

Planning Pathway Programs

A guide for working with newly arrived and refugee young people

November 2009

A project of the Eastern Refugee Pathways Project

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Department of Education and
Early Childhood Development



Disclaimer

Planning Pathways Programs – a guide for working with newly arrived and refugee young people is a project of the Eastern Refugee Pathways Project (ERPP). The Eastern Refugee Pathways Project is a partnership of Federal, State and Local Government agencies and community organisations in the Eastern Metropolitan Region (EMR) that support newly arrived and refugee young people, their families and teachers in developing realistic educational and career pathways.

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List of Acronyms

AMES	Adult Multicultural Education Services
BELS	Blackburn English Language School
CALD/CLD	Culturally and Linguistically Diverse
DEECD	Department of Education and Early Childhood Development
EIEP	Eastern Industry Education Partnership
ELS	English Language School
EMR	Eastern Metropolitan Region
ENTER	Equivalent National Tertiary Entrance Rank
ERPP	Eastern Refugee Pathways Project
ESL	English as a Second Language
EMR	Eastern Metropolitan Region
EMRYC	Eastern Metropolitan Region Youth Commitment
ESRAN	Eastern Schools Refugee Action Network
IPPS	Individual Pathway Planning Sessions
LCP	Local Community Partnerships
LLEN	Local Learning and Employment Network
MEA	Multicultural Education Aide
MIC	Migrant Information Centre (Eastern Melbourne)
MIPs	Managed Individual Pathways
SEAS	Special Entry Access Scheme
SFYS	School Focused Youth Service
SWP	Structured Work Placements
TAFE	Technical and Further Education
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VIT	Victorian Institute of Teaching
VFST	Victorian Foundation for the Survivors of Torture
VTAC	Victorian Tertiary Admissions Centre
YAMEC	Young Adult Migrant English Course

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Introduction

The purpose of this guide is to provide details of approaches that may be applicable for schools working with across DEECD regions with a dispersed settlement pattern of refugee young people. It needs to be stressed that this is a guide only and consideration needs to be given to the diverse experience and needs of each individual case.

A separate report that presents the findings of the Eastern Refugee Pathways Project (ERPP) has been prepared and includes the specific approaches adopted by the ERPP to support newly arrived and refugee young people with pathway planning.

Background

In 2007, the Eastern Melbourne Migrant Information Centre, Gateway Local Learning and Employment Network (Gateway LLEN) and Outer Eastern Local Learning Employment Network (OELLEN) identified the need for a project officer to assist in the pathway planning and career development for newly arrived and refugee young people.

A partnership was established between the Gateway and Outer Eastern LLENs, Eastern Industry Education Partnership (Local Community Partnership), Migrant Information Centre (Eastern Melbourne), Foundation House, and Regional Industry Career Adviser (RICA) to provide funding for an eight month pilot project to be carried out between April and December 2007 in the Eastern Region of Melbourne.

Funding from the Eastern Industry Education Partnership (EIEP) enabled continuation into Stage 2 of the project from February 2008 to November 2008. The project then continued into Stage 3 with funding provided by the Department of Education and Early Childhood Development – ESL Unit and Youth Transitions Division.

The Eastern Refugee Pathways Project (ERPP) has provided support to newly arrived and refugee students within secondary schools, their families and teachers in the Eastern Metropolitan Region (EMR) of Victoria. The project aim was to develop realistic education and career pathways for these students through individual pathway planning, student and parent information sessions and regular meetings with school staff.

During the initial Stage of the project, research was conducted amongst 30 refugee students in the secondary schools, as well as their parents and school staff. The information gathered informed the development of a project model which could be adopted by schools in conjunction with local agencies to support newly arrived and refugee young people. The model comprises four interconnected programs (See Appendix 1):

- Individual Pathway Planning Sessions (IPPS) which assist refugee students to access and develop individual career and transition pathways.
- A series of information sessions for students focusing on education, training and employment pathways for refugee students.
- A series of information sessions for parents to raise their level of understanding of the Australian educational system and the training and employment options available to their children.
- Regular meetings with school staff to build teacher capacity to assist refugee students and their parents with the development of career pathways.

Transition issues for refugee young people

This guide focuses on the transition of refugee young people into senior secondary school, as well as the move from school onto further education, training or employment.

