and the Victorian Multicultural Commission. **Staffing:** The EYC is coordinated by the Project Officer who is employed by the SMRC part-time at .6 level. The Project Officer actively recruits volunteers and students to assist with the workload of the program and works closely with the committee of young people on organising events and activities. **Partnership/collaboration:** he EYC has partnered with the SMRC on a number of events. The group has also been involved in the organisation of HYP Fest community festival, which is organised in partnership with the Australian Lebanese Welfare Inc and other community organisations. In addition, there is the extensive partnership mentioned above that is linked with the Go with Da FLOW program each year.
Challenges/ Barriers	• Access to suitable transport • Funding availabilities and proficiency in applying for funds • Working within culturally relevant settings • Working with young people poses the challenges associated with juggling studies, work and extra-curricular involvement • Requesting the group to volunteer when they may already be struggling financially • English language proficiency • Parental support for non-education focused activities that are also aimed at capacity building, leadership training and sports • Project coordinators' availability outside of work hours, which does not coincide with funding guidelines and business working hours
Strategies Used	Young people are recruited from the community through ethnic organisations, schools, media advertising, informal networks, internet promotion and organised activities. The committee is elected and trained at the Executive Seminar held each year at the completion of the Go with Da FLOW program. continued

Spectrum Migrant Resource Centre

Ethnic Youth Council (EYC)

Achievements	Since its inception in May 2006, EYC achievements have included: • Darebin Youth Summit: provided key-note speakers and workshop facilitators. The workshops discussed issues of religious and cultural dress, and multiculturalism in Australia • Participated in the National Youth Week Review at the Department of Victorian Communities • Participated in community mapping training and undertaken a community mapping project • Participated in various community consultations with newly arrived young people via the YAMEC • Participated in and presented at the VASS Youth Careers Expo in Broadmeadows • Presented to a network of service providers at the Hume-Moreland Youth Cultural Connections Network • Co-organised the Iftar Dinner with Darebin Council which brought together over 70 young people to share knowledge of different faiths and to celebrate the end of Ramadan (Muslim fasting season) • Completed the Go with Da FLOW Program (November 06 – February 07) with the MFB, MAS, Victoria Police, Youthlaw and the Migrant Resource Centre. All of this was captured by ABC TV's 7:30 Report which aired nationally on Wed 14 March 2007 • Organised the "Freedom of Art" Expo, encouraging young people to express their personal experiences through various forms of art • Co-facilitated the Multicultural Leaders and Sustainability project with Environment Victoria and CMY. • Co-facilitating the Girls' Indoor Soccer program, commenced in May 2007 and running weekly • Participation in Duke of Edinburgh award scheme, including attendance at Duke of Edinburgh Youth Forum 2007. Ten EYC members are currently registered to complete their award. • Participation in YMCA Victoria Youth Parliament 2007 program, with members presenting a bill dealing with racial vilification in the media
Additional Information	The EYC's mission statement is "Giving a Voice to Young People" and its values are based on young people working for young people to: • Inspire young people to actively participate in fun and stimulating diverse projects • Provide opportunities for young people to be connected with their communities • Provide opportunities for young people to advocate for their needs • To ensure they are respected as individuals and get a fair go
Contact Details	Hala Abdelnour EYC Project Officer Spectrum Migrant Resource Centre 251 High St, Preston, Vic 3072 Tel: 03 9496 0200 Mob: 0400 918 363 halaa@spectrumvic.org.au www.spectrumvic.org.au www.eyc.org.au

Melbourne Citymission

Horn of Africa Pathways Project

principles 3,4,5

Provider	Melbourne Citymission
Program Description	The 'Horn of Africa Pathways Program' aims to increase participation in education and employment amongst young people from Horn of Africa backgrounds. The program has a strong focus on apprenticeships and traineeships.
Participants	15 – 25 year olds from Melbourne's western suburbs who are from the Horn of Africa – Sudan, Ethiopia, Eritrea and Somalia
Location	Melbourne Citymission Footscray
Resource Requirements	**Budget/funding:** $161,000 per annum **Staffing:** 2 full time staff **Partnership/collaboration:** • Melbourne Citymission • Holding Redlich • Maribyrnong Moonee Valley Local Learning and Employment Network • WPC group training company
Challenges/ Barriers	*Threats to the program's sustainability* For the past 18 months, the principal source of funding for the 'Horn of Africa Pathways Program' has been the Victorian Department of Industry, Innovation and Regional Development. Current State Government funding will cease in April 2008. No future funding is available from the State, as the Victorian Government winds down its investment in workforce participation programs. Without an alternative funding source, Melbourne Citymission will be forced to withdraw the program despite the program's demonstrated success and ongoing demand for the program. *Policy implications* Young people from the Horn of Africa make the transition to apprenticeships and traineeships in their 20's because of the refugee experience. This is not supported through the Australian system as under 21year olds are paid at youth training wages and over 30 year olds attract a federal government subsidy. This effectively means that this group in their 20's are the most expensive to employ – which acts as a disincentive to many employers.
Strategies Used	Melbourne Citymission's employment, education and training unit at Footscray provides: • Liaison and consultation with parents of young people and community elders. • Information to the community on the apprenticeship and traineeship system in Australia. • Pre-employment support, including personal and skills development to assist young people to apply for a pre-apprenticeship, apprenticeship or traineeship in their preferred area of skill development. (This support has extended to helping young people obtain a drivers licence, purchase clothes and tools, and learn English language skills) • Liaison with TAFEs, Registered Training Organisation, Group Training Companies and Job Network providers. • Brokering of direct employment opportunities with employers. • Outreach support to the young person at their place of work. • Support of work-based mentor relationships to support the young person. • Practical assistance for participating employers to sustain the employment
Contact Details	Colleen Cartwright Manager - Employment, Education, Training and Support Unit Melbourne Citymission 214 Nicholson St Footscray 3011 (03) 96808237 ccartwright@mcm.org.au

post-compulsory education training & transition programs

The previous case studies reveal the experiences and innovations of agencies and individuals. They show how various combinations of issues have been addressed and the multiple ways in which agencies need to co-operate in order to develop supportive solutions. The cases show the substantial progress that can be made, but also how various agencies have stepped outside established practices to find ways to assist their clients to negotiate (sometimes several times over) the multiple transition points that their clients encounter. The case studies show ways of 'working around' while still 'working within' established frameworks. They do not necessarily show the frameworks themselves and how institutions and agencies are positioned within them.

We now turn to an alternative way of understanding the challenges confronting these young people by looking at the ways in which programs are grouped according to age and stage of education. In the following table, we discuss and group the issues that are confronted by young people with disrupted education at different points along their pathways and indicate some of the strategies that can be used to address issues specific to that point. The comments illustrate the complexities and diversity of services and, consequently, the complexities of the issues and barriers that are faced by both young people and service providers. In various ways each of these issues/barriers has arisen because at least one of the five principles outlined in the previous sections has not been resolved.

Against each issue or barrier we have identified which of the five principles would need to be met to better address the needs of the young people.

