

The Journey to Best Practice:

Achieving Apprenticeships and Traineeships for People from Culturally and Linguistically Diverse Backgrounds



Office of Multicultural Interests
Government of Western Australia

Extra Edge
Community Services



CALD APPRENTICESHIP AND TRAINEESHIP PARTNER PROJECT

FINAL REPORT

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ACRONYMS

The following is a list of acronyms used throughout the report:

AMEP	Adult Migrant English Program
A&T	Apprenticeship and Traineeship
CNA	Candidate Needs Assessment
CaLD	Culturally and Linguistically Diverse
DOCEP	Department of Consumer and Employment Protection (Now Department of Commerce)
DIAC	Department of Immigration and Citizenship
DET	Department of Education and Training
EGT	Electrical Group Training
EDN	Employment Directions Network
EECS	Extra Edge Community Services
GTO	Group Training Organisation
MRC	Migrant Resource Centre
MITA	Motor Industry Training Association
OH&S	Occupational Health and Safety
OMI	Office of Multicultural Interests
RCNC	Rainbow Coast Neighbourhood Centre
RTO	Registered Training Organisation
VET	Vocation Education Training
WA	Western Australia

PROGRAMS AND SERVICES

The following is a list of programs and services available for people from CaLD backgrounds and people seeking apprenticeships and traineeships. This list includes the programs and services accessed or considered through the project. It is not a complete list of what is available in Western Australia.

ApprentiCentre

The ApprentiCentre is a unit of the West Australian Department of Education and Training which regulates the apprenticeship and traineeship system.

Adult Migrant English Program (AMEP)

The AMEP is a national settlement program that provides English language tuition for eligible migrants and humanitarian entrants who do not have functional English.

Association for Services to Torture and Trauma Survivors (ASeTTS)

ASeTTS provides services to people who are humanitarian entrants or are from a refugee type background and who have experienced torture or trauma.

Australian Apprenticeships Access Program

Access programs provide disadvantaged job seekers with pre-vocational training and other forms of assistance to individuals seeking an apprenticeship or traineeship.

Intensive English Classes

Intensive English Classes provide English as a second language tuition for eligible newly arrived migrant primary and secondary school students provided by State and Territory government and non-government education authorities.

Pre-apprenticeship

Pre-apprenticeship courses cover aspects of an apprenticeship and include work experience placements. These generally run for six months and the skills gained through the course may shorten the term of an apprenticeship.

Language, Literacy and Numeracy Program (LLNP)

The LLNP program provides language, literacy and numeracy training for eligible clients. Registered training organisations are contracted to deliver assessment and training services under the LLNP.

Migrant Resource Centre (MRC)

MRCs are not-for-profit community organisations and local government bodies that provide settlement services to migrants, refugees and humanitarian entrants.

Multicultural Service Officer (MSO)

MSOs forge links between Centrelink and migrant and refugee communities.

Settlement Grants Program (SGP)

SGPs are DIAC funded programs that fund services which help CaLD clients to become self-reliant and participate equitably in Australian society as soon as possible after arrival.

Integrated Humanitarian Settlement Strategy (IHSS)

IHSS provides intensive initial settlement support to newly arrived refugees and Special Humanitarian Program (SHP) entrants.

Workplace English Language and Literacy (WELL) Program

The WELL program provides funding to employers for training their workers in English language, literacy and numeracy skills.

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EXECUTIVE SUMMARY

Overall Outcomes

Low numbers of people from culturally and linguistically diverse (CaLD) backgrounds uptake apprenticeships and traineeships in Western Australia compared with the general population. Previous research findings heavily informed the current project which aimed to place 20 people from CaLD backgrounds into an apprenticeship or traineeship and develop a best practice document to improve access to apprenticeships and traineeships for CaLD community members.

Findings from this project highlight the difficulties in addressing the issue of CaLD apprenticeship and traineeship uptake. There is no quick fix or single solution to improve outcomes of CaLD apprenticeships and traineeships. People from CaLD backgrounds are diverse between and within their own communities and vary in their job-readiness and level of support needed to successfully engage in an apprenticeship or traineeship. This report makes recommendations for changes that would assist people from CaLD backgrounds to better access apprenticeships, traineeships and other employment. Elements of the apprenticeship and traineeship pathway where changes are recommended include:

- ❑ Employment preparation for the CaLD individual
- ❑ Industry training programs
- ❑ Community partnerships
- ❑ Employer engagement

While this project focused specifically on CaLD employment in apprenticeships and traineeships, much of the knowledge gained through processes and activities is relevant for other fields of employment. The target of 20 apprenticeship and traineeship placements was not achieved, however, over 50 people from CaLD backgrounds were supported through this project and have been assisted in developing a better understanding of Australian employment services and practices through their involvement. Outcomes other than apprenticeship and traineeship placement became an important aspect of the findings and led to greater understanding of the reasons low numbers of people from CaLD backgrounds successfully engage in apprenticeships and traineeships.

The journey undertaken with each participant highlighted valuable information about how to improve the systems and practices currently in place to support people from CaLD backgrounds and apprentices and trainees. Existing systems are not sufficient to adequately prepare people from CaLD backgrounds for employment in apprenticeships and traineeships and recommendations in this report aim to address the identified gaps.

Key Lessons

Lessons drawn from the project have a broader reach than apprenticeships and traineeships, encompassing other employment and training sectors. Following is a list of the key lessons from this project. They can be found again, in context, in the analysis section.

Lesson #1

Media advertising undertaken through the project had limited impact on the recruitment of participants. Networking and word of mouth were found to be the most effective methods to attract CaLD community members. Establishing and maintaining networks and partnerships is important to inform communities and sustain awareness.

Lesson #2

Not all schools are adequately resourced to provide effective career guidance to CaLD students.

Lesson #3

Strong industry contacts are important in accessing placements for work experience, apprenticeships and traineeships. GTOs are effective means of promoting to employers but not all employers utilise GTOs to access apprentices and trainees.

Lesson #4

Minimum requirements to engage in an apprenticeship or traineeship differ across industries and are dependent on many factors including current skills and previous experience.

Lesson #5

Barriers and support needed to access apprenticeships and traineeships are uncovered throughout the process of career exploration and job search.

Lesson #6

Unrealistic perceptions held by people from CaLD backgrounds and lack of Australian employment awareness has led to undesirable employment experiences and negative employer attitudes.

Lesson #7

There is much diversity among CaLD groups and individuals, and a 'one size fits all' blanket approach to employability skills training is not appropriate or effective.

Lesson #8

Case management and hands on work experience are important elements in developing employability skills for people from CaLD backgrounds, particularly for clients from new and emerging communities, humanitarian entrants and those who are disconnected from their communities.

Lesson #9

Participants with very low English literacy and numeracy skills need intensive assistance over a long period of time to be able to engage in an apprenticeship or traineeship.

Lesson #10

CaLD workers are often unaware of their rights and responsibilities in terms of OH&S and are at risk of being exploited by employers.

Lesson #11

Being aware of cultural differences is important in minimising misunderstandings in the workplace.

Lesson #12

Some training organisations have funding to target CaLD groups, however, their existing training programs are often not sufficient to prepare people from CaLD backgrounds for employment as they are designed for the general population. Lengthy training programs or those with extensive facilitated work experience placements assist CaLD students with gaining better knowledge, understanding and experience of Australian workplaces.

Lesson #13

The flexible learning methods undertaken by training organisations in some instances are resulting in students gaining qualifications without the ability to complete all tasks required by employers. This was seen in the aged care industry where training organisations were facilitating oral examinations for CaLD students with low written literacy skills. Aged care employers reported that such students were unable to complete some carer duties as they are required to have a certain level of written literacy skills to complete tasks such as patient care charts.

Lesson #14

Existing pre-employment programs are often not sufficient to prepare people from CaLD backgrounds for employment in Australian workplaces.

Lesson #15

Community partnerships are vital in providing effective support to CaLD communities.

Recommendations

Recommendations have been drawn from this project and outline actions that would assist people from CaLD backgrounds in overcoming barriers to employment including apprenticeships and traineeships. As with the lessons outlined above, the context of each of the following recommendations can be found in the analysis section of this report.

Recommendation #1

Future programs endeavouring to attract CaLD clients should consider the importance of strong CaLD community contacts and networks.

Recommendation #2

Create a model that can easily be adopted by all schools facilitating effective careers information and assistance for CaLD students.

Recommendation #3

Future programs aiming to achieve work experience and employment placements, including apprenticeships and traineeships, should consider the importance of strong industry contacts and networks.

Recommendation #4

Industry specific training organisations should be consulted in the process of assessment regarding whether a CaLD client possesses the minimum requirements to engage in an apprenticeship or traineeship.

Recommendation #5

Resource tools assessing support needed such as a 'candidate needs assessment' should include action plans and must be working documents that can be amended throughout the process of career exploration and job search.

Recommendation #6

Time needs to be spent initially to address misconceptions and lack of understanding of Australian employment to properly prepare people from CaLD backgrounds before they engage in employment.

Recommendation #7

Future programs looking to assist people from CaLD backgrounds in accessing apprenticeships and traineeships should focus on those with higher levels of English literacy and numeracy, or should allow adequate time for development of these skills.

Recommendation #8

GTOs should case manage CaLD clients, provide intensive support and conduct regular follow up to increase the likelihood of successful apprenticeship and traineeship completion. Additional funding would be required to allow GTOs to provide this increased level of support.

Recommendation #9

The recommended CaLD specific pre-employment program should cover OH&S in the workplace.

Recommendation #10

GTOs establishing work experience, apprenticeship and traineeship placements for CaLD clients should address possible OH&S issues with the employer.

Recommendation #11

GTOs and RTOs with CaLD client bases should provide cultural awareness training for all staff through a variety of means.

Recommendation #12

Flexible learning methods undertaken by training organisations should be informed by industry to gauge appropriateness and effectiveness.

Recommendation #13

Research into existing pre-employment programs, CaLD and employer needs should be undertaken and considered in the development of a CaLD specific pre-employment program.

Recommendation #14

A CaLD specific pre-employment program should be an accredited foundation course which could assist in gaining entrance to other training programs or employment.

Recommendation #15

Employer driven programs offering work experience, apprenticeship and traineeship placements should be developed to assist people from CaLD backgrounds in overcoming employment barriers and provide opportunities for this disadvantaged group. These programs would benefit from linking in with Intensive English Schools, the AMEP and the CaLD specific pre-employment program to ensure the needs of industry and CaLD communities are best met.

Recommendation #16

Community organisations should work together through a holistic approach to support CaLD community members, drawing on the expertise of various organisations to overcome barriers faced by this target group.

BACKGROUND

This project was initiated by Extra Edge Community Services (EECS) in response to a request by the Department for Communities on behalf of the Office of Multicultural Interests (OMI) for the provision of services to increase employment of people from CaLD backgrounds into apprenticeships and traineeships in Western Australia. The request proposed to promote acknowledgement and inclusion of the needs of Western Australians from CaLD backgrounds in State Government policies and programs, empowering them to fully participate in the community.

While apprenticeships and traineeships have experienced rapid growth in recent years, OMI identified a lag in apprenticeship and traineeship uptake by people from CaLD backgrounds compared with the Western Australian population in general. Support systems currently in place for apprentices and trainees have been identified as insufficient for some CaLD participants, particularly those from new and emerging communities.

In 2007 the Department of Education and Training (DET) implemented funding subsidies to Group Training Organisations (GTOs) to increase participation of CaLD members into apprenticeships and traineeships. This initiative was aimed at supporting the GTOs to provide necessary training and support for people from CaLD backgrounds. Other West Australian CaLD support projects commonly focus at the individual level aiming to improve that individual's employment prospects. The current project aimed to identify factors to enable structural and systemic changes within the apprenticeship and traineeship system that facilitate and support ongoing employment for people from CaLD backgrounds in apprenticeships and traineeships.

This project followed a previous, similar project undertaken by Group Training Australia WA for OMI. The objectives and guidelines for the current project were informed by lessons learned through the preceding project. The development of, and activities undertaken through the current project have also been heavily informed by the research paper "Pathways to apprenticeships and traineeships for people from culturally and linguistically diverse backgrounds" (Walker, Tilbury, Volet, Tungaraza & Hastie, 2005).

Culturally and Linguistically Diverse (CaLD)

Culturally and linguistically diverse refers to the wide range of cultural groups and individuals that make up the Australian population. It includes groups and individuals who differ according to religion, race, language and ethnicity except those whose ancestry is Anglo-Saxon, Anglo Celtic, Aboriginal or Torres Strait Islander. For ease, CaLD is commonly used as an abbreviation for culturally and linguistically diverse.¹

¹ Definition of CaLD sourced from the Office of Multicultural Interests website.

PROJECT PARTNERS

The Culturally and Linguistically Diverse Apprenticeship and Traineeship Partner project was delivered across three areas; Perth through Extra Edge Community Services (EECS), Midwest Western Australia through Joblink Midwest, and Great Southern Western Australia through Rainbow Coast Neighbourhood Centre (RCNC). The Project Coordinator (EECS) oversaw delivery across the three regions and provided support to the regional partners. Seven project partner meetings took place over the project period. These meetings were used for planning and information sharing to enhance project delivery.

Extra Edge Community Services

Extra Edge Community Services (EECS) is a not-for-profit community organisation based in the south east metropolitan region of Perth. EECS works with communities and individuals to identify and achieve innovative learning and development outcomes. The main contract under EECS is the Employment Directions Network (EDN) for the south east metropolitan region of Perth. The EDN is state wide and state funded through the Department of Education and Training, providing free careers, education and training advice and assistance to West Australian residents since 2003.

EECS delivers EDN services in-house through workshops and one-on-one assistance to clients, facilitating and supporting them with career exploration and employability skills training such as resume and application writing, job search and job interview preparation. EECS also delivers employability skills workshops and support to schools and in other community settings throughout the south east metropolitan region of Perth

In recent years, south east metropolitan Perth has seen an increase in settlement of migrants and refugees from non-English speaking countries, particularly those from new and emerging communities. The services available for migrants and refugees in this area are growing but are not yet sufficient. Major employing industries in the region include: retail trade, property and business services, construction, health and community services, education and manufacturing.

Rainbow Coast Neighbourhood Centre

Rainbow Coast Neighbourhood Centre (RCNC) is an incorporated not-for-profit community organisation based in Albany. RCNC has been delivering a diverse range of individual and community support services in Great Southern Western Australia for more than 20 years. Support services include parenting and family support programs, life skills and adult education courses, workshops, seminars, information provision and links to other agencies and services.

RCNC receives substantial on-going state and federal funding to provide these services. Of particular note are the services for migrants and refugees, provided through resource centres in Albany, Mt Barker and Katanning. Clients are able to access practical assistance involving capacity building, advocacy, information and referral to other agencies and services to help them settle into their new communities.

Many migrants accessing services in regional areas are humanitarian entrants with very low levels of English language proficiency. Consequently, a large number engage in seasonal employment fruit-picking or working in vineyards, and such seasonal employment contributes to the transient lifestyles observed over time. Those who do not take up outdoor seasonal employment often find employment with the only other large-scale employer for unskilled migrants – the abattoirs: Fletchers in Albany and WAMMCO in Katanning. The abattoirs offer greater employment stability but are nevertheless perceived by migrants as transitional to the wider opportunities available in Australia.

Joblink Midwest

Joblink Midwest (Inc.) is a community based not-for-profit organisation established in 1988. Joblink Midwest is a service provider for the Department of Education and Training and provides service delivery of the Employment Directions Network and ApprentiCentre contracts for the Midwest and Gascoyne regions, covering over 640,000 square kilometres. The provision of the two services offers a combination of specialists in both career counselling and apprenticeship and traineeship assistance.

Joblink Midwest provides support to jobseekers on behalf of the Employment Directions Network in areas such as useable infrastructure (computers, faxes, etc.), career guidance, job search assistance and general employability skills awareness and training. On behalf of the ApprentiCentre, Joblink Midwest also provides services to employers and established apprentices and trainees in the enforcement of legislation, training, workplace mediations and administration for the Midwest region.

The Geraldton and Midwest region has an established multicultural community which has been a part of the development and growth of the Midwest region for over 100 years, with migrants from Greece, Italy, Germany, Vietnam, Cocos Islands and England. Geraldton has also seen an increase with migrants from developing countries such as Africa. Many of these migrants have been involved in establishment of the region's agricultural and primary produce industries and have formed substantial networks and relationships in the area.

Due to the size of the region, there is difficulty in providing support to all regional areas. Joblink Midwest has established a network which includes regional Telecentres to be able to provide regular services as far North as Exmouth, East to Meekatharra and Wiluna and South to Jurien Bay. Joblink Midwest has a strong established relationship with schools throughout the region and regularly delivers employability skills workshops to students.

STEERING COMMITTEE

The Steering Committee offering guidance throughout this project proved to be a good source of information and useful resources. Steering Committee members represented the following organisations and departments:

- Office of Multicultural Interests
- Extra Edge Community Services
- Department of Education and Training
- Department of Consumer and Employment Protection (Now the Department of Commerce)
- Department of Immigration and Citizenship
- Murdoch University
- Group Training Australia WA
- Relationships Australia WA

Monthly meetings were held throughout the project at the office of Extra Edge Community Services, with a break over December and January. Updates from regional partners were given through video conferencing on a rotational basis. Steering Committee members were provided with cross-regional monthly report updates by the Project Coordinator to keep them informed of the project's progress at each site.

METHODOLOGY

Research into Existing Best Practice

Previous and current CaLD programs in Australia have formulated recognised best practice models aimed to assist minority groups, particularly youth, Indigenous communities, and women. These programs establish connections with ethnic community organisations and other private sector agencies, providing participants with language tuition, skills training, mentoring, interpreting and translating services, and career counselling. Nationally, projects are being launched to combat the barriers to employment for minorities. Such reforms particularly include providing local training opportunities in regional areas, reviewing methods of information provision, reducing discrimination, reformulating workplace culture and addressing special labour market needs.