Through student workshops, discussions with community leaders and feedback from teachers, the following issues were identified by the Eastern Refugee Pathways Project as impeding senior secondary refugee students' progress and engagement in education:

- disrupted school experience which often relates to limited social competence (in educational contexts) and limited acquisition of literacy and conceptual knowledge
- limited education resulting in a poor knowledge base from which to make informed decisions and process information
- limited exposure to diverse career options that Australian-born students have been immersed in throughout their life
- limited ability to make informed decisions based upon limited exposure to a diverse society
- a lack of understanding of Australian work practices and Australian work culture
- low awareness of the available support services (at school and within the wider community) and difficulty accessing them
- course costs, particularly for alternative and vocational programs such as VET
- ongoing literacy and numeracy needs

In the initial research carried out by the ERPPO, school staff identified high aspirations coupled with minimal understanding of realistic pathways as a central issue for refugee students. The ERPPO found that many refugee students had a particular focus on University studies, although they may have had less than five years schooling prior to resettlement in Australia and were in their final years of secondary school. In addition, the students often lacked an understanding of the requirements for University courses such as ENTER scores, VTAC requirements, prerequisite studies and whether they possessed those or not.

Due to the lack of knowledge and understanding of Australian education, training and employment systems, refugee parents are not equipped to address the significant mismatch between the aspirations of their children and the reality of their situation, or to assist them in career development. In addition, their experiences are often shaped by their understanding of these systems in their countries of origin and they are often unaware of alternative education, training and employment pathways such as TAFE, vocational training, apprenticeships and traineeships.

Refugee students also have multiple and significant barriers that impact their pathways planning (i.e. housing, low literacy, family breakdown, carer responsibilities, financial hardship, torture and trauma issues). It is not uncommon for refugee students to be the primary person responsible for various family matters such as securing house, caring for sick guardians, disciplining younger siblings and completing migration applications. Refugee

students in senior secondary school may not have parents or guardians in Australia and may live with siblings or on their own. Although many of the issues noted above are also experienced by Australian-born students, the case for these refugee students is unique in that they are new to Australia and lack an understanding of the various systems and therefore, lack skills or knowledge to address these issues alone and balance their responsibilities all the while concentrating on their studies and pathways planning.

The tracking data from students who participated in the 2007-2008 ERPP shows that many refugee young people choose to work full-time when they complete secondary school (See Appendix 3). This is particularly the case for those living independently or providing financial support to their families in Australia or overseas. The students in employment are usually in low-skilled, low paid jobs with limited opportunity for career advancement. As their immediate priority is to earn money, they rarely participate in further education or training.

Finally, during the pilot stage of the ERPP, it became increasingly apparent that the range of state and federal government funded programs designed to assist young people to develop transition plans did not meet the specific needs of young refugee students. Refugee students have been identified as one of the groups most at risk of low achievement, disengagement and leaving school early.¹ However, the ERPP found that although refugee young people are not necessarily at risk of completing their education in a mainstream school, they are at risk of successfully transitioning onto further education, training or employment. In addition, refugee students over 19 years of age are currently not eligible to participate in Youth Pathways programs.

Due to their diverse experiences and backgrounds, refugee young people clearly have different transitional needs. This guide looks at ways in which schools and other educational settings can help facilitate the successful transition of a refugee young person from school to further education, training or employment.

A copy of the final report of the ERPP Pilot Project is available for download at <http://www.miceastmelb.com.au/documents/FinalProjectEvaluationReportDecember2007.doc>

¹ Lamb, S, Rice S, Effective Strategies to Increase School Completion Report, Centre for Post-compulsory Education and Lifelong Learning, State of Victoria (Department of Education and Early Childhood Development), 2008

About this guide

Planning Pathways Programs – a guide for working with newly arrived and refugee young people is a tool to assist schools in the development of pathway planning programs for students of a refugee background. It was developed as a result of discussions amongst the Eastern Refugee Pathways Project Steering Committee members who identified gaps in the provision of pathways services to refugee students, particularly a lack of guidelines that meet the specific needs of refugee young people.

This document outlines specific measures that schools can take to:

- develop and implement a project model that provides one-on-one support to students in the development of transition plans
- develop and implement information sessions for students and parents to increase their understanding of available education, training and/or employment options
- increase awareness among school staff regarding the career and pathway planning needs of refugee students and strengthening their ability to provide this support.

Readers interested in pathways support for refugee young people may also want to review:

- *Good Practice Principles Guide for Working with Refugee Young People*, Victorian Settlement Planning Committee 2005
- *Building Pathways: A Framework to Support Transitions for Young People from Refugee Backgrounds*, Victorian Settlement Planning Committee 2007
- *Pathways and Transitions: Post-compulsory Education, Work and Refugee Young People*, Victorian Settlement Planning Committee 2008

Who can use this guide?