Education & Training Pathways to Employment for Migrants and Humanitarian Entrants in Victoria

On-arrival English (English language acquisition programs provided free to eligible new arrivals)				
Program	**Providers**	**Funding Agency**	**Description**	**Issues/Barriers & Principles**
AMEP Special Preparatory Program (SPP)	• Adult Multicultural Education Services (AMES) Consortium • Northern AMEP Consortium	Department of Immigration and Citizenship (DIAC)	• Refugee and humanitarian entrants between 16 and 24 years of age AND with less than seven years of education are eligible for up to an additional 400 hours of English language tuition while those over 18 but with more than seven years of education are eligible for up to an additional 100 hours of tuition **prior** to accessing AMEP hours.	• SPP/AMEP English competency outcomes, particularly for those with low level literacy, pre-literacy and disrupted education, could be characterised as suitable for social survival but are not job functional. [5] • Potential conflict of interest between the Centrelink/Job Network Welfare to Work initiative and the need to complete on-arrival English programs. [1,3,4,5] • Lack of coordinated and integrated whole-of-government response to settlement needs including education issues. [3,4,5] • Location of programs and lack of transport. [3,5] • Childcare availability. [3,4,5] • Availability of programs [1,4]

Program	Providers	Funding Agency	Description	Issues/Barriers & Principles
Adult Migrant English Program (AMEP)	• Adult Multicultural Education Services (AMES) Consortium • Northern AMEP Consortium	Department of Immigration and Citizenship (DIAC)	• AMEP is provided for migrants and humanitarian entrants 18 years old and over (or between 16 & 18 years old and not attending the New Arrivals Program) who do not have functional English. • Entrants are eligible for up to 510 hours of tuition.	• Lack of flexibility, access and transportability of hours between AMEP and NAP lead to a loss of entitlements in certain situations [1,4] • If IHSS settlement officers are not aware of and resourced to address the multiple and competing barriers or needs, it is difficult to provide quality transition advice on entry [3,4] • Maximum of 910 hours of SPP/ AMEP English tuition not sufficient particularly for those with low level literacy, pre-literacy and disrupted education [5]
New Arrivals Program (NAP)	State-wide programs including: • English Language Schools and Centres: Blackburn ELS Collingwood ELS Noble Park ES Western ELS Springvale ELC Broadmeadows ELC Brunswick ELC Glen Eira ELC Westall ELC • Geelong English Language Program • Shepparton New Arrivals Programs • Ballarat New Arrivals Program • Mildura New Arrivals Program • Targeted new arrivals support to isolated students in regional Victoria • Primary and secondary Catholic schools	Department of Education, Employment and Workplace Relations (DEEWR) administered by the Victorian Department of Education and Early Childhood Development (DEECD) and the Catholic Education Office Melbourne(CEOM)	• Provides English language teaching programs for students newly enrolled in Victorian government schools and Catholic schools who need to learn English. • These programs aim to support the settlement needs of CALD students and to teach these students the English language skills they need in order to study in primary or secondary schools • The program support is usually for six months (two school terms). Extra time is available for students with additional learning needs (up to 12 months or 4 school terms).	• Lack of flexibility, access and transportability of hours between AMEP and NAP lead to a loss of entitlements in certain situations. [1,3,5] • If IHSS settlement officers are not aware of and resourced to address the multiple and competing barriers or needs, it is difficult to provide quality transition advice on entry [3,4] • Maximum 12 months of NAP English tuition is often not sufficient for those with disrupted education. [1,2,3,5] • Funding to schools in ESL and New Arrival places is distributed on a per capita basis, and not on a language needs basis. [5] • Lack of coordinated and integrated whole-of-government response to settlement needs including education issues. [3,4,5] • Location of programs and lack of transport [3,5] • Need for more trained ESL teachers. [5] • Need for more under and post graduate ESL methodology in teacher training. [5] • More professional support for teachers in cultural awareness, the settlement needs of CALD students, ESL strategies and inclusive practices. [3,5] • Lack of parental knowledge of Australian educational practices. [1,2,3,4,5]

Tailored Courses (either wholly or partially designed to accommodate needs of ESL students including those with disrupted education)				
Program	**Providers**	**Funding Agency**	**Description**	**Issues/Barriers & Principles**
Specialised ESL programs in schools	Selected Government secondary schools provide these programs	Victorian Department of Education and Early Childhood Development (DEECD)	A range of ESL classes, transition and bridging programs in government secondary schools funded and developed to meet the needs of specific student cohorts	• ESL students in government schools are assessed against the ESL Companion to the Victorian Essential Learning Standards (VELS) but this may not translate clearly into assessment instruments used in other post compulsory settings. [4,5] • Possible solutions: Develop an explicit translation matrix between scales or consider using a single measure. One candidate is the existing International Second Language Proficiency Ratings [ISLPR]. • Note: This item applies to all the programs listed in the Tailored section of this document. • Variation in ways in which schools can spend the budget allocated to ESL can sometimes result in courses not being tailored for students with disrupted education. E.g. in a school where the ESL students are predominantly international students with equivalent education background, the school may decide to design ESL courses to suit the majority, leaving refugee students with disrupted schooling to without adequate support. [3,5]
State funded (recurrent) ESL Courses	• TAFE Institutes • ACE Providers	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• Specialist ESL courses from Certificate I to Certificate IV with a focus on Access, Employment, Professional or Further Study. • Includes courses which combine ESL with a strong vocational component and training package modules.	• Costs – fee versus free [1,5] • Need for more courses with an industry specific focus [4,5]

Program	Providers	Funding Agency	Description	Issues/Barriers & Principles
Victorian Certificate of Applied Learning (VCAL) - Tailored	• Victorian government secondary schools • Adult Multicultural Education Services (AMES) • Kangan Batman TAFE • Northern Melbourne Institute of TAFE (NMIT): Preston, Collingwood and Broadmeadows Campuses • Chisholm Institute of TAFE • Goulburn Ovens Institute of TAFE • South West TAFE	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• Suitable for young people with disrupted education providing a recognised end-of-school credential with a focus on ESL and literacy that is an alternative to the more academically oriented VCE. • Contains four components: Language & Literacy, Personal Development, Industry-based and Work-related Skills. • Two streams: Pathways to Employment and Further Studies.	• Prerequisites – inconsistent understanding and application of level moderation across education providers. [2,4,5] • Willingness of schools to provide appropriate VCAL programs and to resource sufficiently to meet the needs of the post-compulsory student cohort. [1,2,3,5] • Youth guarantee – some TAFEs not using/taking up. [3,5]
Foundation Year in the Victorian Certificate in Education (VCE)	• Victoria University (VU) – TAFE Division	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD)	• A one year foundation course preparing students for entry into adult VCE	• Insufficient provision [5]
Combined ESL and vocational bridging programmes			A range of contextualised ESL and vocational training programs that vary between providers, aimed at bridging young people into further vocational training in TAFE and general education or employment pathways.	• Insufficient of these [3,4,5]
	Northern Melbourne Institute of TAFE (NMIT) - Young Adult Migrant Education Course (YAMEC) • Preston Campus • Collingwood Campus • Broadmeadows Campus • Epping Campus		YAMEC is an accredited ESL course designed for young migrants who haven't completed secondary schooling and who need to develop further English language and literacy skills. Provides the skills necessary for students to access further training and employment. It is the first step in TAFE on an educational/vocational pathway into mainstream education, Australian Apprenticeships and /or employment. Program offered at 3 levels with VCAL embedded in top level.	• Some students require assistance with paying fees [4,5] • More courses like this are needed in other locations to satisfy demands [4,5]