The research into national and international best practice conducted by EECS revealed effective means to increase the participation of CaLD communities in Australian apprenticeships and traineeships. Although Canada and New Zealand were found to have implemented various successful programs, Australia is at present excelling globally with strong results in the expansion of educational initiatives and individual-based development projects. Yet there remain areas requiring improvement in Western Australia, particularly regarding building interest levels, increasing awareness, providing additional support for youth, and establishing more culturally appropriate employment opportunities. The EECS Project aimed to identify structural and systemic changes within the apprenticeship and traineeship system to provide improved and continual support for CaLD individuals and communities.

The complete literature review on existing best practice is attached as Appendix 1 to this report.

Objectives and Key Performance Indicators

Key performance indicators were aligned with each project objective to map strategies and indicators of achievement and data collection methods.

Risk Management

A risk management plan was developed in the early stages of the project to identify possible risks to the project's successful implementation and strategies to address these risks.

Reporting Framework and Evaluation

The reporting framework for this project required that each partner complete monthly reports and submit these to the Project Coordinator following a monthly report schedule. These reports covered activities, outcomes, issues and risks for each region over that reporting period, enabling the Project Coordinator to monitor the progress of each of the regions. Monthly report updates were provided to the members of the Steering Committee to keep them updated of each region's progress.

A mid-term report was required at the halfway mark of the project to give all parties involved a more in-depth understanding of how the project was progressing. A final report including evaluation (Appendix 3) and Best Practice document (Appendix 4) is the final stage of reporting for this project.

Project Implementation

The partners delivered this project according to their region's unique situation and in-line with the objectives and key performance indicators. In the early stages of the project the partners undertook to raise awareness and promote apprenticeship and traineeship opportunities amongst the target group.

Project officers met with potential participants to identify their suitability for joining the project. Three main areas were assessed:

- Eligibility to undertake an apprenticeship or traineeship.
- Career exploration to identify whether the stated career goal was achievable through an apprenticeship or traineeship.
- Barriers faced and support needed to successfully achieve an apprenticeship or traineeship.

Project participants were case managed and taken through a process of career exploration and employability skills training to prepare them for employment in their chosen industry. With some participants this included undertaking a pre-apprenticeship, basic training or Access courses to build industry specific skills. Participants were supported throughout the project period and support will continue as outlined in the sustainability plans (Appendix 2) for each region.

Promoting employment in an apprenticeship or traineeship of people from CaLD backgrounds to employers was undertaken with job-ready clients. This included direct promotion of employment and work experience by the project officers and through referrals to GTOs.

PROJECT AIMS AND OUTCOMES

The following section details the project aims and outcomes measured against the objectives:

1. Facilitate the Employment of 20 People from CaLD Backgrounds in an Apprenticeship or Traineeship

The target of 20 people employed in an apprenticeship or traineeship was split over the three regions and across two defined target groups.

TARGET GROUP	A&T TARGETS			A&T ACHIEVEMENTS		
	EECS	RCNC	JOBLINK MIDWEST	EECS	RCNC	JOBLINK MIDWEST
Group 1 – Persons from the broader CaLD Community.	6	5	5	1	-	3
Group 2 – Persons from New and Emerging Communities.	2	1	1	2	2	1

Group 1: Persons from an ethnic group who do not fall within Group 2, being a group that perceives itself and is perceived by others to be different from the mainstream in some combination of the following traits: language, religion, ethnicity, and ancestral homeland with its related culture. Common measures of cultural diversity and ethnicity include, but are not limited to, country of birth; language spoken at home, religion; and ancestry.

Group 2: Persons from new and emerging communities, which are defined as those: that have been established in Western Australia since 1997; whose number have increased significantly since 1997 and which have an ongoing and significant need for government services; and/or which do not yet have the resources or numbers to have an established community infrastructure.

EECS

Participant #1 is currently completing Certificate III in Aged Care and is concurrently working towards Certificate IV in Aged Care through a traineeship. The employer is Howard Solomon Nursing Home.

Participant #2 is currently undertaking a traineeship in Engineering (Certificate II) as a direct indenture to Studwise Pty Ltd.

Participant #3 is undertaking an apprenticeship in Carpentry and Joinery through Skill Hire with WA Timber Decking.

RCNC

Participant #1 was offered a traineeship in childcare, her first choice, split between Rainbow Coast Creche and Ragamuffins Childcare Centre. She decided to re-locate to Perth at short notice and failed to take up the traineeship.

Participant #2 is currently embarking on a traineeship in Automotive Light (Certificate II) split between Albany Dynotune and Byatt Motors.

Joblink Midwest

Participant #1 is currently undertaking an apprenticeship as a Boilermaker (Certificate III in Engineering) and is placed with ATC-Midwest at RCR Engineering.

Participant #2 is currently undertaking a traineeship in Lifeguarding/Pool Operations (Certificate II in Sport and Recreation) and is placed with ATC-Midwest at the Geraldton Aquarena.

Participant #3 is a student at Geraldton Secondary College and has obtained a school-based traineeship (Certificate II in Business Administration) and is placed with ATC-Midwest at Plunkett Homes.

Participant #4 is currently undertaking an apprenticeship as a Boilermaker (Certificate III in Engineering) with M3 Engineering.

2. Support the Employment of 20 People from CaLD Backgrounds in an Apprenticeship or Traineeship

Participants were supported from the initial stages of joining the project, to increase their chances of achieving an apprenticeship or traineeship and this support continued beyond sign up of an apprenticeship or traineeship. Each participant was assessed for suitability to join the project and then underwent a process of supported career exploration, employability skills training and assistance with contacting GTOs and employers to secure training and/or work experience. Participants who were successful in obtaining an apprenticeship or traineeship were provided with ongoing support including regular contact with the apprentice or trainee and employer.

EECS, RCNC & Joblink Midwest

Participants received various methods of support including:

- Supported career exploration including use of the CareerBuilder program
- Employability skills support
- Funding to obtain training and other requirements for work experience and employment
- Facilitated interviews
- Tutoring and literacy support
- Assistance in contacting employers
- Referral to Job Networks, GTOs and RTOs
- Communication with employers on matters of work difficulties and other issues
- Enquiries into Visa status relating to employment, apprenticeships and traineeships

3 & 4. Raise Awareness of and Promote Apprenticeship and Traineeship Opportunities in CaLD Communities

Project officers from each region utilised existing networks and formed new connections to raise awareness of and promote apprenticeship and traineeship opportunities amongst CaLD communities. These networks included existing and new clientele of each organisation, schools and TAFEs, other community organisations with a CaLD client base, and CaLD focused networking groups.

Promotional material was created and distributed to relevant organisations, institutions and groups with a CaLD client base or focus. Project officers maintained their networks and promotion was ongoing to sustain knowledge of the project within the community. Other staff members within each partner organisation were made aware of the project to facilitate referrals to the project officer in that organisation.

Activities undertaken to raise awareness and promote apprenticeship and traineeship opportunities amongst the target group include meetings, presentations, emails and phone calls with:

- Groups that have contact with people from CaLD backgrounds or CaLD clientele.
- Schools in the community with CaLD students.
- Organisation staff to promote amongst clients.

REFERRAL TYPE	EECS	RCNC	JOBLINK MIDWEST
EDN Client	14	-	6
MRC Client	-	10	-
Schools	7	-	3
Community Meetings / Organisations	12	-	3
ApprentiCentre	-	-	2
Self referred	-	8	-
Other	3	-	1

Copies of promotional material can be found in Appendix 5. A list of schools, community organisations and groups contacted through promotion can be found in Appendix 6.

5. Promote Employment in Apprenticeships and Traineeships of People from CaLD Backgrounds Amongst Employers

Promotion of employment in an apprenticeship or traineeship of people from CaLD backgrounds to employers was undertaken with job-ready clients. This included direct promotion for employment and work experience placements by the project officers and through referrals to GTOs.

In Perth, 21 participants were promoted to employers, 10 participants were promoted in Albany and 12 participants in the Midwest region. These contacts resulted in participants engaging in the following activities:

ACTIVITY	EECS	RCNC	JOBLINK MIDWEST
Work experience	7	5	2
Australian Access Program	5	-	-
Pre-apprenticeship	1	-	1
Other training or education	1	4	1
GTO uptake	8	-	2
Apprenticeship or traineeship uptake	3	2	4
Other employment	8	6	2

*Some participants engaged in multiple activities.

A list of employers, GTOs and RTOs contacted throughout the project for each region can be found in Appendix 7.

6. Develop a Best Practice Model through which to Increase Employment of People from CaLD Backgrounds in Apprenticeships and Traineeships

Activities, outcomes, issues and risks were documented regularly throughout the project period to facilitate the development of a Best Practice Model (Appendix 4).

DATA COLLECTION

Demographic data was collected from the project participants. The document used to collect this data can be found in Appendix 8 of this report.

Participant Age

PARTICIPANT AGE RANGE	EECS	RCNC	JOBLINK MIDWEST
15 to 19 years	5	1	7
20 to 29 years	12	1	1
30 to 44 years	13	7	4
45 and over	6	1	-

Most of the Perth participants were between 20 to 29 years old (33.3%) or 30 to 44 years old (36.1%), 13.8% were 15 to 19 years old and 16.6% were aged 45 years or over. The majority of RCNC participants were aged 30 to 44 years old with one participant belonging to each of the other age groups. Nearly two thirds of Joblink Midwest participants were 15 to 19 years old, 33.3% were 30 to 44 years old and one participant was between 20 and 29 years old.

Country of Birth

COUNTRY OF BIRTH	EECS	RCNC	JOBLINK MIDWEST
African Country			
Sudan	5	-	-
Liberia	4	2	1
Congo	4	-	-
Zimbabwe	2	-	1
Eritrea	2	-	-
South Africa	1	-	1
Sierra Leone	1	1	-
Somalia	1	-	-
Nigeria	1	-	-
Ethiopia	1	-	-
TOTAL	22	3	3

Asian Country			
Viet Nam	3	-	1
Afghanistan	2	2	-
China	1	1	-
Sri Lanka	1	-	-
India	1	-	2
Burma	1	-	-
Nepal	1	-	-
Indonesia	1	-	-
Philippines	-	-	1
Malaysia	-	1	-
Japan	-	1	-
Bangladesh	-	1	-
Cocos Islands	-	-	4
TOTAL	11	6	8

Other Country			
Australia	1	-	-
Russia	1	-	1
Cuba	1	-	-
Mauritius	-	1	-
TOTAL	3	1	1

Almost two thirds (61.1%) of Perth participants were of African origin, 30.5% were from an Asian country and 8.3% identified other origins. 30% of RCNC participants identified African countries of origin, 60% identified Asian origins and one participant was from another country. 25% of Joblink Midwest participants were from an African country, two thirds identified Asian origins and one participant was from another country.

Across all three regions just under half of participants (48.2%) identified African origins, 43.1% were from an Asian country and 8.6% nominated another country of origin. Over half, 56.9% of all participants were from new and emerging communities with the remaining 43.1% belonging to established communities.

Main Language Spoken at Home

A number of languages were spoken at home by the participants, including English, Arabic, French, Tigrinya, Chinese, Krahn, Dari, Persian, Russian, Spanish, Congolese, Acholi, Sinhala, Vietnamese, Hindi, Somalia, Burmese, Kiswahili, Lingala, Nepalese, Idoma, Yoruba, Indonesian, Shona and Kuku. Many of the participants noted that they spoke more than one language.

English Proficiency

English proficiency was self assessed on a scale of 'Very well, Well, Not well and Not at all' by the project participants during the initial interview.

ENGLISH PROFICIENCY	EECS	RCNC	JOBLINK MIDWEST
Very well	9	1	9
Well	19	4	2
Not well	6	5	-
Not at all	2	-	-

The majority of Perth participants assessed themselves as speaking English 'Well' (52.7%), 25% 'Very well', 16.6% 'Not well' and 5.5% 'Not at all'. Half of RCNC participants identified that they did not speak English well, 40% 'Well' and one participant stated that they spoke English 'Very well'. 75% of Joblink Midwest participants identified that they spoke English 'Very well' and 25% 'Well'.

Religious Affiliation

RELIGION	EECS	RCNC	JOBLINK MIDWEST
Christian	19	3	1
Muslim	4	4	4
Catholic	2	-	1
Buddhist	2	-	-
Hindu	2	-	2
None	2	-	4
N/A	3	3	-
Other	2	-	-

Over half (52.7%) of the Perth participants were Christian and 11.1% were Muslim. Three participants did not answer this question and the remaining 10 participants were spread evenly amongst Catholic, Buddhist, Hindu, no religion and other. 40% of RCNC participants identified as Muslim, 30% identified as Christian and 30% did not answer. A third of Joblink Midwest participants identified as Muslim, a third identified as having no religion, 16.6% identified as Hindu, one participant nominated the Christian faith and one Catholic.

Year of Arrival in Australia

YEAR ARRIVED	EECS	RCNC	JOBLINK MIDWEST
2008	3	-	4
2007	7	2	2
2006	7	1	-
2005	2	2	-
2004	5	2	-
2003	1	1	1
2002	2	1	-
2001	-	1	1
1999	1	-	-
1997	-	-	1
1996	2	-	-
1992	-	-	1
1991	1	-	-
1990	1	-	-
1988	-	-	1
Born in Australia	1	-	-
N/A	3	-	1

27.7% of Perth participants arrived in Australia in the last two years between 2007 and 2008, 47.2% arrived between 2001 and 2006, 13.8% arrived prior to 2001 and three participants did not provide this information. Out of the ten RCNC participants, 20% arrived in the last two years between 2007 and 2008 and 80% arrived between 2001 and 2006. 50% of Joblink Midwest participants arrived in Australia in the last two years between 2007 and 2008, 16.6% arrived between 2001 and 2006, 25% arrived before 2001, and one participant did not disclose this information.

Migration Category

Migration Category	EECS	RCNC	JOBLINK MIDWEST
Refugee	20	5	1
Skilled Migration	4	-	-
Family Visa	3	1	1
Humanitarian	2	-	-
Spousal Visa	1	2	1
N/A	6	2	9

55.5% of Perth participants were refugees, 11.1% came into Australia through skilled migration, 8.3% were on a family visa, two participants indicated they were on a humanitarian visa, one participant was on a spousal visa and six participants were unsure what migration category they belonged to or did not provide this information. 50% of RCNC participants were refugees, one participant was on a family visa, two participants were on humanitarian visas and two participants did not respond. 75% of Joblink Midwest participants did not provide their migration category, one participant was a refugee, one was on a family visa and one participant was on a spousal visa.

ANALYSIS

Knowledge and understanding of issues surrounding CaLD apprenticeship and traineeship uptake went further than the objectives of this project. The following sections explore lessons learned from what the project partners found to be key areas affecting employment in apprenticeships and traineeships by people from CaLD backgrounds as well as other employment barriers. Recommendations are made based on lessons learned and understanding gained through the project.

Overview

Regional Differences

EECS project participants were from a mix of new and emerging and established CaLD communities had various levels of English literacy and required different levels of support. The majority of participants in the Midwest region were from established communities with good to very good English language skills. Participants requiring less intensive support in both Perth and the Midwest were guided to access mainstream EDN services to assist them in developing their employability skills² and were taken on more readily by GTOs. Participants involved in the project delivered by RCNC were from a mix of new and emerging and established communities, however, most had very limited English literacy and numeracy skills. RCNC found promoting to employers a difficult task with these participants as they had more barriers and needed extensive assistance, including lengthy work experience placements to adequately prepare them for employment.

Through their links with the ApprentiCentre, Joblink Midwest has strong, established relationships with various employers in their region and commented that it was harder to recruit suitable participants than to place them in work experience and apprenticeship or traineeship positions. Prior to this project, EECS and RCNC had very limited contact with employers and found accessing employers to provide work experience, apprenticeship and traineeship places a difficult task. Developing relationships with and an understanding of GTOs was an important aspect of accessing employers for EECS and RCNC. Industry, training and employment choices are limited in the Midwest and Great Southern regions with only two GTOs in each area covering all trades and industries compared to the many in Perth which are a mix of specialised and general. Some of the participants relocated to Perth during the project after identifying the lack of opportunities in their own area.

The project partners established and strengthened valuable relationships with a variety of community groups, GTOs and RTOs throughout this project and gained a great amount of knowledge and understanding through the activities undertaken. Before commencing this project, RCNC had knowledge and experience working with CaLD groups but knew little of the apprenticeship and traineeship system while Joblink Midwest were heavily informed on apprenticeships and traineeships but had little experience with CaLD clients. EECS had experience with career development and some knowledge of CaLD issues, apprenticeships and traineeships. Through the partnership each organisation was able to develop their knowledge and understanding of areas not well known to them previously. The combination of the partner organisations complemented the needs of the project effectively.

² Employability skills are non-technical skills and competencies which are an important part of an individual's effective and successful participation in the workplace. These skills are classified as transferable skills and include; searching and applying for jobs and attitudes and behaviour required for successful participation in the workplace.

The Project Coordinator was a full time funded position to deliver the project in Perth and coordinate and monitor all three areas. The regional partners were funded part-time to undertake project delivery. Joblink Midwest and RCNC contributed in-kind support to the project as the allocated funded time was not adequate to undertake the activities required for the project.

Project Participants

The initial goal of each project participant was to attain employment in an apprenticeship or traineeship. For some participants the journey of career exploration and employability skills training highlighted alternative career goals which were more suitable and preferred. Many participants, particularly those from African countries, presented with similar career goals including aged care, child care, mechanics and construction. There is vast diversity in Australian employment opportunities and migrants are often not aware of the range of options and different pathways to achieve career goals. The career exploration process undertaken with each participant developed their awareness of the myriad of opportunities in Australian employment.

Developing a sound understanding of Australian industries provided the participants with more information on which to base their career choices. Participants were case managed by the project officers or a support staff member from their organisation. Case management was important for the participant to feel comfortable in contacting their support staff and facilitated the assistance provided, as the case worker or support staff members were well informed of each participant's situation. This process was time consuming and included employability skills training, career conversations, work experience and meetings with industry trainers. For some participants this process strengthened their commitment and desire to achieve their stated career goals through an apprenticeship or traineeship while other participants discovered alternative pathways to achieve their career goal or decided upon a different career choice altogether. Some participants found through their involvement in the project that their level of English was too low to succeed in an apprenticeship or traineeship at that time and chose to complete their English language training.