Program	Providers	Funding Agency	Description	Issues/Barriers & Principles
Language, Literacy and Numeracy Program (LLNP)	• Adult Multicultural Education Services (AMES) • Brace Education Training & Employment Ltd. • Central Gippsland Institute of TAFE • Chisholm Institute of TAFE • Djerriwarrah Employment and Education services Inc • East Gippsland Institute of TAFE • Gordon Institute of TAFE • Northern LLANS Consortium (RMIT, NMIT) • South West Victorian SEAL Inc. • Sunraysia Institute of TAFE • Swinburne University of Technology	Department of Education, Employment and Workplace Relations (DEEWR)	• Provides basic language, literacy and numeracy assistance to job seekers, particularly young job seekers by helping to remove a major barrier to employment and improve the daily lives of participants. • Referring Agencies, currently Centrelink and Job Network Members, refer clients to an LLNP provider. Clients attend training on a part-time (minimum of 10 hours and maximum of 19 hours a week) or a full-time basis (minimum 20 hours per week). Training is delivered in blocks of 160 hours (or up to 450 hours for advanced vocationally-oriented courses) up to 800 hours maximum with a combination of levels.	• Rigidity of program requirements [1,3]
Workplace English Language and Literacy (WELL) Program	Various organisations: - enterprises, representative bodies, local governments and RTOs.	Department of Education, Employment and Workplace Relations (DEEWR)	• The aim of the WELL Program is to provide funding to organisations to train workers in English language, literacy and numeracy skills. • This funding is available to organisations for language and literacy training linked to job-related workplace training and is designed to help workers meet their current and future employment and training needs. • Funding is available for training, resource and strategic projects.	• Some businesses (particularly small to medium enterprises) are reluctant to commit to the WELL Program, preferring to hire employees who are already competent English speakers. [2,5] • Some large businesses (particularly professional enterprises) prefer to employ fluent English speakers who are considered to provide the best "cultural fit" with their organisation. [2,3,5]

Mainstream (courses available to the general population in post-compulsory education)				
Program	**Providers**	**Funding Agency**	**Description**	**Issues/Barriers & Principles**
Victorian Certificate of Applied Learning (VCAL) - including General, Themed & Community	• Various TAFE institutes • Various secondary schools and colleges • Various Adult Community Education (ACE) providers	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• Provides a recognised end-of-school credential that is an alternative to the more academically oriented VCE. • Has four components: Literacy and Numeracy Skills; Work Related Skills; Industry Specific Skills; and Personal Development Skills.	• The way in which English proficiency requirements are indicated (or not at all) are not consistent or transparent across programmes. • Possible solutions: Use a single proficiency scale (such as the International Second Language Proficiency Ratings [ISLPR]) or develop an explicit translation between scales. **Neither of these solutions is easy or cheap**. • Note: This item applies to all the programs listed in the Mainstream section of this document. [4,5] • Prerequisites – inconsistent understanding and application of level moderation across education providers. [4,5] • Many providers do not deliver the VCAL in its full flexibility that would allow the needs of migrants and humanitarian students to be more fully met. [1,2,3,5] • Problems of accommodating the VET OHS requirements with the language proficiency of students. [3,5] • Access depends on assumed minimum language attainment. [3,5]
Vocational Education and Training (VET)	• TAFE institutes • Private Registered Training Organisations (RTOs) • Various Adult Community Education (ACE) providers • Adult Multicultural Education Services (AMES)	Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• VET provides vocational training and experience in the workplace.	• Access depends on assumed minimum language attainment. [3,5]

Program	Providers	Funding Agency	Description	Issues/Barriers & Principles
Vocational Education and Training (VET) in Schools	• Various secondary schools and colleges • Also frequently TAFE, private RTOs or in partnership with (auspiced by) TAFE/RTOs	Victorian Department of Education and Early Childhood Development (DEECD), and Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD)	• VET in Schools combines general VCE or VCAL studies with vocational training and experience in the workplace. • Students can gain credit for any accredited VET subject in senior secondary school certificates.	• Access depends on assumed minimum language attainment. [3,5]
Victorian Certificate in Education (VCE) for Adults	• Providers of VCE including Institutes of TAFE, Centre for Adult Education (CAE), and various Adult Community Education (ACE) providers	Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• The VCE can be studied by adults and completed in as little as one year and as many as three years. • Students must meet 2 criteria to be enrolled as an adult: - not have undertaken full-time secondary schooling for the full year preceding the first year of enrolment as an adult. - be at least 18 years of age on 1 January in the year of enrolment as an adult. • To satisfy requirements for the award of the VCE, two units must be taken from the English group at any level (i.e. from Units 1, 2, 3 or 4), and three Unit 3 and 4 sequences in studies other than English. • For tertiary entrance the English units must be at the Units 3 and 4 levels. • VCE VET programs can count towards satisfactory completion of the VCE.	• Achievement of the VCE over 3 years of study is an option that needs to be more readily promoted and provided as a genuine alternative to students in order to accommodate their needs. [1,2,3] • Access depends on assumed minimum language attainment. [3,5]

Program	Providers	Funding Agency	Description	Issues/Barriers & Principles
Victorian Certificate in Education (VCE) for school aged students	• Secondary schools and colleges • TAFE institutes including VU, RMIT and Box Hill • Various Adult Community Education (ACE) providers including Centre for Adult Education (CAE)	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD),	• The VCE is a two year (year 11 & 12) certificate which provides pathways to further study at university, TAFE and employment.	• Access depends on assumed minimum language attainment. [3,5]
Pre-apprenticeship Programs	• Institutes of TAFE • Various Private Registered Training Organisations (RTOs) and Adult Community Education (ACE) providers • Australian Apprenticeship Access Program • Australian Apprenticeship Support Services	Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• Pre-apprenticeship programs provide a pathway to full time apprenticeships in selected industries and are available to senior secondary school students. • They also offer a reduction in nominal duration of the apprenticeship training contract.	• Access depends on assumed minimum language attainment [3,5]
Apprenticeships & Traineeships	• TAFE institutes • Private Registered Training Organisations (RTOs) • Various Adult Community Education (ACE) providers • Various secondary schools and colleges • Adult Multicultural Education Services (AMES)			• Access depends on assumed minimum language attainment and number of positions available [3,5] • Successful completion dependent on literacy and numeracy support for many students with disrupted education [4,5] • Lack of opportunity and flexibility across providers for continued English learning while undertaking apprenticeship/traineeship? [1,2,3,4,5]

Transition Advisors (organisations and programs which provide advice on education pathways and career options)				
Program	**Providers**	**Funding Agency**	**Description**	**Issues/Barriers & Principles**
Integrated Humanitarian Settlement Strategy (IHSS)	Adult Multicultural Education Services (AMES) Consortium and contractors	Department of Immigration and Citizenship (DIAC)	Provide on-arrival settlement services to Humanitarian entrants for the first six months.	• Clients do not have a generic agency to provide transition advice between education programs so they have to approach multiple agencies to find out how to define potential pathways and address their multiple issues. [4,5]
Adult Migrant English Program (AMEP)	• Adult Multicultural Education Services (AMES) Consortium • Northern AMEP Consortium	Department of Immigration and Citizenship (DIAC)	• Provides counselling and pathways information through educational counselling as part of the AMEP.	• Clients do not have a generic agency to provide transition advice between education programs so they have to approach multiple agencies to find out how to define potential pathways and address their multiple issues [4,5]
Settlement Grants Program (SGP) services	• Various SGP funded Migrant Resource Centres and Settlement Service providers throughout Victoria	Department of Immigration and Citizenship (DIAC)	• Provide transitions advice and other settlement services to migrants and humanitarian entrants that have exited from the IHSS system. • These services include functional English language training and assistance in the communication and settlement process with focus on work-based English language skills and social skills for a range of learners. • Generally, those who have already completed their 510 (910) hours with the AMEP, or are not eligible for the AMEP classes are eligible for SGP support.	• Clients do not have a generic agency to provide transition advice between education programs so they have to approach multiple agencies to find out how to define potential pathways and address their multiple issues [4,5]
Newly Arrived Youth Support Service (NAYSS)	• Centre for Multicultural Youth Issues (CMYI) -Lead Provider • Cutting Edge UnitingCare Shepparton	Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)	• Provides culturally appropriate services ranging from early intervention to transition, for newly arrived young people aged 12 to 21.	• Age restriction – can only work with 12-21 year olds [3,4]

Program	Providers	Funding Agency	Description	Issues/Barriers & Principles
Youth Pathways	• Career Advice Australia - A national career and transition support network of advisors and programs	Department of Education, Employment and Workplace Relations (DEEWR)	• Youth Pathways aims to assist the most at-risk young people to make a successful transition through school to completion of year 12 (or its equivalent) and ultimately, to further education, training or employment and active participation in the community.	• Variation in how different LCPs work with refugee communities (inclusive practice, address barriers to participation, responsive to needs of diverse communities) [3,4,5]
Local Community Partnerships (LCPs)	• Career Advice Australia - A national career and transition support network of advisors and programs	Department of Education, Employment and Workplace Relations (DEEWR)	• LCPs partner with industry and employer groups, schools, professional career advisers, community organisations, parents, young people, youth service providers and other government and community organisations to assist all young people aged 13-19 years to gain the skills, experience and professional guidance to help them achieve a successful transition through school, and from school to further education, training and employment.	• Variation in how different LCPs work with refugee communities (inclusive practice, address barriers to participation, responsive to needs of diverse communities) [3,4,5]
Parents As Career Transition Support (PACTS)	• Local Community Partnerships (LCPs)	Department of Education, Employment and Workplace Relations (DEEWR)	• PACTS Program workshops and information sessions provide parents with general career transition knowledge and resources to support their young person.	• Requires an 'advocate' within community to develop inclusive/ targeted workshops that recognise barriers and needs of newly arrived and refugee communities [3,5]
Centrelink	• National network of Centrelink offices	Centrelink comes under the Federal Department of Human Services (DHS)	• Centrelink is an Australian government statutory agency, delivering more than 140 different products and services on behalf of 25 government agencies to the Australian community.	• Perception of competition between immediate employment and education [3,4]
Job Network	• National network of service providers	Department of Education, Employment and Workplace Relations (DEEWR)	• Job Network is a national network of private and community organisations dedicated to finding jobs for unemployed people, particularly the long term unemployed.	• Lack of recognition of barriers to participation for newly arrived and refugee young people (e.g. multiple pressures, transport, requirement to search for jobs online) [1,3,5] • Lack of inclusive practice i.e. need flexible and supported approaches to ensuring young people have right to choose [3] • Difficulty in pursuing both further education/training and work [1,3,5] • Lack of time/resources to work holistically with young people to help navigate employment and training systems in Australia [1,3,4,5]

Program	Providers	Funding Agency	Description	Issues/Barriers & Principles
Youth Transition Support Initiative	• Berry Street Victoria • Djerriwarrh Employment and Education • Taskforce Community Agency Inc • St Luke's Anglicare • Cutting Edge Youth Service Cobram • Centacare – Catholic Diocese of Ballarat Inc • The Salvation Army (Victoria) Property Trust • The Salvation Army Property Trust • Western Workplace Learning • BAYSA Limited • Western Workplace Learning Youth Transition Support Initiative locations in the following Local Learning and Employment Network (LLENs) areas: • Baw Baw Latrobe • Brimbank Melton Frankston Mornington • Frankston and Mornington Peninsula • Goldfields (Greater Bendigo, Central Goldfields and Mt. Alexander LGAs) • Goulburn Murray (City of Greater Shepparton, Shire of Moira and the Shire of Strathbogie LGAs) • Highlands (Ballarat, Hepburn, Moorabool, Pyrenees and Golden Plains (Northern) LGAs) • Hume Whittlesea • Inner Northern (Darebin, Moreland and Yarra LGAs) • Maribyrnong and Moonee Valley • Smart Geelong (Greater Geelong, Surf Coast, Queenscliff and Golden Plains (Southern) LGAs) • South Eastern (Greater Dandenong, Casey and Cardinia LGAs) • WynBay (Wyndham and Hobsons Bay LGAs)	Victorian Department of Education and Early Childhood Development (DEECD)	• The Youth Transition Support Initiative assists disengaged young people aged 15 to 19 to obtain a sustainable education, training or employment option. • Twenty-four transition support workers are employed by funded organisations across 12 of 31 Local Learning and Employment Network areas (LLENs) within Victoria. These areas were selected based on rates of Year 12 or equivalent completion and numbers of young people who are not in education, training or full time employment. • Transition support workers provide tailored assistance to access support services and to re-engage in sustainable education, training or employment options.	
Local Learning and Employment Networks (LLENs)	Thirty-one LLENs across Victoria	Victorian Department of Education and Early Childhood Development (DEECD)	• The state-wide network of 31 LLENs bring together education providers, industry, community organisations, individual and government organisations to improve education, training and employment outcomes for young people in communities across Victoria.	• While LLEN-led initiatives vary according to local regional priorities from a large ambit of initiatives they can be involved in, it would assist if there were greater consistency of approaches and initiatives in response to the needs of refugee young people across different LLENs.

Program	Providers	Funding Agency	Description	Issues/Barriers & Principles
Employment transition support programs	Short-term programs provided by a number of agencies. Examples include: • Horn of Africa Pathways Program (HOAPP) -Melbourne Citymission, Western Region • Sudanese Employment Program - South Eastern MRC • Sport & Recreation Traineeship Program - SpiritWest Services	Various funding sources, including: Workforce Participation Partnerships, Department of Planning and Community Development (DPCD), Melbourne Community Fund; Department of Immigration and Citizenship (DIAC)	• Programs focus on supporting refugee young people to make supported transition into employment (e.g. Australian work culture, job seeking, work experience, providing continued support to remain in employment). • Particularly relevant for refugee young people who are disengaged from education and training systems. • E.g. Horn of Africa Pathways Program (HOAPP) was established for young people from the Horn of Africa aged 16 – 26 to access employment, education and training opportunities with particular emphasis on apprenticeship and traineeships.	• Short-term funding limited ability to work holistically with young people on multiple levels needed to overcome barriers to accessing apprenticeships and traineeships [3,4,5] • Difficulty engaging with Job Network providers [4,5] • No funding stream for employment transition support programs targeting (older) refugee young people [5] • Barriers in building working relationships with employers [4,5]
Youth Pathways Program (YPP) in ACE (Victoria)	In 2008, Adult Multicultural Education Services (AMES), Centre for Adult Education (CAE) and 36 approved Adult Community Education (ACE) providers throughout Victoria	Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD).	YPP in ACE provides for early school leavers without a Year 12 or equivalent qualification. It offers up to 800 hours of learning and support in accredited education and training programs. A specific managed individual pathway (MIP) plan is prepared for each student to guide students in a learning or employment pathway. Consultation and input is available from Local Learning and Employment Networks (LLENs).	Funding stream is for 16-19 year olds.
Youth Guarantee in ACE (Victoria)	Adult Multicultural Education Services (AMES), Centre for Adult Education (CAE) and 43 approved Adult Community Education (ACE) providers throughout Victoria.	Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD).	Youth Guarantee in ACE provides for early school leavers without a Year 12 or equivalent qualification. A specific managed individual pathway (MIP) plan is prepared for each student. Eligible young people have access to accredited education and training programs until they complete Year 12 or equivalent. Youth Transition Support workers provide input and assistance where appropriate.	Funding stream is for 15-19 year olds.