"I think it has been quite good, very helpful in trying to achieve all the goals I have set out."

As migrants go through the process of settling into their new life in Australia, it is not surprising that individuals' situations are not always stable. Many of the participants that joined the project, later disengaged for reasons related to settlement, these included:

- Relocation
- Accommodation issues
- Family problems

Many migrants are endeavouring to tackle their settlement issues at the same time as pursuing their career goals. This puts them and their families under pressure, and commonly displays to outsiders as a lack of commitment or focus. It is important to understand how settlement issues affect one's ability to address career goals and how difficult this journey can be for CaLD migrants.

One participant in Katanning was due to start a traineeship in aged care, this had to be abandoned when she decided to relocate to Perth. This participant is now working in hospitality in Perth.

Through involvement in the project every participant indicated that they had been assisted to learn, grow and develop. Participants who did not successfully obtain an apprenticeship or traineeship placement identified themselves as gaining one or more of the following benefits:

- Gained better understanding of Australian workplaces and how to search and apply for jobs.
- Improved confidence in ability to navigate Australian employment systems and approach employers.
- Gained alternative employment using skills learnt through project.
- Resumed English language training.

Several participants reported that they had learnt valuable skills through their involvement in the program.

"I've learnt how to write cover letters, how to develop a good resume, different ways of approaching employers."

Length of Project

The initial part of the project focused on establishing processes for project reporting, coordination, communication and delivery, as well as networking and promotion to attract participants. This reduced the time spent working with participants to achieve employment in an apprenticeship or traineeship to less than 12 months. Participants varied in their level of job-readiness with many requiring intensive assistance over a long period of time. Barriers faced by participants included English language proficiency, lack of awareness of Australian workplace culture and limited understanding of Australian industries and careers. These aspects often need to be developed over time through courses, employment experiences and social situations.

Many trade employers require a pre-apprenticeship to be completed before they will consider someone for an apprenticeship position. These pre-apprenticeships usually take six months to complete and often do not have rolling intakes where participants can begin at any time of the year. This impacted the timeliness of some participants achieving or moving closer to apprenticeship outcomes. At the end date of this project there were three Perth participants who had identified a pre-apprenticeship as their next step in their career action plan but would have to wait until mid-year intake to enrol at TAFE. Of these three participants, one re-enrolled in high school and is completing a mechanics program integrated with his year 11 studies. The other two participants are linked with a GTO and are contacting employers directly for opportunities to engage in an apprenticeship in heavy duty mechanics and if unsuccessful, plan to enrol in pre-apprenticeships at TAFE starting mid-year.

Networking and Promotion

Engaging Participants

Project officers from each region conducted information sessions within their organisations to inform staff of the project. This enabled staff from the Perth and Geraldton EDNs and the Albany MRC to refer potential participants to the project officers within their organisations. This networking and promotion activity was highly successful with the majority of participants being identified through the EDNs and MRC.

Networking and promotional activities conducted beyond the partner organisations were as follows:

- A project summary sheet created and distributed to community organisations to raise awareness of the project amongst organisations with CaLD clientele.
- A promotional flyer aimed at potential participants, created and distributed across community organisations and groups, schools and Centrelink offices³.
- Information in newsletters targeting schools and CaLD communities.
- Information sessions and meetings with community organisations and groups, RTOs, GTOs and employers.

The promotional activities were successful in developing relationships and obtaining referrals for the project. Ongoing promotion was necessary due to fairly high staff turnover at Job Network agencies and other community organisations.

EECS and Joblink Midwest continued a rolling intake of participants throughout the project period. RCNC began the project with a group of 10 participants, working with the participants as a group and individually, while also open to new participants.

RCNC placed advertisements in the local print media and on the radio station in Albany and Katanning to promote the project amongst CaLD communities and employers. Media advertising had some success. A similar number of potential participants were recruited through the MRC client base as were identified through media advertising.

RCNC created a mini reference group consisting of the project officer for RCNC, a representative from Great Southern TAFE and a representative from ATC – the GTO engaged for this project. All participants were undertaking English language training at Great Southern TAFE and were involved with the MRC. This was considered a key component of the successful participant recruitment and the strong relationships they developed.

Joblink Midwest linked with their local high school and attended school-based apprenticeship and traineeship interviews where they were able to identify CaLD students. This was an effective method of recruiting young CaLD participants, although there were few suitable students in the Midwest region over the project period.

³Centrelink Multicultural Service Officers across metropolitan Perth as well as Centrelink offices in Cannington and Gosnells were targeted for project promotion in Perth. Centrelink offices in Albany and Geraldton were contacted for promotion by RCNC and Joblink Midwest.

EECS had little success linking with schools at the beginning of the project and were only able to create strong links with Intensive English Centres later in the year. This was due to teachers wanting their students to remain at school until completion of their studies, rather than leaving to pursue careers. This led to participants being referred to the project at the end of the year with little time left in the project to assist them to prepare for and find apprenticeship or traineeship positions. Students that were referred to the project by teachers and school psychologists earlier in the year were not suitable for this project, having greater barriers such as learning difficulties and extremely low literacy levels. One student's English literacy was at a primary school level.

Career guidance, information and student programs differ across schools with many accessing outside community services to enhance their career development programs. The quality of information provided to the students is dependent on the knowledge, awareness and networks of the career counsellors at any particular school. Generic careers information may not be sufficient for CaLD students.

❖ **Lesson #1**

Media advertising undertaken through the project had limited impact on the recruitment of participants. Networking and word of mouth were found to be the most effective methods to attract CaLD community members. Establishing and maintaining networks and partnerships is important to inform communities and sustain awareness.

☒ **Recommendation #1**

Future programs endeavouring to attract CaLD clients should consider the importance of strong CaLD community contacts and networks.

❖ **Lesson #2**

Not all schools are adequately resourced to provide effective career guidance to CaLD students.

☒ **Recommendation #2**

Create a model that can easily be adopted by all schools facilitating effective careers information and assistance for CaLD students.

Employer Promotion

Initially the project partners planned to engage large employer groups to support the project by providing work experience, apprenticeship and traineeship placements for the participants. This proposal was not pursued as the project partners identified the need to have job-ready participants to promote to the employers. Additionally, engaging a large employer without interested job-ready clients would not be worthwhile for this particular project. Employer promotion was therefore undertaken with job-ready participants and carried out according to each participant's industry preference and situation.

Promotion was undertaken in the form of direct contact by the project officer or through a GTO, to request work experience placements. Work experience is an effective method to increase industry specific knowledge and understanding of employment in general. It provides an opportunity to build strong references and can also lead to paid employment. Work experience is especially important for people who have not worked in Australia before as Australian employers place great value in Australian experience.

Participants reported the benefits that they received from their work experience placements.

“To work as a team, good communication, to know how to make contact with people on the worksite.”

“Being accurate and careful in the workplace. Being aware of what to do and having a hardworking attitude.”

Strong industry contacts are essential, as without an established employer relationship it is difficult to secure placements. Joblink Midwest has strong relationships with many employers in their region and noted that for them it was more difficult to attract suitable participants than to find a willing employer. GTOs have established employer relationships and good industry contacts and hence were a helpful resource for the project partners. Project officers assisted participants in accessing GTOs as well as contacting employers directly to cast a wider net for opportunities.

RCNC created participant profiles highlighting skills and attributes for each participant to market to employers. This was created because of the strong need to market participants to employers as there are limited employers in their area to choose from, making competition higher. As many of the participants did not have much to put in a resume, this gave them a document to emphasise their abilities and strengths.

❖ **Lesson #3**

Strong industry contacts are important in accessing placements for work experience, apprenticeships and traineeships. GTOs are effective means of promoting to employers but not all employers utilise GTOs to access apprentices and trainees.

☒ **Recommendation #3**

Future programs aiming to achieve work experience and employment placements including apprenticeships and traineeships, should consider the importance of strong industry contacts and networks.

Eligibility / Minimum Requirements to Engage in Apprenticeships and Traineeships

Completion of Year 10, including English and Maths or equivalent, is commonly used as a guideline for the minimum requirements to engage in an apprenticeship or traineeship. However, a higher level of English and Maths is often required to successfully engage in an apprenticeship or traineeship, and minimum requirements differ across industries. It is important to note that English language skills include speaking, reading, writing and comprehension. Apprenticeships and traineeships are forms of employment and employers often have their own minimum requirements to employ an apprentice or trainee, such as completion of a pre-apprenticeship or Access course and industry specific work experience.

One employer spoke about the literacy and language concerns that would discourage her from employing someone from a CaLD background.

“Lack of comprehension, specifically regarding information and instructions. Their reading and writing may be okay but often their comprehension is very low and that takes time to build up.”

Training organisations are becoming more flexible in training delivery and adapting to the needs of students by implementing extra measures of support. To assess whether a person fulfils minimum requirements to engage in an apprenticeship or traineeship it is necessary for an assessment to be made by a trainer in that industry. Such assessments need to be made on a case by case basis as there are many factors to consider, including:

- English language skills (speaking, reading, writing and comprehension)
- Numeracy
- Previous education and qualifications
- Industry or other relevant experience

The above factors impact on a person’s ability to successfully engage in an apprenticeship or traineeship and must to be taken into consideration in career planning and engagement of training.

Employers commented on motivations for employing someone from a CaLD background.

“Doesn’t matter what origins are as long as they can do the job.”

“As long as they have the right attitude, turn up on time and are willing to learn. They have to want to be there and show initiative.”

Project officers took the participants through a process of career exploration and career action planning to identify pathways, barriers and support needed to access an apprenticeship or traineeship. The career action plan identified aspects of support need up front and throughout the process undertaken with each participant. This was used as the ‘Candidate Needs Assessment’ (CNA) tool for each participant.

A copy of the Candidate Needs Assessment tool can be found as Appendix 9 in this report.

❖ **Lesson #4**

Minimum requirements to engage in an apprenticeship or traineeship differ across industries and are dependent on many factors including current skills and previous experience.

☒ **Recommendation #4**

Industry specific training organisations should be consulted in the process of assessment regarding whether a CaLD client possesses the minimum requirements to engage in an apprenticeship or traineeship.

❖ Lesson #5

Barriers and support needed to access apprenticeships and traineeships are uncovered throughout the process of career exploration and job search.

☒ Recommendation #5

Resource tools assessing support needed such as a 'candidate needs assessment' should include action plans and must be working documents that can be amended throughout the process of career exploration and job search.

Identified Barriers and Support Needed

Unrealistic Perceptions / Lack of Australian Employment Awareness

Many participants who joined the project had unrealistic perceptions of Australian employment. This led to them previously aiming for employment that was not suitable to their individual situations, with many encountering negative employment experiences in the past. This is a serious issue resulting in many employers becoming less motivated to employ or even interview people from this target group.

Case management, career exploration and work experience helped the participants increase their awareness of Australian employment and overcome their unrealistic perceptions. This was a lengthy and time consuming process, often leading to the participant deciding on employment goals which were not accessible through an apprenticeship or traineeship.

Participants generally had difficulty understanding apprenticeships and traineeships. Many had the view that these were forms of training, easy to achieve and often believed that they were government programs being offered to interested participants rather than competitive employment. It was necessary to spend time explaining the apprenticeship and traineeship system with each participant to make them aware that it is a form of employment and to obtain an apprenticeship or traineeship it remained necessary to complete the process of job search and application.

One participant reported that they felt it was *"...difficult and time consuming to get an opportunity."*

❖ Lesson #6

Unrealistic perceptions held by people from CaLD backgrounds and lack of Australian employment awareness has led to undesirable employment experiences and negative employer attitudes.

☒ Recommendation #6

Time needs to be spent initially to address misconceptions and lack of understanding of Australian employment to properly prepare people from CaLD backgrounds before they engage in employment.

Employability Skills

The majority of participants in this project had very limited awareness of employability skills and little or no experience in Australian employment. As the participant base was very diverse in terms of their cultural background, English proficiency, previous education and employment experiences, the project officers assessed the level of support needed on a case by case basis. The process of employability skills support incorporated the following themes:

- Identify career goals
- Review identified career goals to ensure understanding
- Career exploration
- Ascertain previous employment, education and training
- Identify support needed to achieve career goals
- Explain requirements and subtleties of Australian employment and workplace culture, including:
 - Communication with employers
 - Time management
 - Roles and responsibilities of employees/employers
 - Work experience
- Assistance with understanding and undertaking of:
 - Resume and application letters
 - Contacting employers/GTOs
 - Interviews
 - Work experience placements

“...you were wonderful and that’s enough for me... I can work. I can deal with any problems because you taught me how. You gave me a way to live. I have friends I meet that have been here longer than me but I am better off I think, because I had help from you and your organisation.”

EECS and Joblink Midwest participants with good English language skills who had an understanding of Australian culture were guided to access the more mainstream EDN services such as the resume workshop and Career Builder self exploration tool to assist in their development of employability skills. For participants of all three regions with lower levels of English, particularly those from new and emerging communities, project officers conducted career exploration through conversations. Participants generally presented a career preference and it was important to discuss their preference in detail to identify what aspects of their choice made it attractive. From this, the project officers were able to explore other industry and career options. These conversations were helpful in building the participants’ knowledge and awareness of Australian industries.

Work experience placements and meetings with the participant and an industry training organisation were essential elements in providing the participants with a greater understanding of their chosen career. One Perth participant changed his career direction after participating in two work experience placements and meeting with a trainer. This participant originally aimed to become a mechanic, yet only after direct experience both on the job and in the classroom was he able to make an informed decision whether to continue on this path. This participant was mature aged, had limited English language and numeracy skills and no experience in mechanics or a similar field. His perception of a mechanic was based on this industry in his home country, which proved quite different to Australia. This participant had previous experience in nursing from his home country and held a Certificate III in Aged Care from Australia. He used experience gained through the project in job search, writing job applications and contacting employers to successfully obtain employment in aged care. All of the participants involved in this project reported that they had learned a great deal about working in Australia through the employability skills training and had gained greater confidence in navigating Australian employment services and approaching employers.

The project partners were able to access work experience insurance coverage through the EDNs in Perth and Geraldton, and the MRC in Albany. This insurance covers for personal injury or death by accident, occurring during work experience. The provision of personal accident insurance for work experience was effective in removing a barrier to employment for the participants as it increased the likelihood of an employer taking them on for work experience.

❖ **Lesson #7**

There is much diversity among CaLD groups and individuals, and a 'one size fits all' blanket approach to employability skills training is not appropriate or effective.

❖ **Lesson #8**

Case management and hands on work experience are important elements in developing employability skills for people from CaLD backgrounds, particularly for clients from new and emerging communities, humanitarian entrants and those who are disconnected from their communities.

English Literacy and Numeracy

Apprenticeships and traineeships require a minimum level of literacy and numeracy skills. Many of the project participants did not have adequate literacy and numeracy skills to begin an apprenticeship or traineeship and chose to either engage in employment not requiring a high level of literacy and numeracy, or return to schooling to improve these skills. CaLD members with poor literacy and numeracy levels were found not to be ideal candidates for this project as the timeline of 12 months is not adequate to prepare those individuals for successful entry into an apprenticeship or traineeship.

One employer noted the importance of English language skills.

“The language barrier. If they don’t have good English it does become very hard. I would seriously consider not employing someone if they can’t understand or communicate properly”

Several participants reported that through their involvement in the project they had learnt how important it was to be diligent and work hard to learn English.

Feedback from Perth based CaLD members suggests that the Adult Migrant English Program offered through TAFE is not designed or delivered in a way that suits their needs. Participants have disclosed that the formal structure and class sizes were not supportive of their learning and many did not complete their English studies. English classes and support is limited in the Midwest region and feedback indicates varying levels of success as the learning environments are not suitable for all CaLD students. All of the CaLD participants who joined the project through RCNC provided feedback that the English program offered through Great Southern TAFE does meet their needs. The two key points identified as making the Great Southern TAFE English classes so popular were:

- Staff flexibility
- The social aspect of the classes

The Australian Government has retendered the Adult Migrant English Program (AMEP) and is requesting changes to its structure and delivery, including instituting two streams; an employment stream aimed at preparing students for employment in Australia and a vocational stream. TAFE is consulting with various community organisations and stakeholders to better enable them to create a dynamic English program in accordance with the government’s requests. Feedback from Central TAFE suggests that the changes would address many of the issues raised by CaLD participants, and aspects of the program that Central TAFE are considering in their development of a new AMEP should include those that make the Great Southern experience successful.

Community groups run free English courses haphazardly and although these courses are quite popular they are often difficult to locate and access. Anecdotal feedback suggests that groups which run programs integrating English learning with another activity such as cooking or sewing are more popular and successful than straight English learning programs as they are more fun and relaxing. Such classes, however, are not appropriate or sufficient for individuals who are looking to gain employment as they are not certified, comprehensive or structured to encompass all areas of literacy required for employment.

❖ **Lesson #9**

Participants with very low English literacy and numeracy skills need intensive assistance over a long period of time to be able to engage in an apprenticeship or traineeship.

☒ **Recommendation #7**

Future programs looking to assist people from CaLD backgrounds in accessing apprenticeships and traineeships should focus on those with higher levels of English literacy and numeracy, or should allow adequate time for development of these skills.

Case Management and Follow Up

Language barriers and cultural differences often impact the ability and inclination of people from CaLD backgrounds to successfully find appropriate sources of information and assistance needed to obtain an apprenticeship or traineeship. Migrants and refugees without any experience in Australian employment often lack confidence and knowledge to adequately prepare and apply for appropriate employment and training, including apprenticeships and traineeships. People from CaLD backgrounds feel more confident and comfortable in accessing support through case management, where they know and are known by the person who is helping them.

Apprentices and trainees are more likely to achieve successful completion of their apprenticeship or traineeship when there is strong and regular follow-up. In Western Australia the ApprentiCentre monitors apprenticeships and traineeships through follow up in the form of site visits and phone monitoring with the apprentice or trainee and employer. Where a GTO is engaged, a field officer from that GTO also carries out follow up visits and phone contact. Anecdotal feedback reveals that some GTOs are more proactive and comprehensive with their apprentice and trainee follow up than others and those who make regular and valuable contact achieve higher levels of successful apprenticeship and traineeship completion.