provision for post-compulsory education & training

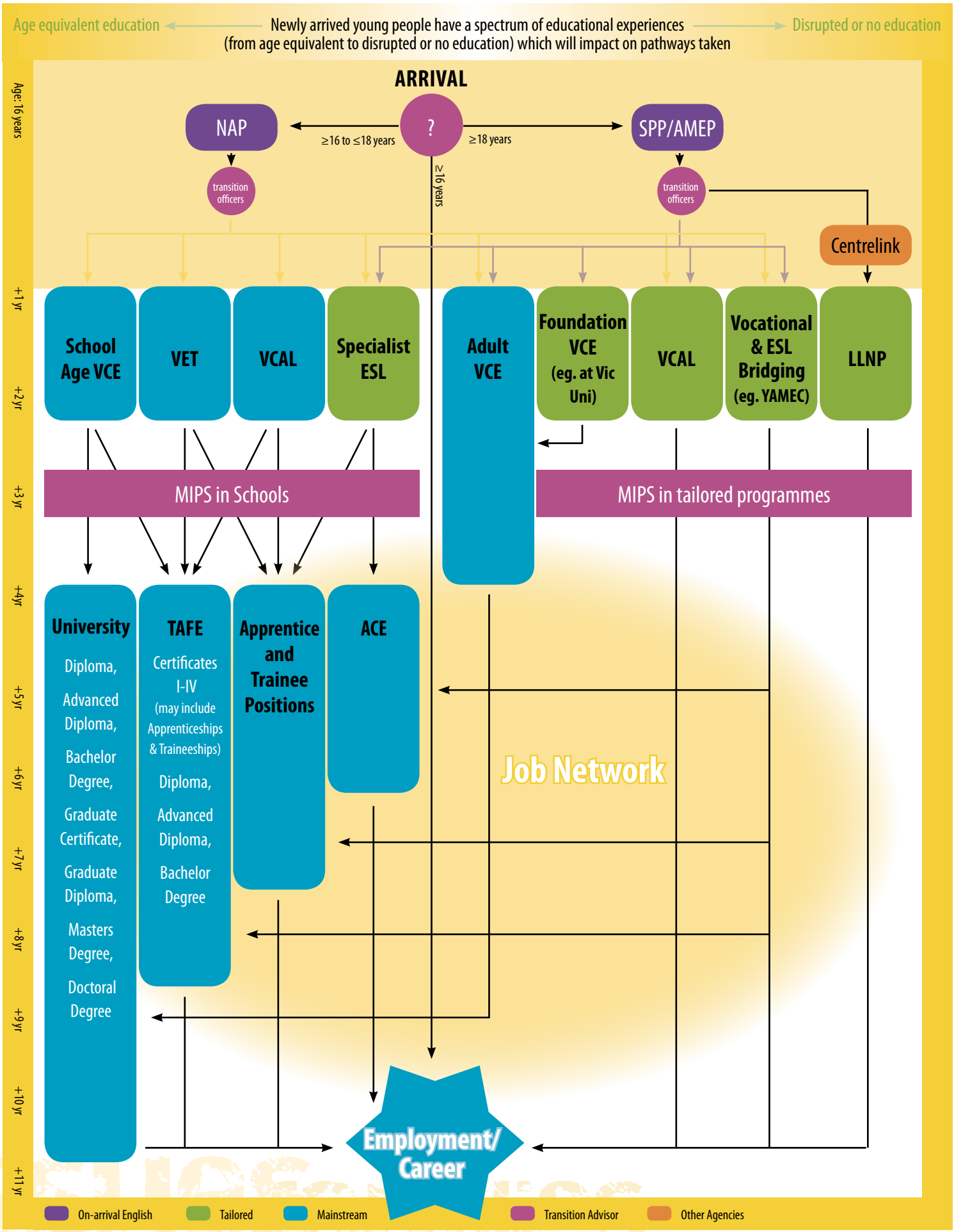
While the previous table might imply that there is a simple line from arrival to employment, the reality is vastly different. In the following chart, we present an overview of the multiple, intersecting and non-linear pathways available to young people. We illustrate the key transition points along those pathways, the choices that young people and their advisors confront, and the ways in which alternative routes to the ultimate goal can be mapped out.

A key learning from this chart is that transition advisors and young people with disrupted education confront multiple alternative routes that CAN be taken. The transition advisors need to be willing and supported to negotiate what is best for the individual client at the time. A frequent experience of both transition advisors and clients is that not all pathways are equal (or equally well known), and that some are not well-suited to these young people's needs soon after their arrival. Consequently, there is a frequent need to try an option in order to discover that it is not suitable at the time with support being made available to attempt another pathway in the interim before returning to the original decision point. Negotiating these issues sensitively requires time and commitment. It also requires a very wide range of knowledge of BOTH what individual agencies/institutions provide, and the multiple ways into, through and out of those agencies. For clients such as these, transition advisors in one agency need access to transition advisors in other agencies so that they can work together to support the young person. Much of what is needed is already available, providing the transition advisors can locate the appropriate services, discover innovations that have already occurred, and identify the additional supports that may still be needed for their particular client or groups of clients.

In order to assist in this process, the following chart offers our third perspective on these clients and their possible pathways. We have mapped the various and non-linear pathways that are available (sometimes essential) in providing for needs in this area. The chart identifies the connections and overlaps between many of the pathways that can be made accessible to "forced migrants". This access requires flexibility, some resources and information, and good communication.

Education & Training Pathways to Employment

for 16 year old plus migrants and humanitarian entrants in Victoria



recommendations

Our recommendations cover seven areas:

1. Data collection
2. Information and resource sharing
3. Translation matrix for ESL ratings
4. Concessional public transport
5. Flexibility and transportability of AMEP/NAP ESL learning hours
6. Transitions support program within AMEP/NAP
7. Reduce pressure for premature transition from education to work

The seven areas that are included in the recommendations are designed to make easier the co-operation between agencies (including via transition advisors). In some areas there is little requirement for radical additional activity or radical changes in the kinds of activities undertaken. In other areas, there is need for a more fundamental re-think, particularly about how education and employment pathways can be designed to support one another. Nevertheless, most of these recommendations can be seen as extensions of some form of existing practice designed to make it easier for those from one agency to work with or understand the work of other agencies or for transition advisors to more easily demonstrate the implications of different choices using comparable data or terms. A linking theme is the idea of 'flexibility' – helping others to find ways to work within and benefit from existing systems and processes. As we indicate, some ideas that had previously been recommended have already been implemented. In most cases below, the recommendations require co-operation between more than one agency.

We recommend that relevant agencies negotiate co-operative arrangements to:

1. Change ways that refugee and humanitarian data is collected, collated and 'published' so that it is accessible in a consistent and agreed way to a range of key stakeholders (particularly transition advisors), to enable tracking of refugee and humanitarian entrant students while in education and training programs.
2. Establish and maintain a centralised, readily accessible and easily locatable clearing house (e.g. a website portal) of information for refugee and humanitarian entrant learners, providers and transition advisers on available options and pathways through education and training programs, together with available support, relevant reports and other resources.
3. Develop and implement an agreed 'translation matrix' between the various ratings/scores being used by different education institutions to describe course level and prerequisite English proficiency.
4. Further defray excessive transport costs by introducing concessional public transport pricing to refugee and humanitarian ESL students and job seekers for at least the first two years of settlement.
5. Enhance the flexibility and transportability of AMEP/NAP ESL 'learning hours' specifically through:
   a) Varying the conditions on on-arrival ESL study so that eligible students can transfer study entitlements from the school-based New Arrivals Program to the AMEP or from the AMEP to the school-based New Arrivals Program up to twice within the first six months after registration.
   b) Developing within the existing on-arrival ESL study entitlements a youth-specific 'voucher' system or 'bank of learning hours' that can be drawn upon as required by 15-25 year old eligible students.
6. Within the on-arrival AMEP/NAP ESL programs, develop a transitions support and coordination mechanism for the first two years of settlement that provides ongoing case management support and advice at critical transition points during this period (using the refugee specific Job Placement Employment and Training (JPET) worker model).
7. Reduce the pressure for premature transition from education to work for eligible refugee and humanitarian ESL students and job seekers by applying the option to extend the exemption to the Activity Test requirements for receiving Centrelink income support benefits. This will enable ESL students and job seekers to fulfil their participation requirements whilst developing their English language proficiency through approved study.
8. Re-organise workplace education and career change education programs so that it is possible to access more general education while being educated for work and so that it is possible to leave and return to education programs while working.

Note: The previously identified need for increased per capita funding for school-age new arrivals has already been supported via budget announcements in May 2007. Similarly, the need for ongoing coordination of out of school hours learning support programs has been addressed in the 2008 Victorian state budget.

selected resources and reading list

In our final set of materials, we provide references that are useful in gaining further information about the issues that need to be confronted, the communities involved, and principles or examples illustrating how to build productive programs and pathways. We also provide links (particularly to websites) through which further information can be located.

A Guide for Newly Arrived Young People: Understanding the Victorian Education and Training System, Refugee Young People in Transitions Working Group of the Victorian Settlement Planning Committee (VSPC) in conjunction with the Centre for Multicultural Youth Issues (CMYI), 2nd edition, 2003.
www.cmy.net.au/AllCMYPublications

Building Pathways: Resources for Supporting Transitions for Young People from Refugee Backgrounds, Refugee Young People and Transitions Working Group of the Victorian Settlement Planning Committee (VSPC), July 2007.
www.immi.gov.au/media/publications/settle/Transitions.htm

Career and Transitions website of the Victorian Department of Education and Early Childhood Development.
www.education.vic.gov.au/sensecyouth/careertrans/default.htm

Enhancing the mental health of refugee young people through education and training, final report of The Changing Cultures Project, August 2004.
www.changingcultures.com.au

Good Practice Principles: Guide for Working with Refugee Young People, Refugee Young People and Transitions Working Group of the Victorian Settlement Planning Committee (VSPC), July 2005.
www.immi.gov.au/media/publications/settle/_pdf/GPP_July2005.pdf

Horn of African and Sudanese Communities in Victoria, Ethnic Communities' Council of Victoria, Policy Discussion Paper No. 2, 2007.
www.eccv.org.au/doc/ECCVpolicydiscussionpaper2.pdf

Late Arrivals: The needs of refugee young people who resettle in later adolescence, Centre for Multicultural Youth Issues (CMYI), 2006.
www.cmy.net.au/AllCMYPublications

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appendix

Education & Training Pathways to Employment for Migrants and Humanitarian Entrants in Victoria

On-arrival English 1
Tailored Courses 2
Tailored Courses 3
Mainstream 4
Mainstream 5
Transition Advisors 6
Transition Advisors 7
Transition Advisors 8

Education & Training Pathways to Employment

Chart 9

Education & Training Pathways to Employment for Migrants and Humanitarian Entrants in Victoria

On-arrival English (English language acquisition programs provided free to eligible new arrivals)			
Program	**Providers**	**Funding Agency**	**Description**
AMEP Special Preparatory Program (SPP)	• Adult Multicultural Education Services (AMES) Consortium • Northern AMEP Consortium	Department of Immigration and Citizenship (DIAC)	• Refugee and humanitarian entrants between 16 and 24 years of age AND with less than seven years of education are eligible for up to an additional 400 hours of English language tuition while those over 18 but with more than seven years of education are eligible for up to an additional 100 hours of tuition **prior** to accessing AMEP hours.
Adult Migrant English Program (AMEP)	• Adult Multicultural Education Services (AMES) Consortium • Northern AMEP Consortium	Department of Immigration and Citizenship (DIAC)	• AMEP is provided for migrants and humanitarian entrants 18 years old and over (or between 16 & 18 years old and not attending the New Arrivals Program) who do not have functional English. • Entrants are eligible for up to 510 hours of tuition.
New Arrivals Program (NAP)	State-wide programs including: • English Language Schools and Centres: Blackburn ELS Collingwood ELS Noble Park ES Western ELS Springvale ELC Broadmeadows ELC Brunswick ELC Glen Eira ELC Westall ELC • Geelong English Language Program • Shepparton New Arrivals Programs • Ballarat New Arrivals Program • Mildura New Arrivals Program • Targeted new arrivals support to isolated students in regional Victoria • Primary and secondary Catholic schools	Department of Education, Employment and Workplace Relations (DEEWR) administered by the Victorian Department of Education and Early Childhood Development (DEECD) and the Catholic Education Office Melbourne(CEOM)	• Provides English language teaching programs for students newly enrolled in Victorian government schools and Catholic schools who need to learn English. • These programs aim to support the settlement needs of CALD students and to teach these students the English language skills they need in order to study in primary or secondary schools • The program support is usually for six months (two school terms). Extra time is available for students with additional learning needs (up to 12 months or 4 school terms).

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Education & Training Pathways to Employment for Migrants and Humanitarian Entrants in Victoria

Tailored Courses (either wholly or partially designed to accommodate needs of ESL students including those with disrupted education)			
Program	**Providers**	**Funding Agency**	**Description**
Specialised ESL programs in schools	Selected Government secondary schools provide these programs	Victorian Department of Education and Early Childhood Development (DEECD)	A range of ESL classes, transition and bridging programs in government secondary schools funded and developed to meet the needs of specific student cohorts
State funded (recurrent) ESL Courses	• TAFE Institutes • ACE Providers	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• Specialist ESL courses from Certificate I to Certificate IV with a focus on Access, Employment, Professional or Further Study. • Includes courses which combine ESL with a strong vocational component and training package modules.
Victorian Certificate of Applied Learning (VCAL) - Tailored	• Victorian government secondary schools • Adult Multicultural Education Services (AMES) • Kangan Batman TAFE • Northern Melbourne Institute of TAFE (NMIT): Preston, Collingwood and Broadmeadows Campuses • Chisholm Institute of TAFE • Goulburn Ovens Institute of TAFE • South West TAFE	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• Suitable for young people with disrupted education providing a recognised end-of-school credential with a focus on ESL and literacy that is an alternative to the more academically oriented VCE. • Contains four components: Language & Literacy, Personal Development, Industry-based and Work-related Skills. • Two streams: Pathways to Employment and Further Studies.
Foundation Year in the Victorian Certificate in Education (VCE)	• Victoria University (VU) – TAFE Division Perhaps others?	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD)	• A one year foundation course preparing students for entry into adult VCE

Education & Training Pathways to Employment for Migrants and Humanitarian Entrants in Victoria

Tailored Courses (either wholly or partially designed to accommodate needs of ESL students including those with disrupted education)			
Program	**Providers**	**Funding Agency**	**Description**
Combined ESL and vocational bridging programmes	Northern Melbourne Institute of TAFE (NMIT) - Young Adult Migrant Education Course (YAMEC) • Preston Campus • Collingwood Campus • Broadmeadows Campus • Epping Campus		A range of contextualised ESL and vocational training programs that vary between providers, aimed at bridging young people into further vocational training in TAFE and general education or employment pathways. YAMEC is an accredited ESL course designed for young migrants who haven't completed secondary schooling and who need to develop further English language and literacy skills. Provides the skills necessary for students to access further training and employment. It is the first step in TAFE on an educational/vocational pathway into mainstream education, Australian Apprenticeships and /or employment. Program offered at 3 levels with VCAL embedded in top level.
Language, Literacy and Numeracy Program (LLNP)	• Adult Multicultural Education Services (AMES) • Brace Education Training & Employment Ltd. • Central Gippsland Institute of TAFE • Chisholm Institute of TAFE • Djerriwarrah Employment and Education services Inc • East Gippsland Institute of TAFE • Gordon Institute of TAFE • Northern LLANS Consortium (RMIT, NMIT) • South West Victorian SEAL Inc. • Sunraysia Institute of TAFE • Swinburne University of Technology	Department of Education, Employment and Workplace Relations (DEEWR)	• Provides basic language, literacy and numeracy assistance to job seekers, particularly young job seekers by helping to remove a major barrier to employment and improve the daily lives of participants. • Referring Agencies, currently Centrelink and Job Network Members, refer clients to an LLNP provider. Clients attend training on a part-time (minimum of 10 hours and maximum of 19 hours a week) or a full-time basis (minimum 20 hours per week). Training is delivered in blocks of 160 hours (or up to 450 hours for advanced vocationally-oriented courses) up to 800 hours maximum with a combination of levels.
Workplace English Language and Literacy (WELL) Program	Various organisations: - enterprises, representative bodies, local governments and RTOs.	Department of Education, Employment and Workplace Relations (DEEWR)	• The aim of the WELL Program is to provide funding to organisations to train workers in English language, literacy and numeracy skills. • This funding is available to organisations for language and literacy training linked to job-related workplace training and is designed to help workers meet their current and future employment and training needs. • Funding is available for training, resource and strategic projects.