The additional support provided through a strong relationship between the GTO field officer and apprentice or trainee and employer increases the likelihood of successful apprenticeship or traineeship completion. This support is even more important for CaLD apprentices and trainees and it would be best practice for the field officer to case manage these clients. Increased funding would enable GTOs to allocate the time and resources needed to better support their CaLD apprentices and trainees.

☒ Recommendation #8

GTOs should case manage CaLD clients, provide intensive support and conduct regular follow up to increase the likelihood of successful apprenticeship and traineeship completion. Additional funding would be required to allow GTOs to provide this increased level of support.

One participant stated that he was encouraged by the intensive support and wanted more visits to the workplace.

Occupational Health and Safety (OH&S)

OH&S issues became apparent through the project. Project participants indicated that they were unwilling to disclose previous workers compensation claims to prospective employers as they feared this would generate discrimination. Some participants admitted that they had sustained injuries at work and had not reported these to their employer. It is essential to ensure CaLD workers are aware of and understand OH&S procedures, rights, roles and responsibilities. It is also important for the employer to be made aware of potential OH&S issues when employing someone from a CaLD background.

People from CaLD backgrounds are at risk of being exploited by employers if they do not understand their rights. Workcover is aware of this and reports situations in which an employer:

- May not have the proper cover;
- May tell a worker not to make any claim because there is no cover; or
- May tell the worker that they are not covered because they are, for example, on a visa or not a citizen.

Workcover now have only a compliance and not an education function. Where an employer has no cover or has filed bankruptcy, however, Workcover will 'pick up the tab' for workers' expenses as if the proper cover was in place.

The Department of Education and Training is compiling a policy which will require checks that an employer has workers compensation insurance before an apprenticeship or traineeship is arranged. This has not been policed in the past although, in the case of apprenticeships and traineeships, the apprenticeship officer is able to request to see the employer's workers compensation certificate.

❖ Lesson #10

CaLD workers are often unaware of their rights and responsibilities in terms of OH&S and are at risk of being exploited by employers.

☒ Recommendation #9

The recommended CaLD specific pre-employment program should cover OH&S in the workplace.

☒ Recommendation #10

GTOs establishing work experience, apprenticeship and traineeship placements for CaLD clients should address possible OH&S issues with the employer.

Cultural Awareness

Cultural awareness is important for both the employer and employee to facilitate ease of communication and understanding in the workplace. Employers, GTOs and RTOs consulted throughout the project have stated that they would benefit from and appreciate cultural awareness training, but cannot deduce how this can be implemented effectively. One training organisation commented that it would be “really great” to learn more about the culture and backgrounds of his CaLD students but that if this meant having to take four hours off from work to attend a seminar that he couldn’t afford such a luxury. He suggested that a booklet with information on the apprentice’s culture would be useful for the employer. There are booklets with information on various cultures which can be accessed through DIAC, however, this respondent was unaware of these.

Training organisations contacted through the project expressed that embracing cultural diversity was a positive experience for them.

“They educate me, learning about their cultures and the way they do things, their outlook on life...”

“It’s good to have people here from different places.”

Being aware of cultural differences is important in minimising misunderstandings in the workplace. One employer stated that it took him a while to realise that his CaLD employee would say that he understood something not because he understood but because he thought this was the polite answer. Having a good understanding of the cultural background of employees reduces the unknown and therefore the likelihood of racism, negative attitudes, and offensive behaviours within the workplace. Embracing diverse cultures in the workplace adds value and provides the employer with the opportunity to expand into new markets.

❖ Lesson #11

Being aware of cultural differences is important in minimising misunderstandings in the workplace.

☒ Recommendation #11

GTOs and RTOs with CaLD client bases should provide cultural awareness training for all staff through a variety of means.

Other Notable Issues

Participant Stability / Settlement

Migrants go through a process of finding their feet over their first few years in Australia, then, begin to search for other opportunities as they become aware of these. Stability was an issue with some participants, particularly those from new and emerging communities who were often experiencing settlement difficulties. Some participants relocated during the project period, while others had housing and other settlement concerns which adversely affected their progress and level of commitment working towards an apprenticeship or traineeship. Project officers were disheartened on occasion after spending months working with a participant towards a career goal only to find the participant's situation had changed and they could no longer continue on their path. Contact was lost with several participants during the project.

Environmental Factors

In the latter stages of the project, training organisations reported that they were seeing a notable downturn in available apprenticeship and traineeship places across industries. MITA, Transport and Logistics, EGT, DirectionsWA and Skill Hire have stated that they were receiving fewer requests for apprentices and trainees from employers and were having difficulty placing their existing apprentices, trainees and students. The economic downturn was also resulting in widespread retrenchments leaving many skilled and unskilled workers looking for employment, resulting in apprenticeship and traineeship positions becoming more competitive, particularly in the trade areas.

The cost of living in Western Australia has risen dramatically over the last few years and many of the participants felt a sense of urgency to secure paid work. Some participants disengaged from the project to obtain some form of paid employment, as they were unable to support themselves or their families during the process of searching for an apprenticeship or traineeship.

"Things take much longer to happen than I thought. Training wages very low. Work experience is unpaid which is hard when you are supporting your family or sending money home."

Apprentice / Trainee Wage

Some mature aged participants involved in the project disengaged due to the low apprentice / trainee wage. Many of these had families to support and were able to earn a higher wage in unskilled work. Some participants who were currently working and supporting their family were not willing to take leave from their paid employment to complete work experience or pursue an apprenticeship or traineeship unless they could be guaranteed a paid position within a couple of weeks. Without a safety net these participants did not want to take the chance of pursuing their career goals.

Mature aged participants were also disadvantaged due to the higher minimum wage legislated for mature aged apprentices and trainees. One Perth participant who had completed some studies in hairdressing and aimed to complete her trade through an apprenticeship was informed by employers that they could not afford her. The difference in wage for mature age and young hairdressing apprentices is quite substantial. This participant stated that she would happily work for a reduced wage but legislation prevents employers from paying below the award.

Programs

Vocational Education and Training (VET) / Access / Pre-apprenticeship Programs

There are many VET, Access and pre-apprenticeship programs in the community aimed at assisting people in achieving an apprenticeship or traineeship position by providing basic skills and contacts to enter the industry. These are mostly aimed at the general population and are often not sufficient to provide someone from a CaLD background with the skills they need to confidently apply for positions and work in Australian employment. Some training organisations acquire funding to target disadvantaged groups such as African migrants, enabling individuals from that target group to participate in the training at no cost. While these courses are targeted at people from CaLD backgrounds they may not be extensive enough to adequately prepare them for employment as they are not designed specifically for this group.

People from CaLD backgrounds, particularly those from new and emerging communities who have education and employment systems very different from Australia require more information and training in fundamental systems and practices inherent in Australian workplaces. Undertaking a CaLD specific pre-employment program would assist people from CaLD backgrounds in successfully engaging and completing industry specific training programs such as VET, Access and pre-apprenticeship programs and better prepare them for employment in an apprenticeship or traineeship.

Training organisations are becoming more flexible in their delivery to address issues faced by CaLD students, such as allowing oral examinations for those with poor writing skills. While this helps the student gain qualifications from the training organisation, it is often viewed unfavourably by employers. Feedback from aged care employers states that in the past they had employed people from CaLD backgrounds with qualifications from a short VET program who were unable to complete aspects of the job such as keeping patient care charts up-to-date due to insufficient writing skills. One aged care employer stated that they would not interview someone who had only completed a short VET course unless they had additionally completed multiple and extensive work experience placements and could be provided with strong references from Australian employers.

Aged care employers contacted through the project reported difficulties that they had faced in the past when employing people from CaLD backgrounds.

“Fast track training just doesn’t work and it’s not fair. They need more practical and basic skills. Employing people from CaLD backgrounds with these qualifications puts pressure on the other staff and creates a negative experience for the employer.”

“...With the shorter aged care courses, these are totally inadequate, they do theory but not enough practical, 6 weeks is not enough and this puts the residents at risk.”

This is a serious issue as feedback from one training organisation states that the short VET courses in aged care where the students receive a full Certificate III are the most popular courses amongst CaLD clients, particularly those from African communities. Access courses are less popular as they do not provide a full certificate, however, these courses provide more intensive assistance in gaining work experience placements, a traineeship position and provide additional support in the early stages of a traineeship. Considering the feedback from aged care employers, Access programs appear to provide better employment preparation to students from CaLD backgrounds but are not being taken up by this target group.

Training organisations have raised concerns about their students from CaLD backgrounds, including the following:

- Being uncertain whether the students comprehend the material they are learning as they do not ask questions if they do not understand.
- Worries that students will forget what they have learned when they leave the training facility.
- Lack of knowledge of intrinsic aspects on Australian life may confuse them in the workplace.
- Students are often unreliable and have poor time management skills, taking longer than allowed breaks and arriving late to class.

❖ **Lesson #12**

Some training organisations have funding to target CaLD groups, however, their existing training programs are often not sufficient to prepare people from CaLD backgrounds for employment as they are designed for the general population. Lengthy training programs or those with extensive facilitated work experience placements assist CaLD students with gaining better knowledge, understanding and experience of Australian workplaces.

❖ **Lesson #13**

The flexible learning methods undertaken by training organisations in some instances are resulting in students gaining qualifications without the ability to complete all tasks required by employers. This was seen in the aged care industry where training organisations were facilitating oral examinations for CaLD students with low written literacy skills. Aged care employers reported that such students were unable to complete some carer duties as they are required to have a certain level of written literacy skills to complete tasks such as patient care charts.

☒ Recommendation #12

Flexible learning methods undertaken by training organisations should be informed by industry to gauge appropriateness and effectiveness.

CaLD Specific Pre-employment Program

There are a range of programs to enhance employability skills available in the community and RTOs provide an element of job-readiness training alongside their industry training programs. These programs are not specifically designed for people from CaLD backgrounds and are often not sufficient to prepare this group for Australian employment. Through project delivery the partners have made conclusions which support previous research conducted by Murdoch University, particularly that there is a need for a CaLD specific pre-employment program to be created for this target group. Such a program needs to cover information and issues that are inherent in Australian culture and therefore not usually addressed in general pre-employment programs.

Training organisations reported barriers faced by their CaLD clients in achieving apprenticeships and traineeships.

“Lack of understanding about training systems and competency based arrangements and how skill and knowledge come together, not just doing the job, knowing about it too.”

“Language is a big thing and cultural differences like how long a break should be, what time you start and knock off and how you speak to your boss.”

A guide for migrants planning to enter the workforce in Western Australia was released by the Department of Education and Training in 2008. This guide was informed by various, government and non-government organisations and CaLD community members, covering many of the central aspects of Australian workplace culture that are often problematic for migrants attempting to enter the workforce. An effective CaLD pre-employment program would benefit from a similar process of consultation and cover issues such as those addressed in the booklet “Employability skills and workplace culture in Australia”. Other areas of importance to cover in this course include:

- Work readiness training
- Trade tasters
- Facilitated work experience placements
- Legislation information
- Information on Unions

Training organisations provided feedback on what is needed to better assist people from CaLD backgrounds to successfully engage in apprenticeships and traineeships.

“A targeted pre-employment course for adult migrants. Terminology, rates, award systems, workplace culture, OH&S generic content, non-industry specific, resumes, interviews, appointments, adverts for jobs etc.”

Developing partnerships between RTOs, CaLD communities and community organisations would assist in creating an effective program utilising existing resources and knowledge.

❖ **Lesson #14**

Existing pre-employment programs are often not sufficient to prepare people from CaLD backgrounds for employment in Australian workplaces.

☒ **Recommendation #13**

Research into existing pre-employment programs, CaLD and employer needs should be undertaken and considered in the development of a CaLD specific pre-employment program.

☒ **Recommendation #14**

A CaLD specific pre-employment program should be an accredited foundation course that could assist in gaining entrance to other training programs or employment.

Employer Programs

Many employers run programs targeting disadvantaged groups, for example, the WA State Government Business Traineeship Program, which offers supported places for Aboriginal applicants or people with a disability under 25 years of age. Employment and work experience programs designed for and targeted at CaLD members would greatly contribute to overcoming employment barriers faced by this group. Large employers including local and state governments are ideal bodies to facilitate such programs as they commonly have strong existing support systems in place for their employees and cover an extensive and diverse range of employment opportunities.

Training organisations highlighted changes to the apprenticeship and traineeship system needed to improve apprenticeship and traineeship outcomes for people from CaLD backgrounds.

“A wage subsidy for employers across the board. CaLD apprenticeships and traineeships take longer to be productive. A formal mentoring system, proper supervision plan ‘case manager’ style for a group of participants...”

One employer stated that people from CaLD backgrounds need more opportunities and added that the employers should be supported in providing these.

“More financial assistance given to employers. I know there will be people saying that this is unfair for the Australian kids but people from different backgrounds really need it.”

☒ **Recommendation #15**

Employer driven programs offering work experience, apprenticeship and traineeship placements should be developed to assist people from CaLD backgrounds in overcoming employment barriers and provide opportunities for this disadvantaged group. These programs would benefit from linking in with Intensive English Schools, the AMEP and the CaLD specific pre-employment program to ensure the needs of industry and CaLD communities are best met.

Partnerships

Community partnerships are vital in providing effective support for CaLD job seekers. The expertise and experience of individual project partner organisations were hugely beneficial and complimentary for the service provision of this project. Elements of the organisations involved in this project that supported the project service delivery include:

EDN

- Knowledge, awareness and experience in careers, education and training assistance
- Existing outreach systems and practices
- Community connections
- Employability skills support programs, workshops and tools

MRC

- Knowledge, awareness and experience with CaLD issues
- Existing support systems and practices for CaLD groups and individuals
- Community connections

ApprentiCentre / GTOs

- Knowledge, awareness and experience in apprenticeship and traineeship systems, policies and practices
- Industry contacts

Existing community partnerships were utilised and new partnerships formed through this project to facilitate a high level of support for project participants. These partnerships will be maintained through the services of each partner's organisations.

❖ **Lesson #15**

Community partnerships are vital in providing effective support to CaLD communities.

☒ **Recommendation #16**

Community organisations should work together through a holistic approach to support CaLD community members, drawing on the expertise of various organisations to overcome barriers faced by this target group.

Future Focus

The project identified several key areas effecting employment in apprenticeships and traineeships by people from CaLD backgrounds. It is imperative that the lessons and recommendations in this report are considered and carried forward to improve CaLD apprenticeship and traineeship engagement. Future endeavours should focus on improving systems and practices within the following areas:

Apprenticeship and Traineeship Awareness

Innovative media campaigns, establishing strong community partnerships and enhancing careers information targeted at CaLD students are some methods that may be considered to increase apprenticeship and traineeship awareness among CaLD communities.

Job-Readiness

The development of a CaLD specific pre-employment program covering elements highlighted in this report would assist in preparing people from CaLD backgrounds in seeking appropriate employment and successfully achieving apprenticeships and traineeships.

Apprenticeship and Traineeship Opportunities

Programs run by employers offering supported work experience, apprenticeship and traineeship placements for people from CaLD backgrounds would greatly assist them overcoming employment barriers.

Ongoing Support

Ongoing and intensive support is essential for CaLD apprentices and trainees. Changes to the monitoring and support system currently in place for CaLD apprentice, trainees and their employers would significantly improve employment outcomes for this group.

Individual organisations and inspired community workers are designing programs and implementing strategies to enhance outcomes for their CaLD clients but more needs to be done. Government and non-government organisations must work together to support people from CaLD backgrounds and their employers to increase participation in sustainable employment. There is a need to embrace cultural diversity and enhance strategies for achieving social responsibility. Employment, industry and training sectors need to collaborate to ensure inclusive service provision for CaLD Western Australians. Australia is a multicultural country and it is important to continue efforts which acknowledge and embrace these diverse cultures, and this should be reflected in policy and service provision.

Appendix 1

Literature Review

**National and International Best Practice Research for
Apprenticeships and Traineeships involving People from
Culturally and Linguistically Diverse Backgrounds**

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Background of Outcomes and Objectives for the Proposed Project

As part of the Project approved by the West Australian Government, initiated by Extra Edge Community Services (EECS) in response to a request by the Department for Communities on behalf of the Office of Multicultural Interests (OMI) for the provision of services to increase employment of people from culturally and linguistically diverse (CaLD) backgrounds into apprenticeships and traineeships in Western Australia, research is required to identify relevant national and international best practice.

The main outcome of the Project is to develop a best practice model through which to increase employment of people from CaLD backgrounds in apprenticeships and traineeships for adoption and ongoing implementation by Group Training Organisations (GTOs) and other relevant organisations.

Best Practice in Australia

Many international programs have stated that Australia is leading the globe with the implementation of flexible and alternative modes of trades training using new technologies and initiatives to target all groups, including minorities suffering language, financial, or community difficulties. The Government has recognised the need for a simple and coordinated apprenticeship and traineeship system which provides ease of access and navigation for all workers, including migrants. The system must engage indigenous and CaLD students by delivering flexible training options that incorporate work readiness skills, literacy and numeracy.

The Australian Flexible Learning Framework was established in 2000 to support the vocational education and training (VET) system to meet the increasing demand for flexible learning and e-learning from industry, enterprise and clients.

West Australians from CaLD backgrounds are becoming well equipped to gain better employment opportunities due to government initiatives. Vocational training programs have been developed through joint initiatives between the Office of Multicultural Interests, the Department of Education and Training and Group Training WA. Recent programs have focused on increasing awareness of apprenticeships and traineeships among people from diverse backgrounds, while forming connections with ethnic community organisations and other private sector agencies. Participants of the programs receive language tuition, skills training, mentoring programs, interpreting and translating services and career counselling services. They encounter various employment opportunities based on variations among English proficiency, length of residence in Australia, educational qualifications and skill levels.⁴

July 2006 data from the Australian Bureau of Statistics (ABS) showed that 40% of the adult Indigenous population is either unemployed or participating in the Community Development Employment Program. Issues creating barriers to employment were identified in areas involving numeracy and literacy, work readiness, transport, local opportunities, culturally appropriate accommodation, mentoring and support. Recommendations on these issues included engagement and meaningful consultation with the local Indigenous community; pre-employment training to develop job readiness; linking training to actual jobs through partnerships with industry; and training for local employment and opportunities. The provision of local opportunities for training in regional areas is also required, particularly to increase participation in under-represented groups.

⁴ Intersector, *'Coming in from the CaLD'*

English language training is essential for people of CaLD backgrounds seeking employment. State governments in Australia provide affordable English language courses and access to English language and literacy courses. Other State government agencies must support improved employment outcomes for people of NESB through various services. For example, in Queensland the Department of Industrial Relations has continued to review information provision targeting ethnic community members and community workers to improve on awareness levels, anti-discrimination legislation, grievance processes, employee rights and workplace, health and safety issues.

Some issues which must be further addressed in various States include child care problems, where women are unable to access traditional family support networks limiting their participation in employment and training, and also information provision on all programs and services available. Ethnic community workers involved in research have indicated they are willing to be consulted regarding the appropriateness of employing bilingual consultants and interpreters when providing information about services to community groups.⁵

Successful Programs Operating in Australia

The Community Training Partnerships Program (CTP), developed in Queensland, assists people of a non-English speaking background (NESB) to better understand and access the labour market and available opportunities by aligning work related information and skills development with local demands. Funding goes towards providing individuals with advice on work and training options; mentoring through the systems of skills recognition; referral to or the purchase of accredited training; and better integration of existing employment services. The Australian Red Cross and various Migrant Resource Centres across Australia have used the CTP framework to restructure services for members of ethnic communities.

The Department of Employment and Workplace Relations (DEWR) in their 2003-2004 Annual Report acknowledged the need to target unemployed people from CaLD backgrounds. Job Network providers often refer NESB job seekers to various initiatives such as the Language, Literacy and Numeracy Programme. They also funded a humanitarian/refugee entrant programme under the Employment Innovation Fund to inform CaLD people of workplace culture and special labour market needs. Job Network providers also supply interpreter services and produce services in 20 of the most common languages.

Access Training and Employment Centre (ATEC) formed a best practice model for achieving cultural diversity in General Teaching Councils (GTCs), focussing on providing adequate information to CaLD communities. Most of their recommendations centred around the dissemination of information to GTCs through training, seminars and targeted campaigns. ATEC stated that to effectively recruit, retain and support CaLD apprentices and trainees, the capacity of GTCs for strategically managing diversity should be further developed. GTCs should build community networks with organisations such as the Ethnic Communities Council, AMES, and other relevant agencies. A further recommendation for best practice was for GTC workers to undertake periodic cross-cultural communication skills training.

The NSW Department of Education 1998 Study by McDermott et al. (cited in the Extra Edge Community Services report) encouraged the recognition of bicultural and bilingual skills as positive characteristics as part of best practice. They also attempted to raise the awareness of CaLD businesses with regard to apprenticeships and traineeships to improve the effectiveness of GTCs in marketing their services to target particular CaLD communities. To increase participation rates of young people from CaLD backgrounds, they identified major goals as being to overcome the lack of

⁵ Employment Issues Facing People of Non-English Speaking Backgrounds – a joint report coordinated by Multicultural Affairs Queensland.

awareness of and negative attitudes towards apprenticeships and traineeships in CaLD communities by building interest levels; address problems encountered during the selection process by supporting youth; and construct a solution to the lack of available and desirable positions for CaLD young people by making more culturally appropriate apprenticeships and traineeships, via discussion of GTCs and 'ethnic' businesses. Strategies included media campaigns using ethnic radio and television; GTCs referring unsuccessful applicants to support services to improve language and literacy skills; encourage GTCs to keep more detailed records of the NESB status, length of time and years of education in Australia of all applicants; and cross-cultural communication and diversity training by GTCs and RTOs.

AMEP Migrant Pathways into Employment program, begun by Central TAFE WA in 2002, recognised the ongoing need for experienced, qualified, culturally aware staff. The program focused on aged care, reduced the time required for upgrading skills qualifications to nine months, and still achieved a 95% completion rate. It also stated that CaLD students from lower levels of the VET system may need specifically targeted guidance and support to access higher level vocational training programs. There is also a need to improve articulation between English language programs, and apprenticeships and traineeships. Teachers, ethnic community organisations, local media and libraries, radio, translated brochures, and the internet were identified as appropriate sources of information provision. Best practice includes using culturally inclusive materials and for training providers to be culturally aware.

Best Practice in Canada

Canadian institutions have acknowledged the importance of self-paced learning to provide flexibility; the use of media and technology; blended learning (teaching theory and practical skills); implementation of interaction between instructors and students; continuous enrolment options; the use of quality content; and mobile trailers to bring the practical component to remote communities – which often are those communities of people with CaLD backgrounds.

The Industry Training Authority in Canada has identified that traditional apprenticeship models can be restrictive, where trainees must spend up to ten weeks a year in a face-to-face class-room environment. This has been substituted in many programs for an online self-paced mode, which accommodates for family, language, or other difficulties. Online trades training courses are provided for greater flexibility and accessibility, known as 'Virtual Campuses' (developed in 1997 by an initiative called *Refocussing Apprenticeship*).⁶

The Ontario Government has a Literacy and Basic Skills (LBS) Program to provide free literacy, numeracy and essential skills services to help people achieve goals related to further education or training, employment or increased independence. LBS services are free of charge and offered through local school boards, community-based agencies and Colleges of Applied Arts and Technology. Ensuring that literacy needs of learners from different linguistic and cultural backgrounds are addressed, LBS supports programming for Anglophone, Deaf, Francophone and Aboriginal learners.⁷

The Ontario Youth Apprenticeship Program (OYAP) is a school-to-work transition program offered through secondary schools. The Pre-Apprenticeship Training Program helps potential entrants to the apprenticeship system develop job skills and trade readiness – this program provides particular support for Aboriginal people and newcomers to Canada.

⁶ Alternative Trades Training – Best Practices from across Canada.

⁷ *Employment Ontario*, Ministry of Training, Colleges and Universities

Global Experience Ontario is an access and resource centre for the internationally trained, assisting internationally trained and education people to learn how to qualify for professional practice in Ontario. Another program, Ontario Public Service Internship Program for Internationally Trained Professionals, is an internship program that provides internationally trained professionals with an opportunity to combine their knowledge acquired around the world with Canadian experience. This is particularly relevant to CaLD communities and their overseas qualifications. Additionally, the Career Bridge Program is an innovative internship program addressing the issues of “no Canadian experience, no job; no job, no Canadian experience” – it removes employment barriers often faced by qualified, experienced professionals wanting to resume careers in Canada.⁸

Canadian agencies agree that the needs of immigrant youth vary by cultural and racial background and by gender. Acculturation stress in particular is a significant factor, a pressure which restricts the adjustment process for immigrants in Canada. Discrimination impacts access to apprenticeships for immigrant youth, and devaluation of certain skills, accreditation and experience is based on essentially discriminatory hiring practices, leading to lower rates of participation. The Government is moving to implement multicultural/antiracism policies and eradicate all forms of racial oppression and racial disadvantage in organisations.⁹

Best Practice in the United Kingdom

Many practices in the United Kingdom have called for greater uniformity of required skill levels to ease employer and employee confusion, and the change to regard apprenticeships not as an overall scheme or program but rather as a separate qualification. In particular, the UK requires greater data-sharing of intelligence acquired on apprenticeships, with the help of UK-wide help and feedback systems. The UK Sector Skills Agreements acknowledge their need to aid this process. Employers want their employees to be numerate, literate and able to work in groups but also feel that many migrants participating in apprenticeships should have other issues dealt with.

The public sector in the UK has demonstrated its goal to be an exemplar employer in equality and diversity issues, work-life balance, and the provision of training and development opportunities. There is room to expand services in local authorities and UK Government departments, although several Sector Skills Councils operate across the public sector including Skills for Health, Skills for Care, Skills for Justice, Lifelong Learning UK, and Skills for Government.

The Welsh government has begun an expansion of the early years, childcare and play workforce to support the Childcare Strategy, Flying Start program, Foundation Phase curriculum for 3-7 year olds, and Play Policy Implementation Plan. The policy agenda will make new opportunities available in apprenticeship areas due to decreased stress outside of the workforce for migrants.

The UK Government has recommended through research to target information and marketing to individuals and employers, as there is a lack of awareness of the wide variety of Work-Based Learning (WBL) opportunities available. There are particular recruitment problems such as lack of awareness of WBL in particular sectors, difficulties persuading some businesses to accept migrant workers, and under-representation of learners from minority ethnic communities – particularly in the male or upper socio-economic dominated sectors. Research is also being conducted to identify barriers to employment in the Sector for young people from black and minority ethnic backgrounds.

⁸ Ibid

⁹ Yee, J., *Apprenticeship Opportunities and Barriers for Immigrant Youth in the Greater Toronto Area*

Learndirect, established in 1997, is the largest government supported e-learning organisation in the world, with the aim to raise the level of interest in life-long learning, improve access to education and training, assist in meeting industry needs for up-skilling, and improve the overall quality and quantity of general learning resources available.¹⁰

In 2000, the Government established the Modern Apprenticeships Advisory Committee (MAAC) to recommend “how best to ensure that the quality of Modern Apprenticeships fully matches the standards set by leading nations worldwide”. Its report in 2001 stated that “England currently does not have a strong apprenticeships system”, with the weaknesses stated as declining participation by young people; low completion rates with only one-third of all apprentices completing their frameworks; and weakness in training, assessment and data collection. There was also a significant under-representation of minority groups, including CaLD communities.

Best Practice in the United States

Apprenticeship training in the United States is supported by the US Department of Labor Employment and Training Administration, which stimulates and assists industries in developing and improving apprenticeships and other training programs. Some trends in the US VET sector include: industrialisation of VET and a move away from smaller trades of schools to national educational providers; strong promotion of ICT firms and use of technology to support long-distance learning; and rise of corporate universities to manage company training in a more business-like approach.

Apprenticeship programs in the US are regulated by the National Apprenticeship Act (“Fitzgerald Act”). Education officials and non-profit organisations wanting to equal the apprenticeship systems in other nations have created school-to-work education reforms. American education policy under the “No Child Left Behind” Act has an official goal of eliminating the achievement gap between populations. This often leads to the need for remedial classes in college and additional assistance for minority groups.

Best Practice in New Zealand

The New Zealand Government ensures in its education programs that understanding or the use of English is not a problem. In a 2007 interview, Auckland Chamber of Commerce chief Michael Barnett stated “don’t believe that because their qualifications are obtained in Shanghai, they’re not genuine. There are too many myths around. Make the effort to remove the myths and come back to the fact that these people have come to NZ committed to a new lifestyle and to making a difference in a new environment”. He credits the Chamber’s New Kiwis website with placing over 3000 migrants into full-time employment. Businesses realise they are part of an international work-force, and that people of different cultures often have positive influences.

Courses provided in New Zealand assist migrants and refugees with telephone skills and Plain English education. However, they also recognise that lack of education, rather than different education, is often a problem, and provide literacy and numeracy training. This has significantly increased participation rates, working towards the Government’s commitment to expand Modern Apprenticeship numbers to 14000 by December 2008 to address the current labour skills shortage.

¹⁰ www.learndirect.co.uk

Best Practice in Austria

Austrian immigration policy follows the principle “integration before immigration”, and state that the barrier to integration is created by language diversity which should be reduced by the promotion of German language courses. The number of naturalisations has considerably increased in Austria, but there is still an access problem with foreign citizens to the education sector. More than 10% of all young people in Austria have a primary language that is not German, and one of the objectives of immigration policy is to close the gap in educational and training participation between young people and migrant families by providing further language and access support for introduction to the workforce.

Lack of linguistic proficiency and cultural barriers constitute many difficulties. Since 2003, the conclusion of an integration agreement for target groups of foreign citizens has been planned, including the obligation to acquire proficiency in German (A1 level of the Common European Reference Framework for Language). The federation contributes significantly towards the costs of these language acquisition measures.

Involving good practice, the Child Care Allowance (CCA) Act came into effect in 2002, replacing the parental leave benefit system. Many workers had an issue managing family life and childcare while seeking employment. Studies have confirmed that child care allowance helps to prevent poverty during the period of caring for small children, and women with small children are now less often and for shorter period in an insecure financial or social position.

“Clearing” facilities have the task in the final or second last school year of determining together with those affected the best-suited individual package of measures for integration in employment. The service includes creating a profile of interests and suitabilities, carrying out a strengths/weaknesses analysis, establishing any extra training needed, finding employment perspectives based on the interests and suitability profile, and creating a career/development plan.¹¹

Other Global Approaches

Germany has a strong apprenticeship tradition that continues to attract many young people and employers from all sectors of the economy. Two-thirds of people in German-speaking countries participate in apprenticeships, to a third in Denmark and the Netherlands, to around 10 or 15% in France, and even lower at 9% for Modern Apprenticeships in the UK.¹²

Technikon is the only public institution operating in South Africa which offers vocational programs at a higher education level, with an enrolment of 60 000 students in 2004. The institution emphasises the importance of co-operative education and open and distance learning to bring learning and training to the workforce and also reach those who otherwise do not have access to VET programs in South Africa. The program also offers Recognition of Prior Learning (RPL).¹³

The Immigrant Council of Ireland (ICI) has made policy recommendations including that an anti-racism and anti-discrimination agenda be introduced; migrant workers should have rights equivalent to those of host-society members; better information on workplace-related rights should be provided; and the needs of migrant workers should be identified and services put in place. It also stated that the UN Convention on the *Rights of Migrant Workers and their Families* should be ratified. Other suggestions were that employment permits should be issued to the migrant workers

¹¹ Republic of Austria, *Second National Plan for Social Inclusion 2003-2005*, Foreign Ministry of Social Security Generations and Consumer Protection.

¹² Pye, M. et al., Sector Skills Development Agency, *Apprenticeships in the UK – their design, development and implementation*

¹³ Alternative Trades Training – Best Practices from across Canada

not the employer, and migrant workers and their families should be given access to and special assistance involving education and training. The ICI follows a process of “Protection, Inclusion, Provision, Participation, and Recognition” regarding minority ethnic groups and cultural diversity.

Conclusion

To conclude, research into national and international best practice involving processes to increase participation of people from culturally and linguistically diverse communities in apprenticeships and traineeships has found that Australia is leading in the development of educational initiatives to assist minority groups in employment. While some international systems, particularly New Zealand and Canada, have implemented various programs to assist culturally diverse young people in finding education and employment, many other programs world-wide are insufficient to cater for the needs of CaLD communities and migrants. Australia, through various programs and government departmental initiatives, has continued to improve on education pathways and transitions for culturally diverse people.

Apprenticeships and traineeships have exhibited significant growth in recent years and Australia seems to be leading the globe in the implementation of flexible and alternative modes of trades training targeting minority groups. However, there are substantially less apprenticeships and traineeships being undertaken by people from CaLD backgrounds when compared with the overall Western Australian population. Some support systems established for CaLD participants have been labeled insufficient, particularly involving new and emerging CaLD communities. While many community organisations provide assistance at the individual level a need for evidence based structural support for both organisations and individuals has been identified. As such, the proposed project aims to achieve structural and systemic changes within the apprenticeship and traineeship system that facilitate and support ongoing employment for people from CaLD backgrounds.

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Appendix 2

Sustainability Plans

Extra Edge Community Services
Rainbow Coast Neighbourhood Centre
Joblink Midwest

CALD A&T PROJECT SUSTAINABILITY PLANS

EXTRA EDGE COMMUNITY SERVICES

Support for Participants in an Apprenticeship or Traineeship

- Contact participants in traineeships every 2 months until completion of traineeship
- Contact participants in apprenticeships
 - 1 month
 - 3 months
 - 6 months
 - 12 months
 - 18 months
 - 24 months
 - 36 months

Support for Participants not in an Apprenticeship or Traineeship

- Continue to provide support for participants through Employment Directions Network Services
 - Career guidance
 - Employability skills training
 - Information on education, training and careers
 - Referrals

PD Delivery to EDN Cannington Staff – Extension of Information Sharing Across EDNs through the WA EDN Association

- Sharing of information and lessons learned through the CaLD A&T Project to enhance services provided by staff to CaLD clients including:
 - Working with CaLD clients
 - CaLD centred organisations
 - Apprenticeships and Traineeships
 - Access Courses
 - Pre-apprenticeships
 - GTOs
 - RTOs

Maintain Relationships with GTOs and Non-government Service Providers

- Ensure learnings, information and networks are not lost by maintaining relationships established through the project
 - Networking
 - Information sharing

CALD A&T PROJECT SUSTAINABILITY PLAN

RAINBOW COAST NEIGHBOURHOOD CENTRE

Support for Participants in an Apprenticeship or Traineeship

- Contact participants in traineeships every 2 months until completion of traineeship
- Contact participants in apprenticeships
 - 1 month
 - 3 months
 - 6 months
 - 12 months
 - 18 months
 - 24 months
 - 36 months

Support for Participants not in an Apprenticeship or Traineeship

- Continue to provide individualised support for participants as clients of the Albany and/or Katanning Migrant Resource Centres
 - Raising Australian workplace culture awareness for participants
 - Raising cultural awareness with prospective employers
 - Information on education and training opportunities
 - Referrals
- Conducting capacity building activities through group information sessions

Maintain Relationships with GTOs and Non-government Service Providers

- Ensure learnings, information and networks are not lost by maintaining relationships established through the project
 - Networking
 - Information sharing

CALD A&T PROJECT SUSTAINABILITY PLAN

JOBLINK MIDWEST

Support for Participants in an Apprenticeship or Traineeship

- Contact participants in traineeships every 3 months until completion of traineeship
- Contact participants in apprenticeships also every 3 months
 - 1 month (Initial Follow up)
 - 3 months, 6 month etc.