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Education & Training Pathways to Employment for Migrants and Humanitarian Entrants in Victoria

Mainstream (courses available to the general population in post-compulsory education)			
Program	**Providers**	**Funding Agency**	**Description**
Victorian Certificate of Applied Learning (VCAL) - including General, Themed & Community	• Various TAFE institutes • Various secondary schools and colleges • Various Adult Community Education (ACE) providers	Victorian Department of Education and Early Childhood Development (DEECD), and Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD)	• Provides a recognised end-of-school credential that is an alternative to the more academically oriented VCE. • Has four components: Literacy and Numeracy Skills; Work Related Skills; Industry Specific Skills; and Personal Development Skills.
Vocational Education and Training (VET)	• TAFE institutes • Private Registered Training Organisations (RTOs) • Various Adult Community Education (ACE) providers • Adult Multicultural Education Services (AMES)	Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• VET provides vocational training and experience in the workplace.
Vocational Education and Training (VET) in Schools	• Various secondary schools and colleges • Also frequently TAFE, private RTOs or in partnership with (auspiced by) TAFE/RTOs and Adult Community Education (ACE) providers	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• VET in Schools combines general VCE or VCAL studies with vocational training and experience in the workplace. • Students can gain credit for any accredited VET subject in senior secondary school certificates.

Education & Training Pathways to Employment for Migrants and Humanitarian Entrants in Victoria

Mainstream (courses available to the general population in post-compulsory education)			
Program	**Providers**	**Funding Agency**	**Description**
Victorian Certificate in Education (VCE) for Adults	• Providers of VCE including Institutes of TAFE and various Adult Community Education (ACE) providers	Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• The VCE can be studied by adults and completed in as little as one year and as many as three years. • Students must meet 2 criteria to be enrolled as an adult: - not have undertaken full-time secondary schooling for the full year preceding the first year of enrolment as an adult. - be at least 18 years of age on 1 January in the year of enrolment as an adult. • To satisfy requirements for the award of the VCE, two units must be taken from the English group at any level (i.e. from Units 1, 2, 3 or 4), and three Unit 3 and 4 sequences in studies other than English. • For tertiary entrance the English units must be at the Units 3 and 4 levels. • VCE VET programs can count towards satisfactory completion of the VCE.
Victorian Certificate in Education (VCE) for school aged students	• Secondary schools and colleges • TAFE institutes including VU, RMIT and Box Hill • Various Adult Community Education (ACE) providers including Centre for Adult Education (CAE)	Victorian Department of Education and Early Childhood Development (DEECD), Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD),	• The VCE is a two year (year 11 & 12) certificate which provides pathways to further study at university, TAFE and employment.
Pre-apprenticeship Programs	• Institutes of TAFE • Various Private Registered Training Organisations (RTOs) and Adult Community Education (ACE) providers • Australian Apprenticeship Access Program • Australian Apprenticeship Support Services	Skills Victoria (formerly OTTE) in the Department of Innovation, Industry and Regional Development (DIIRD) and Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD)	• Pre-apprenticeship programs provide a pathway to full time apprenticeships in selected industries and are available to senior secondary school students. • They also offer a reduction in nominal duration of the apprenticeship training contract.
Apprenticeships & Traineeships	• TAFE institutes • Private Registered Training Organisations (RTOs) • Various Adult Community Education (ACE) providers • Various secondary schools and colleges • Adult Multicultural Education Services (AMES)		

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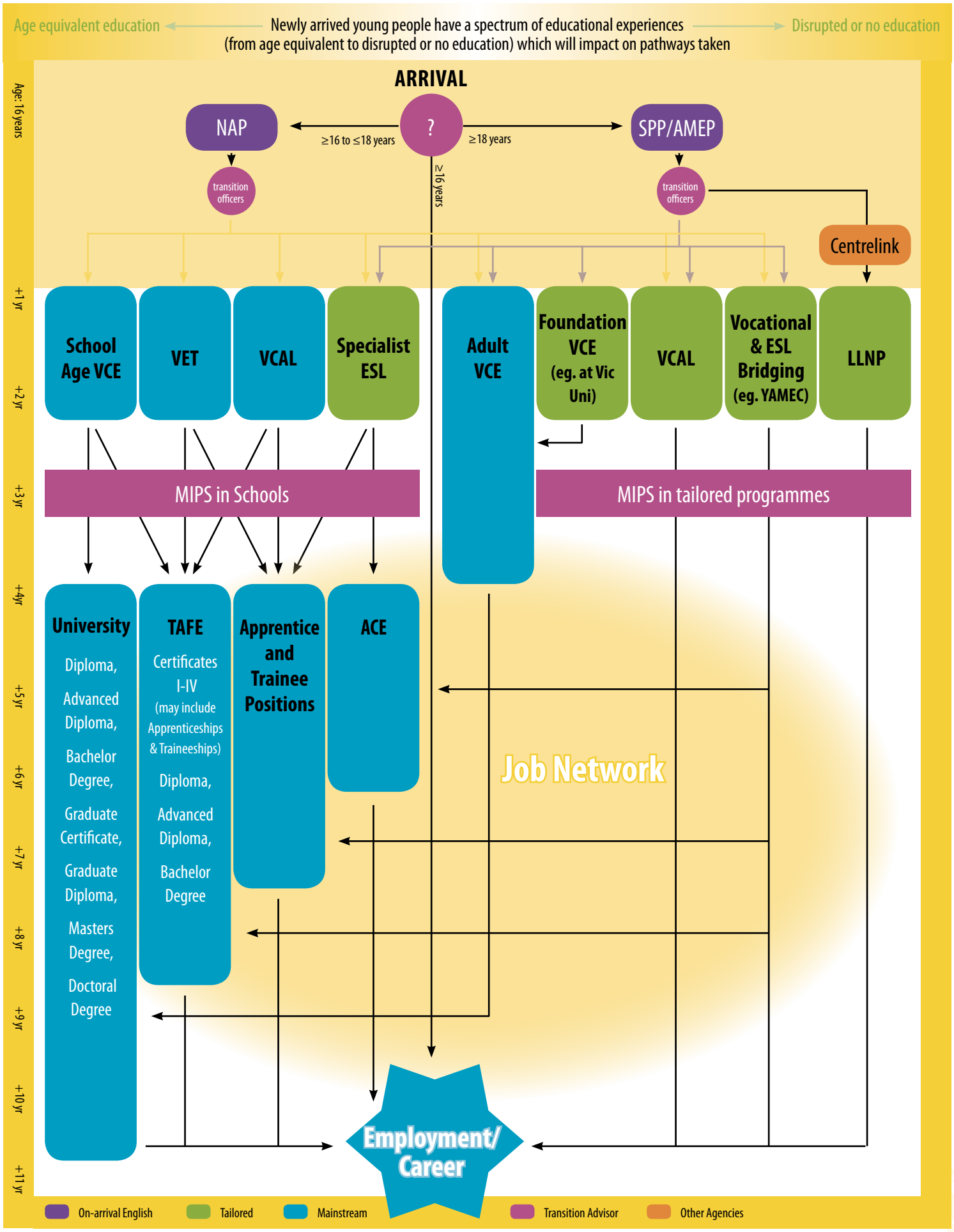
Transition Advisors (organisations and programs which provide advice on education pathways and career options)			
Program	**Providers**	**Funding Agency**	**Description**
Integrated Humanitarian Settlement Strategy (IHSS)	Adult Multicultural Education Services (AMES) Consortium and contractors	Department of Immigration and Citizenship (DIAC)	Provide on-arrival settlement services to Humanitarian entrants for the first six months.
Adult Migrant English Program (AMEP)	• Adult Multicultural Education Services (AMES) Consortium • Northern AMEP Consortium	Department of Immigration and Citizenship (DIAC)	• Provides counselling and pathways information through educational counselling as part of the AMEP.
Settlement Grants Program (SGP) services	• Various SGP funded Migrant Resource Centres and Settlement Service providers throughout Victoria	Department of Immigration and Citizenship (DIAC)	• Provide transitions advice and other settlement services to migrants and humanitarian entrants that have exited from the IHSS system. • These services include functional English language training and assistance in the communication and settlement process with focus on work-based English language skills and social skills for a range of learners. • Generally, those who have already completed their 510 (910) hours with the AMEP, or are not eligible for the AMEP classes are eligible for SGP support.
Newly Arrived Youth Support Service (NAYSS)	• Centre for Multicultural Youth Issues (CMYI) -Lead Provider • Cutting Edge UnitingCare Shepparton	Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)	• Provides culturally appropriate services ranging from early intervention to transition, for newly arrived young people aged 12 to 21.
Youth Pathways	• Career Advice Australia - A national career and transition support network of advisors and programs	Department of Education, Employment and Workplace Relations (DEEWR)	• Youth Pathways aims to assist the most at-risk young people to make a successful transition through school to completion of year 12 (or its equivalent) and ultimately, to further education, training or employment and active participation in the community.
Local Community Partnerships (LCPs)	• Career Advice Australia - A national career and transition support network of advisors and programs	Department of Education, Employment and Workplace Relations (DEEWR)	• LCPs partner with industry and employer groups, schools, professional career advisers, community organisations, parents, young people, youth service providers and other government and community organisations to assist all young people aged 13-19 years to gain the skills, experience and professional guidance to help them achieve a successful transition through school, and from school to further education, training and employment.

Transition Advisors (organisations and programs which provide advice on education pathways and career options)			
Program	**Providers**	**Funding Agency**	**Description**
Parents As Career Transition Support (PACTS)	• Local Community Partnerships (LCPs)	Department of Education, Employment and Workplace Relations (DEEWR)	• PACTS Program workshops and information sessions provide parents with general career transition knowledge and resources to support their young person.
Centrelink	• National network of Centrelink offices	Centrelink comes under the Federal Department of Human Services (DHS)	• Centrelink is an Australian government statutory agency, delivering more than 140 different products and services on behalf of 25 government agencies to the Australian community.
Job Network	• National network of service providers	Department of Education, Employment and Workplace Relations (DEEWR)	• Job Network is a national network of private and community organisations dedicated to finding jobs for unemployed people, particularly the long term unemployed.
Employment transition support programs	Short-term programs provided by a number of agencies. Examples include: • Horn of Africa Pathways Program (HOAPP) - Melbourne Citymission, Western Region • Sudanese Employment Program - South Eastern MRC • Sport & Recreation Traineeship Program - SpiritWest Services	Various funding sources, including: Workforce Participation Partnerships, Department of Planning and Community Development (DPCD), Melbourne Community Fund; Department of Immigration and Citizenship (DIAC)	• Programs focus on supporting refugee young people to make supported transition into employment (e.g. Australian work culture, job seeking, work experience, providing continued support to remain in employment). • Particularly relevant for refugee young people who are disengaged from education and training systems. • E.g. Horn of Africa Pathways Program (HOAPP) was established for young people from the Horn of Africa aged 16 – 26 to access employment, education and training opportunities with particular emphasis on apprenticeship and traineeships.
Local Learning and Employment Networks (LLENs)	Thirty-one LLENs across Victoria	Victorian Department of Education and Early Childhood Development (DEECD)	• The state-wide network of 31 LLENs bring together education providers, industry, community organisations, individual and government organisations to improve education, training and employment outcomes for young people in communities across Victoria.
Youth Guarantee in ACE (Victoria)	Adult Multicultural Education Services (AMES), Centre for Adult Education (CAE) and 43 approved Adult Community Education (ACE) providers throughout Victoria.	Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD).	Youth Guarantee in ACE provides for early school leavers without a Year 12 or equivalent qualification. A specific managed individual pathway (MIP) plan is prepared for each student. Eligible young people have access to accredited education and training programs until they complete Year 12 or equivalent. Youth Transition Support workers provide input and assistance where appropriate.

Transition Advisors (organisations and programs which provide advice on education pathways and career options)			
Youth Transition Support Initiative	• Berry Street Victoria • Djerriwarrh Employment and Education • Taskforce Community Agency Inc • St Luke's Anglicare • Cutting Edge Youth Service Cobram • Centacare – Catholic Diocese of Ballarat Inc • The Salvation Army (Victoria) Property Trust • The Salvation Army Property Trust • Western Workplace Learning • BAYSA Limited • Western Workplace Learning Youth Transition Support Initiative locations in the following Local Learning and Employment Network (LLENs) areas: • Baw Baw Latrobe • Brimbank Melton Frankston Mornington • Frankston and Mornington Peninsula • Goldfields (Greater Bendigo, Central Goldfields and Mt. Alexander LGAs) • Goulburn Murray (City of Greater Shepparton, Shire of Moira and the Shire of Strathbogie LGAs) • Highlands (Ballarat, Hepburn, Moorabool, Pyrenees and Golden Plains (Northern) LGAs) • Hume Whittlesea • Inner Northern (Darebin, Moreland and Yarra LGAs) • Maribyrnong and Moonee Valley • Smart Geelong (Greater Geelong, Surf Coast, Queenscliff and Golden Plains (Southern) LGAs) • South Eastern (Greater Dandenong, Casey and Cardinia LGAs) • WynBay (Wyndham and Hobsons Bay LGAs)	Victorian Department of Education and Early Childhood Development (DEECD)	• The Youth Transition Support Initiative assists disengaged young people aged 15 to 19 to obtain a sustainable education, training or employment option. • Twenty-four transition support workers are employed by funded organisations across 12 of 31 Local Learning and Employment Network areas (LLENs) within Victoria. These areas were selected based on rates of Year 12 or equivalent completion and numbers of young people who are not in education, training or full time employment. • Transition support workers provide tailored assistance to access support services and to re-engage in sustainable education, training or employment options.
Youth Pathways Program (YPP) in ACE (Victoria)	In 2008, Adult Multicultural Education Services (AMES), Centre for Adult Education (CAE) and 36 approved Adult Community Education (ACE) providers throughout Victoria	Adult Community & Further Education (ACFE) in the Department of Planning and Community Development (DPCD).	YPP in ACE provides for early school leavers without a Year 12 or equivalent qualification. It offers up to 800 hours of learning and support in accredited education and training programs. A specific managed individual pathway (MIP) plan is prepared for each student to guide students in a learning or employment pathway. Consultation and input is available from Local Learning and Employment Networks (LLENs).

Education & Training Pathways to Employment

for 16 year old plus migrants and humanitarian entrants in Victoria



Issues
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