Support for Participants not in an Apprenticeship or Traineeship

- Continue to provide support for participants through Employment Directions Network Services
 - Career guidance
 - Employability skills training
 - Information on education, training and careers
 - Referrals
- Continued contact through scheduled appointments if required and intensive job search assistance

PD Delivery to EDN Midwest Staff – Extension of Information Sharing Across EDNs through the WA EDN Association

- Sharing of information and lessons learned through the CaLD A&T Project to enhance services provided by staff to CaLD clients including:
 - Working with CaLD clients
 - CaLD centred organisations
 - Apprenticeships and Traineeships
 - Access Courses
 - Pre-apprenticeships
 - GTOs
 - RTOs

Maintain Relationships with GTOs and Non-government Service Providers

- Ensure learnings, information and networks are not lost by maintaining relationships established through the project
 - Networking
 - Information sharing

Appendix 3

Project Evaluation

Key Performance Indicators

Project Monitoring

Partnerships

Service Specifications

Questionnaire Responses

**CULTURALLY AND LINGUISTICALLY DIVERSE APPRENTICESHIP AND
TRAINEESHIP
PARTNER PROJECT EVALUATION**

KEY PERFORMANCE INDICATORS

**Facilitate the Employment of 20 people from CaLD Backgrounds into an
Apprenticeship or Traineeship**

Achieved: Yes No

Comments:

- A total of nine CaLD apprenticeship and traineeship placements were made across all three regions.

**Support the Employment of 20 people from CaLD Backgrounds into an
Apprenticeship or Traineeship**

Achieved: Yes No

Comments:

- Over 50 CaLD project participants received support throughout the project, although, not all of these resulted in apprenticeship or traineeship uptake.

**Raise Awareness of Apprenticeship and Traineeship Opportunities in CaLD
Communities**

Achieved: Yes No

Comments:

- Project partners successfully raised awareness of apprenticeships and traineeships in CaLD communities, resulting in participant interest and referrals from these communities.

Promote Apprenticeship and Traineeship Opportunities in CaLD Communities

Achieved: Yes No

Comments:

- Project partners successfully promoted apprenticeship and traineeship opportunities in CaLD communities, resulting in participant interest and referrals from these communities.

Promote Employment in Apprenticeships and Traineeships of People from CaLD Backgrounds amongst Employers / GTOs

Achieved: Yes No

Comments:

- Project partners successfully promoted amongst employers, resulting in work experience, apprenticeship and traineeship placements.

Develop a Best Practice Model through which to Increase Employment of People from CaLD Backgrounds in Apprenticeships and Traineeships

Achieved: Yes No

Comments:

- A best practice model was developed through knowledge and understanding gained from project activities. See Appendix 4.

PROJECT MONITORING

Establish Steering Committee to Guide the Development and Implementation of the Program

Achieved: Yes No

Comments:

- The Steering Committee consisted of representatives from a diverse range of organisations as stipulated by the service delivery contract:
 - Office of Multicultural Interests
 - Extra Edge Community Services
 - Department of Immigration and Citizenship
 - Department of Consumer and Employment Protection (Now Department of Commerce)
 - Department of Education and Training
 - Murdoch University
 - TAFE WA
 - Group Training Australia WA
 - Relationships Australia WA
- The group met nine times over the 12 month project period and provided guidance and information to the project partners. The Project Coordinator and regional partners found the information, contacts and feedback provided by the Steering Committee members to be invaluable, assisting greatly in effective project delivery.

Establish Reporting Framework

Achieved: Yes No

Comments:

- A reporting framework was established on commencement of the project. Project partners reported monthly to the Project Coordinator, against the project objectives. A summary of these findings was provided to the Steering Committee each month. A mid-term report was prepared at the halfway mark of the project and the final report including this evaluation and best practice document was the final stage of reporting.

PARTNERSHIPS

Establish and Maintain Partnerships with Relevant GTOs and Non-government Service Providers

Achieved: Yes No

Comments:

- Each partner organisation developed new relationships with organisations and service providers, including GTOs, RTOs and organisations with a CaLD client base. These relationships are being maintained as are the relationships established with various organisations prior to this project.

SERVICE SPECIFICATIONS

Identify Participant Recruitment and Selection Procedures

Achieved: Yes No

Comments:

- Participants identifying themselves as CaLD were recruited according to their eligibility to access an apprenticeship and traineeship. The Candidate Needs Assessment (CNA) was created to identify barriers and support needed.

Participant Data Collection

Achieved: Yes No

Comments:

- Participant data was collected and can be found in within pages 15 to 18 within the this report.

Establish Additional On-the-Job Support for Participants

Achieved: Yes No

Comments:

- Participants were contacted regularly to identify additional support required. Project partners along with GTOs and RTOs assisted the participants where possible. Support included cultural awareness information and information on unions and wage issues.

Establish Process to Monitor Participant Progress

Achieved: Yes No

Comments:

- A process to monitor participant progress was established for each region and can be found in the sustainability plans (Appendix 2).

QUESTIONNAIRE REPONSES

The table below details a breakdown of questionnaire responses across the three regions.

REGION	EMPLOYER	TRAINING ORG	PARTICIPANT	TOTAL
Perth	6	3	10	19
Midwest	2	2	1	5
Great Southern	2	2	5	9
Total	10	7	16	33

The following information has been compiled from the participant, employer and training organisation evaluations collected from a cross section of individuals and organisations contacted throughout the project.

Participants

Project participants had the following to say about whether their expectations of the project had been met:

Expectations Met

- I think it has been quite good, very helpful in trying to achieve all the goals I have set out.
- Pretty well. It was helpful for me.
- Very well and it helped me a lot, more than I expected.
- Good, excellent I guess.
- Fine, Amorette found me a place and visited me in Kenwick where I was doing work experience.
- Very well, my expectation was fulfilled beyond anticipation.
- Very well, I think it is good.
- The office helped me to look for apprenticeship and traineeship.

- Very well – they assist me to go to do child care. I am happy for that.
- Very helpful.
- Very well. I wanted to work in child care and a traineeship was offered.
- Yes.

Expectations Not Met

- Everyone tried hard but feel very disappointed and dispirited.
- Very pleased with assistance but things take a long time.
- Excited to be a part as really wanted to train but things took a long time and then I fell pregnant.
- Good – although I did not finish my aged care training.

Participants noted that they learnt the following things through their involvement in the project:

Employability Skills

- I've learnt how to write cover letters, how to develop a good resume, different ways of approaching employers.
- How to write a resume, how to look for jobs.
- Find a job for me. More than that, you listened to me like my friend or my family, helped me and listened to my story.
- A lot. Using computers, looking for a job, finding more internet sites to look for jobs.
- I learnt to work and improve my English. I learnt how to communicate in the workplace. I learnt to be patient, to work harder, to look for work. I learnt about resume and how to look for work.
- I learnt to work hard. I learnt to be enthusiastic. I learnt to have a goal and work on it.
- I learnt to be more patient. I learnt to further my self esteem. I learnt more to maintain self confidence.
- Using hands and develop my skills and using tools. It's good to learn something different.
- To be diligent to learn English.
- To work harder to look for work and learn English.
- Lots about workplace culture, how work places work, how to fit in, time-keeping.
- Totally new, learnt to swim, importance of the facility, communication, support from other staff.

Difficulties

- How difficult and time consuming it is to get an opportunity.
- Things take much longer to happen than I thought. Training wages very low. Work experience is unpaid which is hard when you are supporting your family or sending money home.
- Time needed and patience.

Six out of the sixteen participants who completed project evaluations reported that they completed training through the project. Six participants also noted that they completed work experience through the project.

Participants noted the following benefits gained from training completed through the project:

- To be professional, to learn the theory and experience. I can get more knowledge about caring and nursing and medication and how to deal with problems.
- Through my pre-app in carpentry and joinery I met some good people and teachers. I didn't know much about tools and how to use them but my teachers taught me how to do this.
- To manage my time well. To be more determined to succeed with my studies.
- It helped me to do the work. It gave me skills on how to use the welder and tools for my job now and experience and confidence.
- I tried to do child care but my English was not good so I stop because the teacher asked me to stop.
- Learnt how to swim, importance in safety, marketing, customer, administration and use of computer systems.

Participants noted that they learnt the following from work experience completed through the project:

- I learned how to hoist and shower and clean clients, all of the work. Also how to speak to the employer and how to put in the time sheets.
- To work as a team, good communication, to know how to make contact with people on the worksite.
- Time – how to use my time well. How to communicate. I need to talk English well. People care to help, Amorette visited my training place, talked with the supervisor and me. She is patient, she cares.
- To communicate well with your teacher / boss. To know how to read and write English well.
- I learnt to be well prepared to attend interviews.
- I have worked in different places in Australia, factories and restaurants, it's good to learn how to do the work, giving me more skills and more knowledge and now doing the apprenticeship it is different than before.
- I learnt to work hard to learn English.
- To communicate well. To learn English.
- Understanding instructions better, working as part of a team, increased knowledge about motor vehicles.
- Work experience was organised but had already booked a lengthy trip overseas and decided not to take it on. Reluctant to work for nothing. High level qualifications but can't find an opportunity to acquire local knowledge and experience.
- Traineeship was organised but decided to relocate to Perth at short notice and traineeship had to be abandoned. Now working in hospitality in Perth.
- Work experience was organised but relocated to Perth. Felt that opportunities for study and training would be greater in Perth than Katanning (it was very likely that employment in the chosen field of aged care would have been offered). Now enrolled in Certificate III Aged Care in Perth.
- Being accurate and careful in the workplace. Being aware of what to do and having a hardworking attitude.

Participants suggested the following improvements for the project:

- I think it is very good the way it is. I don't see anything that could make it better. I think it is very good.
- It was very good, no suggestions. It was very helpful.
- I don't think anything, you were wonderful, and it's enough for me. Now you are my friend. I can work. I can deal with any problems because you taught me how. You gave me a way to live. I have friends I meet that have been here longer than me but I am better off I think, because I had help from you and your organisation. I tell all my friends, I am very happy.
- Nothing.
- I don't have anything. I thank Amorette, the government, Ms Ruth, she help me to know about the project and she talk to me.
- Nothing, I am happy with the project.
- My expectation was met, my courage was developed further.
- More training. I want to go on and not stay at this level. I'm looking at going through and getting more experience and the qualifications. I need to learn English and I need to learn how to use a computer as I think that this is very important.
- To support me with one-on-one English assistance at my place with someone who can explain things to me better.
- Nothing.
- Encourage to continue intensive support with more visits to the workplace. Found that the management and support that has been provided in current workplace is excellent and deserved mentioning.

Employers

All ten employers who completed evaluations reported that they had in the past employed a person from a CaLD background.

Employers identified their CaLD employees originated from the following countries:

- Afghanistan, Sudan, Russia, China, Sierre Leone, Philippines, Burma, South Africa, Zimbabwe and other African countries not specified.

Seven out of the ten employers interviewed reported that employing people from CaLD backgrounds had been a positive experience for them, two employers reported this as a negative experience, while one was undecided.

Reasons for responses as to whether employing people from CaLD backgrounds had been a positive or negative experience for the employer include:

Positive Experience

- He is a positive person, always on time. He had an issue with being able to travel to work but he goes out of his way to make sure he can get here early, he is not a quitter, he has tenacity – a great personality trait.
- The different knowledge and experiences that they bring.
- They are generally better working than Australians. They have a strong work ethic and good time keeping.
- Qualified, does the job.
- Challenging to accommodate and acclimatise. Customer service and relationships with staff are excellent plus dedication to work.

Negative Experience

- Most of the time the manager won't even accept them, it is the manager's priority to look after their residents, some of whom have dementia. If we can't even understand them (CaLD workers) what chance do the residents have.
- There are some negative aspects particularly from the resident's point of view. Many residents have difficulty being cared for by people from different cultures – things have changed since their generation and it can be hard for them to adjust. From the staff's point of view, it can be difficult to communicate and can put added pressure on the other staff.

Undecided

- It takes a lot of time and patience to get to know a person from a different background which is not necessarily a bad thing but when you're under the pump it can be an issue. It took a while to realise he was telling me he understood things not because he understood them but that he felt this was the right answer.

All ten employers interviewed reported that they would employ someone from a CaLD background in the future.

Employers highlighted motivations to employ a person from a CaLD background:

- It depends on the person. They have to have very good English. Availability is a big issue too, many of them are doing the same courses and want the same hours. Also some are on visas which restrict their working hours.
- As long as they have the right attitude, turn up on time and are willing to learn. They have to want to be there and show initiative.
- Being able to share the opportunity – it's a good thing.
- When you have children from different backgrounds it's good to have workers with different knowledge.
- We need to, they are the only people that are willing to work in this industry.
- Because of their work ethic, they work harder and are more reliable.
- Doesn't matter what origins are as long as they can do the job.
- Motivated to work, eager to learn, part of a team is important.
- Equal opportunities.
- Give positive experience with current employee plus the opportunity to diversify the workplace.

Employers noted the following concerns which may discourage them from employing a person from a CaLD background:

- Language and availability.
- None, as long as they are okay with Australian workplace culture and language. Some employers and workplaces can be quite rough with their language and people from different backgrounds can take offence. You need to be able to work with different people and accept their different attitudes and views.
- The time it takes to get to know the person's cultural background – to be able to communicate properly and easily.
- The language barrier.
- Lack of comprehension, specifically regarding information and instructions. Their reading and writing may be okay but often their comprehension is very low and that takes time to build up.

- The language barrier. If they don't have good English it does become very hard. I would seriously consider not employing someone if they can't understand or communicate properly.
- Small team, so important that everyone fits in well and works well together. This concern is for anyone not just CaLD.
- None.
- Language barrier and communication issues.
- Employability skills and willingness to learn. English skills and acclimatisation. Current employees need sensitivity training and awareness. Preconceived ideas from other staff and established attitudes.

Nine out of the ten employers interviewed noted that they had in the past employed apprentices or trainees.

Employers provided the following reasons for employing apprentices and trainees:

- It's good to teach them our way of doing things, our culture. We promote training and development of our employees.
- It's important that I have the ability to teach someone what I know, to pass on knowledge and information to the young kids. I'm in a good position that I have worked hard for and I want to pass on what you can get. Sometimes you're not just a boss but you become a mentor.
- The need wasn't there. We have always done in-house training as there wasn't any stud-welding traineeship courses.
- It's a different way for them to get their qualifications.
- To compliment existing staff.
- We believe that you need to have people coming through the ranks for future needs.
- Cheap, does basic jobs and keen to learn trade and start from scratch.
- Prefer apprenticeships because locked into more structure through TAFE. More intensive, more reinforced whereas traineeships are hands on and done by business.
- We are a group trainer.
- Long term trial and investment of an organisation's future.

Nine out of ten employers noted that they would employ an apprentice or trainee from a CaLD background in the future. One employer stated that he was undecided as to whether he would do this again.

Employers stated the following reasons in response to whether they would employ a CaLD apprentice or trainee in the future:

- This is totally dependent on their level of English and availability.
- As long as they have the right attitude and want to be there – that's what is important.
- Can't answer that until this traineeship is fully underway and I get some feedback on how this one goes.
- We have children from diverse backgrounds and it's good to have workers that have different knowledge and experience.
- As I said, they are the only ones applying for the positions and having trainees compliments existing staff.
- As long as their English is okay.
- Immaterial where they come from.
- Some qualifications apply – as long as they fit in well.
- No reason not to if they have the right skills and attitude.

- Aforementioned reasons. Welcoming people into community as well as having them involved actively in employment.

Employers offered the following suggestions to help people from CaLD backgrounds gain employment in their industries:

- The English testing here is not adequate – this needs to be addressed. With the shorter aged care courses – these are totally inadequate, they do theory but not enough practical, 6 weeks is not enough and this puts the residents at risk.
- It's hard these days, you can't just walk into a business and get an apprenticeship. They should be informed about what's expected and be enthusiastic. If they have some idea about the work this will help. Some GTOs may not be giving all the information about the industry and employer – they are fairly hopeless about giving kids important information about what they (kids) are getting into.
- They should make a consistent effort to learn English – it makes it easier for everyone, so they can mix and relate.
- If they didn't have any experience in childcare to come and have a look and maybe do some volunteer work.
- Make sure they have a good handle on aged care, make sure the certificate is not fast tracked. Fast track training just doesn't work and it's not fair, they need more practical and basic skills. Employing people from CaLD backgrounds with these qualifications puts pressure on the other staff and creates a negative experience for the employer.
- English language training. The more fluent they are in English the chances for their employment increase ten-fold. I can't emphasise enough the importance that they can communicate exceptionally well. They need to be able to understand instructions and communicate when problems occur.
- Language – automotive industry is dangerous if instructions are misunderstood.
- Language support – talking to customers.
- Communication and desire to work. Openness for learning and ability to deal with preconceptions of public and employers.

Training Organisations

Six out of seven training organisations reported that they receive interest from people from CaLD backgrounds.

Some of the countries which training organisations report interest from include:

- China, Japan, South Korea, Indonesia, Philippines, Nepal, Thailand, Ghana, Afghanistan, Poland, France Russia, Middle East, Arabic Nations, Liberia, Burundi, Ethiopia, Congo, Somalia, Thailand, Romania, Nigeria, South Africa, Zimbabwe, Iran, Iraq, Malaysia and other African countries not specified.

Positive experiences working with people from CaLD backgrounds reported by training organisations include:

- It's good to have people here from different places. We have had no racism here at our training centre.
- He is a damn good carpenter, a bit absent minded when it comes to paperwork though, but he is a real good carpenter. His boss is really picky but is very happy with him. My only concern is whether he understands the theoretical work.
- They educate me, learning about their cultures and the way they do things, their outlook on life. They come in with such a low self-esteem and a low self-confidence and when they leave they are the opposite which is wonderful to see.
- Keenly motivated, social and conscientious.
- Relatively easy to place in temporary, seasonal work with transport organised. Polite and communicate well regardless of language ability, expressive in other ways, ask questions, self improvement focus.
- Seeing the progression over time. People settling in and becoming more familiar with Australian culture. English improving. Giving people water safety skills.
- They've shown higher levels of commitment to succeeding in their training than other trainees.

Negative experiences working with people from CaLD backgrounds reported by training organisations include:

- Just the language barrier. I've had no trouble with their skill abilities; it's just the language barrier sometimes.
- Only relating to cultural differences, a lack of understanding with things you do and say.
- They work on their own time, African time and they are often unreliable.
- Disorganised, reliability (timekeeping).
- Individuals have very few skills relevant to Australian workplaces. Basic resumes, language skills, particularly reading material, very poor. Commitment is good if they can see immediate benefits but difficult for them to see long term.
- Language barriers, social interaction, cultural adjustment.
- Witnessing the hostility that other colleagues direct their way.

Training organisations noted the following barriers faced by people from CaLD backgrounds in achieving apprenticeships and traineeships:

- Mainly literacy and language.
- Language is a big thing and cultural differences like how long a break should be, what time you start and knock off and how you speak to your boss.
- Language skills and unreliability.
- Poor English, expectations, not a lot of understanding of processes and systems.
- Lack of understanding about training systems and competency based arrangements and how skill and knowledge come together (not just doing the job, knowing about it too). How work experience fits in – value and use of it.
- Language, skills and experience.
- Communicating their responses for training / assessments.

Benefits of working with people from CaLD backgrounds noted by training organisations include:

- We can learn about their culture and how they do things differently, not just at work but other things too.
- New ideas on how things are done. It's also good to meet people from different cultures but that is just my point of view. It's a massive educator to learn about other cultures.
- It helps with integration for Aussies, its good for Aussies to be exposed to other cultures. It's good for tolerance and understanding.
- Cultural learning, shared experiences.
- Hard working, productive, committed.
- Giving opportunities to acclimatise to their new situation. Providing the skills and experience to gain full time employment.
- Creating a culturally diverse workplace. Building confidence in CaLD employees.

Support and extra assistance that training organisations have in place for people from CaLD backgrounds includes:

- I used to work in disabilities and so have some experience with maintaining a no-discrimination environment. We are a bit more 'go get it' here; we are flexible with our learning unlike TAFE who need to stick very much to the curriculum. If someone seems they are not coping we can give them more on-on-one help or get outside help or provide extra tutoring tools such as DVDs to practice maths at home.
- Not sure. I know there are grants out there to target different groups but I don't know if we have gone for these in the past as I don't do recruiting.
- None specific. We have support from the EDN and the Multicultural Centre in the city (EDN – work experience insurance) (Multicultural Centre – workshops and information sessions).
- Learning support program, drop in system, anything to do with course. One on one outside class time.
- None, other than the Migrant Centre. CaLD project has been a very mutually supportive process.
- A video has been developed for CaLD groups to familiarise themselves with the Australian water culture.
- Additional mentoring if needed.

Out of the seven training organisations that provided feedback, six reported that they were aware of available government funding to target CaLD groups, while one was not aware. Four training organisations noted that they use this type of funding in their organisation, two did not and one was not sure.

Extra support identified by training organisations that is needed to better assist people from CaLD backgrounds to successfully engage in an apprenticeship or traineeship include:

- We do on-site check ups while they are going through work experience but don't see them after that, so I'm not too sure.
- Better education and better understanding of their backgrounds but this takes time. If you have to take 4 hours out of your working day to attend a cultural workshop it puts you behind. Also for the apprentices – as much English skills and Australian cultural understanding as they can get.

- They need more and ongoing help with the English language. When they leave here I believe they are confident in what they know but then they are scared when they get out into the workforce.
- Case worker style support to allow greater one on one to navigate systems eg education, training and employment.
- A targeted pre-employment course for adult migrants. Terminology, rates, award systems, workplace culture, OH&S generic content, non-industry specific, resumes, interviews, appointments, adverts for jobs etc.
- Literacy. Employers who are willing to give opportunities for work experience.
- Literacy and numeracy assistance. Employment preparation skills.

Training organisations identified the following changes in the apprenticeship and traineeship system needed to better assist people from CaLD backgrounds to successfully engage in apprenticeships and traineeships:

- I would like to see our apprenticeships go back to four years to be honest.
- More financial assistance given to employers. I know there will be people saying that this is unfair for the Australian kids but people from different backgrounds really need this. It would also be good for the employer to get maybe a booklet with some information on the employee's cultural background.
- It would be great for them to have a contact that specialises in English language skills. When they leave here its more than just what they have learned. When they leave they don't always retain all of the information. Extra support throughout.
- 2010 running Certificate IV in CSWE – employment, depending on numbers.
- A wage subsidy for employers across the board. CaLD A&T take longer to be productive. A formal mentoring system, proper supervision plan “case manager” style for a group of participants. Would assist in managing transient nature of many CaLD families, ie one member connecting with another re continuation of study etc. Support for CaLD needs to be more broad based ie apprenticeships, traineeships and other employment.
- Extra funding to work with CaLD groups as they are more time consuming. Specialised support for both the client and RTO.
- Increased financial assistance to employers for taking on CaLD employees, more time and supervision may be needed for this group, costing employers in labour time and dollars.

Appendix 4

Best Practice Document

FRAMEWORK FOR BEST PRACTICE TO INCREASE PARTICIPATION OF PEOPLE FROM CALD BACKGROUNDS INTO APPRENTICESHIPS AND TRAINEESHIPS

To adequately address the low intake of people from culturally and linguistically diverse backgrounds into apprenticeships and traineeships a holistic approach must be adopted. The following are elements of best practice identified through the 'Culturally and Linguistically Diverse Apprenticeship and Traineeship Partner' project.

1. Raising Awareness and Promoting Apprenticeship and Traineeship Opportunities Amongst CaLD Communities

1.1 Distribute Information on Apprenticeships and Traineeships through Community Organisations with a CaLD Client Base

Community organisations with a CaLD client base are optimal points of access to distribute information on apprenticeships and traineeships. The apprenticeship and traineeship system is complex and multilayered making it difficult to effectively communicate through media messages to groups who do not have basic knowledge of these. It is important to provide adequate information for this target group to comprehend apprenticeships and traineeships.

1.2 Disseminate Apprenticeship and Traineeship Information through Intensive English Classes in Schools

Career guidance, information and student programs differ across schools with many accessing outside community services to enhance their career development programs. The quality of information provided to the students is dependent on the knowledge, awareness and networks of the career counsellors at any particular school. Generic careers information may not be sufficient for CaLD students. Appropriate information on careers including apprenticeships and traineeship should be delivered in schools with large numbers of CaLD students.

1.3 Promote Directly to CaLD Communities through Word of Mouth

CaLD communities commonly form strong ties and many make career decisions, including preferred training programs, based on feedback from other community members. Word of mouth referral is a more effective method of raising awareness of apprenticeship and traineeship opportunities throughout CaLD communities than mainstream media.

2. Preparing People from CaLD Backgrounds for Engagement in Apprenticeships and Traineeships

2.1 Case Manage Clients

Language barriers and cultural differences often impact the ability and inclination of people from CaLD backgrounds to successfully find appropriate sources of information and assistance needed to obtain an apprenticeship or traineeship. Migrants and refugees without any experience in Australian employment often lack confidence and knowledge to adequately prepare and apply for appropriate employment and training, including apprenticeships and traineeships. People from CaLD backgrounds feel more confident and comfortable in accessing support through case management, where they know and are known by the person who is helping them.

2.2 Assess English Literacy and Numeracy Levels

Completion of Year 10 including English and Maths or equivalent is commonly used as a guideline for minimum requirement to engage in an apprenticeship or traineeship. However, a higher level of English and Maths is often required to successfully engage in an apprenticeship or traineeship, and minimum requirements differ across industries. It is important to note that English literacy includes spoken English, reading and writing skills, and comprehension. People from CaLD backgrounds wanting to engage in an apprenticeship or traineeship need to have a certain level of English language proficiency to increase the likelihood of successful engagement and completion. A comprehensive assessment of spoken English, reading, writing and comprehension skills should be undertaken before commencement of training or employment.

2.3 Explore Career Options

Many migrants and refugees have unrealistic perceptions of Australian employment. This has led to many aiming for unsuitable employment in the past, and often encountering negative employment experiences. This is a serious issue resulting in many employers becoming less motivated to employ or even interview people from this target group. Undertaking career exploration and providing Australian industry information is essential to enable people from CaLD backgrounds to make well-informed career choices.

Mainstream career exploration tools can be used with clients from CaLD backgrounds who have sufficient English language skills and an understanding of Australian culture. CaLD clients with lower levels of English, particularly those from new and emerging communities benefit from career exploration through conversations. These conversations are helpful in building knowledge and awareness of Australian industries.

2.4 Provide Employability Skills Training

People from CaLD backgrounds, particularly those from new and emerging communities, often have a limited awareness of employability skills and little or no experience in Australian employment. Developing employability skills is essential to successfully navigate employment systems, apply for positions and perform appropriately in the workforce. Important issues to cover in developing employability skills for people from CaLD backgrounds include:

- Requirements and subtleties of Australian employment and workplace culture, including:
 - Communication with employers
 - Time management
 - Roles and responsibilities of employees / employers
 - Occupational Health and Safety
 - Work experience
- Assistance with understanding and undertaking of:
 - Resume and application letters
 - Contacting employers/GTOs
 - Interviews
 - Work experience placements

2.5 Arrange Work Experience

Work experience placements and meetings with industry training organisations are essential elements in providing people from CaLD backgrounds with a higher level of understanding of the requirements of their chosen career. Language difficulties and cultural differences can undermine the ability of someone from a CaLD background to fully comprehend spoken explanations regarding particular industries and careers. Hands-on experience in the workplace and exploration into study and work activities which must be undertaken in apprenticeships and traineeships are very effective in providing a sound understanding of requirements for a particular career.

2.6 Refer to VET / Access / Pre-apprenticeship Programs

There are many VET, Access and pre-apprenticeship programs in the community aimed at assisting people to achieve an apprenticeship or traineeship position by providing basic skills and contacts to enter an industry. These are mostly aimed at the general population and are often not sufficient to provide someone from a CaLD background with the skills to confidently apply for positions and work in Australian employment.

Some of these courses are targeted at CaLD members but are not extensive enough to adequately prepare the participant for employment as they are not designed specifically for this group. Programs incorporating extensive facilitated work experience placements are more beneficial for people from CaLD backgrounds as this provides greater knowledge, understanding and experience in Australian workplaces, which is currently a major barrier in gaining employment for this group.

2.7 Provide a CaLD Specific Pre-employment Program

“Employability skills and workplace culture in Australia”, a guide for migrants planning to enter the workforce in Western Australia was released by the Department of Education and Training in 2008. The guide was informed by various government and non-government organisations and CaLD community members, covering many of the subtle aspects of Australian workplace culture that are rarely explained. An effective CaLD pre-employment program would benefit from a similar process of consultation and cover issues such as those addressed in the guide. Other areas of importance to cover in such a course include:

- Work readiness training
- Trade tasters
- Facilitated work experience placements
- Legislation information
- Information on Unions

Developing partnerships with RTOs, CaLD communities and community organisations would assist in creating an effective program utilising existing resources and knowledge.

3. Apprenticeship and Traineeship Placements

3.1 Engage GTOs

Strong industry contacts are important in achieving work experience and apprenticeship and traineeship placements. Without an established employer relationship it is difficult to secure placements. GTOs have established employer relationships and good industry contacts and thus are an effective resource in seeking apprenticeship and traineeship placements.

3.2 Make Direct Contact with Employers

Not all employers access apprentices and trainees through a GTO, therefore direct employer contact to acquire work experience placements and apply for apprenticeship and traineeship positions is also important. To maximise opportunities, direct employer contact should be made in response to advertised positions and through cold canvassing.

3.3 Access Employer Run Programs

Many employers run programs targeting disadvantaged groups such as those designed to assist Indigenous young people and people with a disability. Employment and work experience programs designed for and targeted at people from CaLD backgrounds would make a significant contribution in overcoming employment barriers faced by this group. Large employers, including local and state governments, are ideal bodies to facilitate such programs as they commonly have strong existing support mechanisms for their employees and cover an extensive and diverse range of employment opportunities.

3.4 Provide Cultural Awareness Training for Employers and GTOs

Cultural awareness is important for both the employer and employee to facilitate ease of communication and understanding in the workplace. Having a good understanding of the cultural background of employees reduces the the likelihood of racism, negative attitudes, offensive and inappropriate behaviours within the workplace.

Embracing diverse cultures adds value to the workplace and provides the employer with the opportunity to expand into new markets. GTOs and RTOs with CaLD client bases should provide cultural awareness training for all staff; this information could then be readily transferred to employers accessing apprentices and trainees through the GTO. Information on common cultural differences in the workplace should also be made available for employers not utilising GTOs.

3.5 Provide Follow Up

Apprentices and trainees are more likely to achieve successful completion of their apprenticeship or traineeship when there is strong and regular follow-up. In Western Australia the ApprentiCentre monitors apprenticeships and traineeships through follow up in the form of site visits and phone monitoring with the apprentice or trainee and employer. Where a GTO is engaged, a field officer from that GTO also carries out follow up visits and phone contact. Anecdotal feedback reveals that some GTOs are more proactive and comprehensive with their apprentice and trainee follow up than others, and those who make regular and valuable contact with their apprentices and trainees achieve higher levels of successful apprenticeship and traineeship completion.

The additional support provided through a strong relationship between the GTO field officer and apprentice or trainee and employer increases the likelihood of successful apprenticeship or traineeship completion. This support is even more important for CaLD apprentices and trainees and it would be best practice for the field officer to case manage the CaLD apprentice or trainee. Increased funding would enable GTOs to allocate the time and resources needed to better support their CaLD clients.

4. Partnerships

4.1 Develop Partnerships with CaLD Specific and Careers Focused Community Organisations, GTOs and RTOs

Community partnerships are vital in providing effective support for CaLD job seekers. The diverse expertise and experience of different community organisations working together would be beneficial and complimentary in supporting people from CaLD backgrounds to access apprenticeships and traineeships. Community organisations specialising in careers, education and training information and those with vast knowledge and experience working with CaLD communities and individuals are an ideal match to support this target group.

GTOs and RTOs are experiencing an increasing level of interest from people of CaLD backgrounds. Creating partnerships with community organisations would assist GTOs and RTOs in providing more effective support to their CaLD client base and this relationship would also benefit the CaLD clients of community organisations. Currently these relationships are somewhat haphazard, developing as the need arises but not always maintained.

4.2 Establish Partnerships with Employer Groups, Community Organisations and Schools

One of the major barriers faced by CaLD jobseekers is lack of Australian employment experience. Establishing partnerships with employer groups to provide work experience and apprenticeship and traineeship placements for people from CaLD backgrounds would assist in overcoming this barrier.

Developing relationships and partnerships with community organisations specialising in careers, education and training, enhances the quality of information provided to students. Partnering with community organisations which possess knowledge, awareness and experience with CaLD clients would further enhance the delivery of information to CaLD students. Developing a community-school partnership model to best support the careers education and support delivered to CaLD students which could easily be adopted by all schools would significantly improve the employment and training outcomes for these students.

GUIDELINE FOR BEST PRACTICE	COMMENT
1. Raising Awareness and Promoting Apprenticeship and Traineeship Opportunities Amongst CaLD Communities	
1.1 Distribute information on apprenticeships and traineeships through community organisations with a CaLD client base 1.2 Disseminate apprenticeship and traineeship information through Intensive English Classes in schools 1.3 Promote directly to CaLD communities through word of mouth	Media advertising undertaken through this project had limited impact. The most effective method of raising awareness and promoting apprenticeships and traineeships to this target group is through word of mouth. It is important to convey information to CaLD community members through sources they trust, such as community workers, community leaders and teachers.
2. Preparing People from CaLD Backgrounds for Engagement in Apprenticeships and Traineeships	
2.1 Case manage clients 2.2 Assess English literacy and numeracy levels 2.3 Explore career options 2.4 Provide employability skills training 2.5 Arrange work experience 2.6 Refer to VET / Access and Pre-apprenticeship programs 2.7 Provide a CaLD specific pre-employment program	The process of preparing people from CaLD backgrounds for engagement in an apprenticeship, traineeship or other form of employment is dependent on their barriers and level of support needed. The length of time and intensity of assistance required to adequately prepare the client will vary according to the individual's situation. A CaLD specific pre-employment program would be useful to new migrants who intend to work in Australia, particularly those from new and emerging communities.
3. Apprenticeship and Traineeship Placements	
3.1 Engage GTOs 3.2 Make direct contact with employers 3.3 Access employer run programs 3.4 Provide cultural awareness training for employers and GTOs 3.5 Provide follow up	Employer driven programs offering work experience and apprenticeship and traineeship placements for people from CaLD backgrounds should be developed to assist them in overcoming employment barriers and provide opportunities for this disadvantaged group. These programs would benefit from linking in with Intensive English Schools, the AMEP and the CaLD specific pre-employment program to ensure the needs of industry and CaLD communities are best met.
4. Partnerships	
4.1 Develop partnerships with CaLD specific and careers focused community organisations, GTOs and RTOs 4.2 Establish partnerships with employer groups, community organisations and schools	Community organisations, GTOs, employers and schools should work together using a holistic approach to support CaLD community members, drawing on the expertise of various organisations to overcome barriers faced by this target group.

Appendix 5

Promotional Material



CaLD Apprenticeship and Traineeship Partner Project

This project was initiated by Extra Edge Community Services (EECS) and project partners include Joblink Midwest Inc and Rainbow Coast Neighbourhood Centre Inc.

In response to a request by the Department for Communities on behalf of the Office of Multicultural Interests to promote acknowledgement and inclusion of the needs of Western Australians from CaLD backgrounds in State Government policies and programs empowering them to fully participate in the community the following initiative was outlined by EECS.

Identify and create a best practice system to facilitate and support people from CaLD backgrounds into Apprenticeships and Traineeships:

- Creation of a needs analysis and skills assessment tool to ascertain A&T readiness of CaLD participants.
- Criteria assessment on basic requirements of training organisations for participation in A&Ts.
- Research and creation of database of relevant industries and training organisations.
- Employer and participant matching.
- Work experience placement, monitoring and mentoring where needed.
- Ongoing monitoring, mentoring, reviewing and periodical reporting of individual and project progress and outcomes.

Objectives

- Facilitate and support the employment of 20 people from CaLD backgrounds in an apprenticeship or traineeship
- Raise awareness of and promote apprenticeship and traineeship opportunities in the target groups.
- Promote employment in apprenticeships and traineeships of people from CaLD backgrounds amongst employers.
- Develop a best practice model through which to increase employment of people from CaLD backgrounds in apprenticeships and traineeships for adoption and ongoing implementation by GTOs and other relevant organisations.

Outcomes

- Employment and support of 20 people from CaLD backgrounds in an apprenticeship or traineeship.
- Increased awareness of apprenticeships and traineeship opportunities amongst target group.
- Promoting employment of people from CaLD backgrounds to employers.
- The development of a best practice model through which to increase employment of people from CaLD backgrounds in apprenticeships and traineeships for adoption and ongoing implementation by GTOs and other relevant organisations. The best practice model to incorporate learnings from the above outcomes.

Are you looking for work in Australia?

We can help you get into an Australian Apprenticeship or Traineeship!

Your training can be paid work, it can be full-time or part-time.

You can complete an Apprenticeship or Traineeship in many different areas including:

- ❖ Automotive
- ❖ Building and Construction
- ❖ Food and Service Industry
- ❖ Horticulture
- ❖ Manufacturing
- ❖ Information Technology
- ❖ Community Services, Health and Education
- ❖ Finance, Property and Business Services
- ❖ Hospitality and Tourism
- ❖ Transport and Logistics
- ❖ Retail and Personal Services

When you finish your Apprenticeship or Traineeship you will have a nationally recognised qualification, recognised in many overseas countries as well.

For more information on how to get into an Australian Apprenticeship or Traineeship contact Extra Edge Community Services on **9333 2000** or come in to our office: **Unit 4, 15 Pattie Street, Cannington.**

Other services we offer:

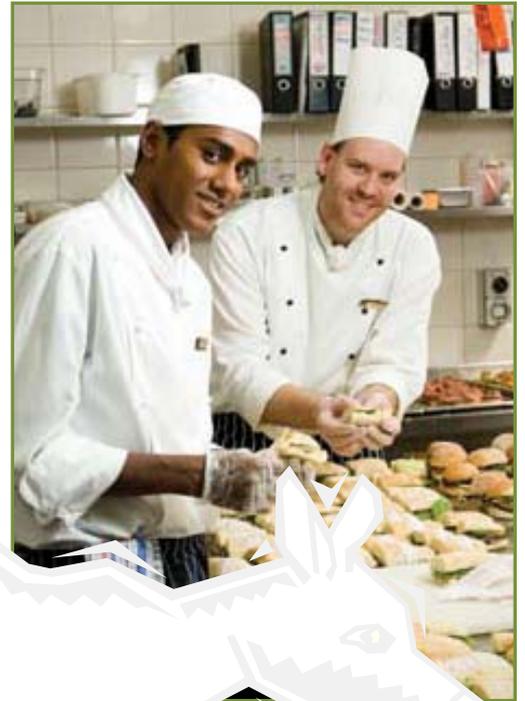
- Career Guidance
- Resume and Job Application Assistance
- Job Search and Interview Techniques
- Work Experience Insurance



New to Australia or know of someone who is?

Need paid work that provides a National Qualification?

How about an Apprenticeship or Traineeship?



If you are from a non-English speaking background we can help you.

For more information on how to get into an Australian Apprenticeship or Traineeship contact Extra Edge on

9333 2000

or come into our office:

Unit 4, 15 Pattie Street, Cannington

Other services we offer:

- Career Guidance
- Resume and Job Application Assistance
- Job Search and Interview Techniques
- Work Experience Insurance



Extra Edge
Community Services



Office of Multicultural Interests
Government of Western Australia

Extra Edge Community Services



Employment Directions Network - South East Metropolitan
Ph (08) 9333 2000 Fax (08) 9333 2001
info@ees.org.au www.ees.org.au

Unit 4/15 Pattie Street Cannington WA.6107
PO Box 347 Cannington WA.6987
ABN 18 058 463 918

E - Update

April 2008

To unsubscribe:
sara@ees.org.au

CaLD Apprenticeship and Traineeship Partner Project

EECS has received funding through the Department for Communities on behalf of the Office of Multicultural Interests to run the CaLD Apprenticeship and Traineeship Partner Project. This program will identify and create a best practice system to facilitate and support people from CaLD backgrounds into Apprenticeships and Traineeships. We are currently seeking suitable applicants for this new opportunity. If you have any questions or referrals, please contact Amorette Dyer (Project Officer) on 9333 2000 or amorette@ees.org.au

Inside:

CaLD	1
FRT	1
EDN	2
Can You Help?	2

Family Rhyme Time

Family Rhyme Time—Songs, Stories and Stronger Families is a **free** inclusive early year's family-centred activity designed to strengthen family units.



The teaching in FRT is directed towards the parent participants, empowering them with skills to increase their positive learning exchanges with their children. Two trained leaders work with parents/caregivers and their children once a week, ideally for between twenty and forty weeks at a time. A program usually runs over the school year and each session lasts for approximately one hour. This successful program has been running for a year, after evolving from the Parent Child Mother Goose Program. Sessions are run weekly throughout school terms in Thornlie, Langford, Bentley and Armadale. For more information contact Rebecca Scott (Family Rhyme Time Coordinator) on 9390 1944 or familyrhymetime@ees.org.au

Extra Edge Community Services



Employment Directions Network - South East Metropolitan
Ph (08) 9333 2000 Fax (08) 9333 2001
info@ees.org.au www.ees.org.au

Unit 4/15 Pattie Street Cannington WA 6107
PO Box 347 Cannington WA 6987
ABN 18 058 463 918



EDN's offer a free statewide service that can assist all West Australians with career guidance and employability skills. EDN has a range of workshops and programs including: **Profit from Experience**, (aimed at mature jobseekers that may require funded training - eligibility applies).

EDN also offers workshop and services including:

- Parents as Career Partners (PACP)
- School Leaver Program (SLP)
- Video conferencing at selected venues
- Career counseling
- Basic computing
- Resume and Jobsearch
- Hidden Job Market

Please contact 9333 2000 or info@ees.org.au for more information to see how we can help you or your clients.

Request for Information - Can You Help?

Extra Edge Community Services is currently seeking conversational English classes for clients entering into the CaLD program. If you have information on any available conversational English classes please contact Amorette Dyer on 9333 2000 or amorette@ees.org.au



219 North Road
ALBANY WA 6330
Tel: 9841 8254, Fax: 9841 6064
Email: rcs@omninet.net.au
ABN 59712143650

Rainbow Coast Neighbourhood Centre Apprenticeship and Traineeship Project for Migrants

PARTICIPANT PROFILE

Name
D.O.B.
Country of Origin
Languages spoken

CONTACT DETAILS

Phone
Mobile
Address

Affix
Photo
Here

CAREER GOAL: Possible Future Jobs

TRANSPORT: Arrangements for getting to and from the workplace?

KEY STRENGTHS:

HOBBIES & INTERESTS	AWARDS/ACHIEVEMENTS

PREVIOUS CASUAL	PART TIME OR	VOLUNTARY WORK
Type of Work	Organisation or Person	Approximate Dates

SKILLS & ABILITIES

SUPPORTS AVAILABLE

Appendix 6

Community Promotion Contacts

Promotion Contact List

ORGANISATIONS / GROUPS CONTACTED

Perth	
Adult Migrant Education Services (AMES)	Mission Australia
ASeTTS (Assisting Torture and Trauma Survivors)	Multicultural Services Centre of WA
Bridging the Gap	Muslim Women's Support Centre WA Inc
Central TAFE	North Lake Senior College
Centrecare	Parkwood Group
Centrelink Cannington	Perth Metro Participation Coordinators
Centrelink Gosnells	Perth Metro EDN Centres
Centrelink Multicultural Service Officers	Refugee Youth Services Network
Cockburn Youth Forum	Sevenoaks Senior High School
Communicare	SMYL Community Services
CRS Australia	Social Inclusion Workshop
Cyril Jacksons Senior High School	South East Multicultural Reference Group (SEMRG)
Edmund Rice Centre	South Metropolitan Migrant Resource Centre
Ethnic Disability Advocacy Centre	SPARKYS Network
Fremantle Fast Track	Swan TAFE
Fremantle Multicultural Centre	The Gowrie
Job Find Centre	West African Community
Lynwood Senior High School	West African Youths
Mercycare	Workplace Solutions
RCNC	Joblink Midwest
Great Southern Migrant Resource Centres	Geraldton Senior College
Strong Families Network Meetings	City of Geraldton Greenough
Albany Worklink	City of Geraldton Greenough Library
DOCEP	Centrelink
Centrelink	Participation Manager
ABC Radio	TAFE
Local Newspaper	Mission Australia
Great Southern TAFE	Bridging the Gap
	Aquareena
	First Choice Employment
	Salvation Army Employment Plus
	Carnamah District High School
	EDN Geraldton
	Geraldton Iron Ore Alliance Employment Expo
	Local Supermarkets
	Independent Grocers

Appendix 7

Employers / GTOs / RTOs

Perth Employer Contact List

No #	Organisation	Industry/Career Type	No #	Organisation	Industry/Career Type
1	Watercorp	Administration/Business	37	Dale Alcock Homes	Building and Construction
2	City of Armadale	Administration/Business	38	West Australian Building Group	Building and Construction
3	City of Belmont	Administration/Business	39	Ross North Homes	Building and Construction
4	City of Canning	Administration/Business	40	Summit Homes	Building and Construction
5	Town of Claremont	Administration/Business	41	WA Timber Decking	Carpentry
6	Town of East Fremantle	Administration/Business	42	Communicare	Child Care
7	City of Fremantle	Administration/Business	43	The Gowrie	Child Care
8	City of Gosnells	Administration/Business	44	Belmont Child Care	Child Care
9	Town of Kwinana	Administration/Business	45	Cuddles Child Care	Child Care
10	City of Melville	Administration/Business	46	Kids Club Child Care	Child Care
11	Town of Mosman Park	Administration/Business	47	ABC Promenades	Child Care
12	City of Nedlands	Administration/Business	48	ABC Summer Pines	Child Care
13	City of Perth	Administration/Business	49	ABC Huntingdale	Child Care
14	City of South Perth	Administration/Business	50	ABC Lynwood East	Child Care
15	Town of Vic Park	Administration/Business	51	ABC Thornlie	Child Care
16	Department of Premier and Cabinet	Administration/Business	52	ABC Development Centre Westfield	Child Care
17	Brighwater Group	Aged Care	53	Mulberry Tree Cannington	Child Care
18	Mercy Care	Aged Care	54	Mulberry Tree Gosnells	Child Care
19	Uniting Church Homes	Aged Care	55	Kindercare Early Learning Centre	Child Care
20	Amana Living	Aged Care	56	Junior Junction Forest Lakes	Child Care
21	Howard Solomons	Aged Care	57	Burswood	Hospitality
22	Silver Chain	Aged Care	58	PIHA Mineral Resources	Metal Fabrication
23	Nursinghaven	Aged Care	59	Studwise	Metal Fabrication
24	Seaforth Gardens	Aged Care	60	Rio Tinto	Oil & Gas
25	Amaroo Caring Centre	Aged Care	61	BHP Billiton	Oil & Gas
26	Freeman Nursing Home	Aged Care	62	Alcoa	Oil & Gas
27	Orange Grove Aged Care	Aged Care	63	BP Refinery	Oil & Gas
28	Sherwin Lodge	Aged Care	64	Area Secured	Security Systems
29	John Hughes	Automotive	65	AMSA Security	Security Systems
30	RAC	Automotive	66	Black Cat Security	Security Systems
31	Kabul Smash Repairs	Automotive	67	Blue Force	Security Systems
32	Suzuki Shop	Automotive	68	Cabling Innovations	Security Systems
33	ZZZ Used Cars and Spare Parts	Automotive	69	High Standard Security	Security Systems
34	Prosser Toyota	Automotive	70	Monitored Alarms	Security Systems
35	All Commercial Wreckers	Automotive	71	Metroguard Protection Services	Security Systems
36	Auto Masters	Automotive	72	National Security and Protection	Security Systems

Perth GTO & RTO Contact List

Type		Organisation	Industry/Career Type
RTO		RTO Assist	Health Services
RTO		Carealot	Health Services
RTO		XLT Industry Training	Engineering, Construction and Safety
RTO		RTS (Regional Training Services)	Business, Bricklaying and Carpentry
RTO		Silver Trowel Trade Training	Building and Construction
RTO		Swan TAFE	All industries
RTO		Central TAFE	All industries
RTO		TransportforumWA	Transport and Logistics
RTO		Nationwide Training	Transport and Distribution
RTO		AAC Mission Australia Training	All industries
RTO	GTO	AAC AMA Apprenticeship and Traineeship Company	All industries
RTO	GTO	SMYL Community Services	All industries
	GTO	DirectionsWA	All industries
	GTO	Skill Hire	Blue collar employment field
	GTO	ATC (Apprenticeship and Traineeship Company)	All industries
	GTO	Electrical Group Training	Electrical
	GTO	Motor Industry Training Association of WA	Mechanical
	GTO	Hospitality Group Training	Hospitality

RCNC Employer/RTO/GTO Contact List

No #	Organisation	Industry/Career Type
1	Bethshan Hostel Katanning	Aged Care
2	Kerry Lodge (Katanning Hospital)	Aged Care
3	Shire of Katanning Home and Community Care	Aged Care
4	Albany Dynotune	Automotive
5	Dowsett Motors	Automotive
6	Byatt Motors	Automotive
7	Theyers Autos	Automotive
8	Rainbow Coast Neighbourhood Centre Creche	Child Care
9	Ragamuffins Childcare Centre	Child Care
10	Albany Regional Daycare	Child Care
11	Treasure Nest Child Care Centre Katanning	Child Care / Teachers Assistant
12	Watercraft Marine	Mechanics
13	Department of Agriculture	Natural Resource Management
14	South Coast Natural Resource Management	Natural Resource Management
15	Department of Fisheries	Natural Resource Management
16	Watercorp	Natural Resource Management
17	Albany Community Environment Centre	Natural Resource Management
18	Gondwana Link	Natural Resource Management
19	Forest Products Commission	Office Administration
20	Katanning Primary School	Teachers Assistant
21	Braeside Primary School Katanning	Teachers Assistant
22	St Patricks Catholic Primary School Katanning	Teachers Assistant
23	Albany Visitor Centre	Tourism/Office Administration
24	Mt Romance	Tourism/Office Administration
25	City of Albany	Various
26	Great Southern Development Commission	Various
GTOs and RTOs		
	ATC Worksmart (GTO)	All Industries
	Great Southern TAFE (RTO)	All Industries
	Albany Worklink (RTO)	All Industries

Joblink Midwest Employer/RTO/GTO Contact List

No #	Organisation	Industry/Career Type
1	Watercorp	Administration/Business
2	City of Geraldton- Aquarena	Sport and Recreation
3	City of Geraldton- I.T Dept.	Information Technology
4	Geraldton Electrical	Electrical
5	S&K Electrical	Electrical
6	Skeetas Restaurant	Hospitality/Cooking
7.	Mansom Engineering	Engineering
8.	Twoomey's Mining Engineering	Engineering
9.	Department of Employment & Consumer Protection	Government
10.	Department of Fisheries	Government
11.	W.A Police Force	Law Enforcement
GTOs and RTOs		
	Central West TAFE (RTO)	All Industries
	Apprenticeship and Traineeship Co. Midwest (GTO)	All Industries
	Skill Hire- Midwest (GTO)	All Industries
	Royal Life Saving, W.A (RTO)	Sport and Recreation

Appendix 8

Demographic Data Document



Demographic Data Collection Form

Date: _____

Agency Code: _____ Client Code: _____

Date of Birth: _____ Country of Birth: _____

Main Language Spoken at Home (other than English):

First Language Spoken:
If same as above leave blank

Proficiency in English:
Please tick

Speaks English...			
Well / Very well	<input type="checkbox"/>	Not well / Not at all	<input type="checkbox"/>

Ancestry: _____

Country of Birth of Father:

Country of Birth of Mother:

Religious Affiliation: _____

Year of Arrival in Australia: _____

Migration Category: _____
Skilled Migrant, Humanitarian Entrant etc

GC1	Cannington
GA1	Albany
GG1	Geraldton

Client Demographic Data Information Sheet for Service Providers

The Demographic Data Collection Form is designed to gather non-identifying information on participants of the CaLD Apprenticeship and Traineeship Partner Project. This information is not to be used to assess client suitability for entry into an apprenticeship or traineeship, nor is it to be used as a filter for employment. Client information provided in this form is in no way to be used for discriminatory purposes.

The information collected in this form is used only for statistical purposes. It is collected with the intention of use for analysis and reporting on project effectiveness and to assist in recommendations for future research and program implementation. The information is non-identifying and the following privacy statement is adopted and adhered to for this project.

(Following insert taken from sub-contract agreement entered into by all project partners for the CaLD Apprenticeship and Traineeship Partner Project)

8. PRIVACY

- 8.1 "Personal Information" means personal and health information as defined in the *Privacy Act 1988 (Cth)* and *Freedom of Information Act 1992 (WA)*.
- 8.2 The privacy obligations in this clause apply to all Personal Information which the Contractor receives from the Contracting Party (directly or indirectly) or which the Contractor receives, creates or holds in connection with this Agreement.
- 8.3 The Contractor shall:
 - a) handle Personal Information to which this clause applies in accordance with all privacy principles which govern, or would govern, the handling of such information by the Contracting Party, without limitation.
- 8.4 If the Contractor provides Personal Information to a third party (including any subcontractor under this Agreement), the Contractor agrees to ensure that such a third party is subject to enforceable obligations to comply with this clause, and to enforce these obligations in accordance with direction from the Contracting Party.
- 8.5 The Contractor shall indemnify the Contracting Party from and against any and all claims, losses, liabilities, damages, settlements, expenses, and costs (including, without limitation, legal costs) that arise in relation to any breach of these privacy obligations by the Contractor or third party (related in or outside of Western Australia).
- 8.6 This clause shall survive the completion or termination of this Agreement.

Appendix 9

Candidate Needs Assessment Tool

CAREER ACTION PLAN

PAST WORK HISTORY

SKILLS / QUALIFICATIONS

CAREER GOALS

BARRIERS TO EMPLOYMENT

SUPPORT NEEDED

STEPS TO ACHIEVE GOALS

	Date of Action
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____