This document has been developed for secondary schools and educational providers in conjunction with local agencies to support refugee young people in developing realistic career pathways. It is to be used in the development of pathway planning programs for refugee students in the later years of secondary school, particularly those that have arrived in the mainstream school from Year 10 onwards.

These guidelines will assist school staff that work closely with refugee students in supporting them with their career pathways. This may include ESL teachers, Careers advisers, Subject teachers, Multicultural Education Aides and Year Level Coordinators.

These guidelines aim to complement the school's existing careers and pathway programs. Ideally, the pathway planning program should relate to and complement the school's existing Managed Individual Pathway (MIPs) programs. The guidelines are based on the project model developed by the Eastern Refugee Pathways Project and it is recommended that schools use the entire guide as the programs are interconnected and designed to complement and reinforce each other.

Individual Pathway Planning Sessions (IPPS)

It is essential that refugee students receive individualised support and information in order to develop an understanding of the post-secondary education, training and career options available to them. Most refugee students have not had this opportunity in their countries of origin and only to a small extent in Australia, since many of these students are now completing their senior secondary studies and have been in Australia for only a short period of time.

Individual Pathway Planning Sessions (IPPS) provide refugee students in senior secondary school with additional career and transitional support. These sessions provide refugee students with one-on-one assistance in order to help them to develop transition plans. Through these sessions, students have the opportunity to discuss their career interests and explore the range of pathways available to achieve their short and long term ambitions.

Refugee young people often have a limited understanding of what career options are available and what courses/qualifications involve. They need to understand the requirements, prerequisite studies, and the type of employment that may be available at the end of the course. It is important to make the students aware of alternative pathways, such as TAFE, vocational training and part-time courses.

Individual pathway planning could be carried out by the Managed Individual Pathways (MIPs) coordinator at the school or an external provider, such as a Youth Pathways provider.

Effective strategies

This section presents practical strategies used by the Eastern Refugee Pathways Project worker during the Individual Pathway Planning Sessions.

1. Identifying students for the program

- Hold a meeting with relevant secondary school staff (ESL teachers, Careers teachers, Welfare staff and Multicultural Education Aides) to identify the new arrival and refugee students requiring additional career and transitional support.
- Information collected by schools at enrolment (visa data, country of origin) should identify students from a refugee background.
- Refer those students that teachers identify as being in need of a pathway program to their Managed Individual Pathways (MIPs) coordinator at the school, the Refugee Pathways worker or the local Youth Pathways provider.
- There may be refugee students who have already been identified as being at risk by the school's transitional team. These students should be assessed by the Youth Pathways provider to determine their suitability for the program.

2. Collecting background information

- Collect as much background information about the students as possible, including: country of origin, languages spoken, date of arrival, student contact details, living situation (i.e. independent or living with parents/guardians), parents/guardians contact details, formal schooling prior to arrival in Australia and additional support required.
- Enrolment records and school staff should be able to give the worker most background information.
- Background information will also help the worker to understand where there may be other barriers that impact on the refugee student's pathway planning – such as low literacy, family responsibilities, financial hardship and torture/trauma issues.
- This information can also be used when completing forms and applications – such as VTAC, SEAS and scholarship.
- Students from a refugee background may be reluctant to reveal personal information unless they have established trust and developed a relationship with the worker. Students may have experienced the loss of family members and certain topics require considerable sensitivity.
- The input of school staff in the development of a student's pathway is imperative. For example, ESL teachers are able to provide insight into the student's literacy levels as well as other strengths or weaknesses that require consideration when developing a pathway with a student.
- As a result of their refugee experience students may suffer from problems that may affect their capacity for learning (i.e. anxiety, fear, distrust, sleeplessness, low confidence and self esteem and sensitivity to failure). It is important to be aware of these issues when developing pathway plans.

3. Arranging meeting times

One of two systems for arranging meeting times with students was used by the Eastern Refugee Pathways project worker, depending on the school preference.

- 1)** In the first instance, prior to the school visit the project worker would coordinate with a school staff member (i.e. ESL, Careers Coordinator, MEA) which students required IPPS. The school staff member would then make arrangements with the students and their teachers as required, so that the student could attend the IPPS.
- 2)** Alternatively, a system was designed where the project worker had access to each of the students' timetables and arranged directly with the student and/or teacher for a suitable time to hold an IPPS. This second system allowed greater flexibility for the students, key school contacts and the project worker.

- The worker should ensure that students do not miss a class where an outcome, exam or any other compulsory assignment or attendance is required. If possible, arrange for the students to attend the Individual Pathway Planning Sessions (IPPS) during study sessions, breaks or at lunchtime.
- When making an appointment during class, the worker should make an arrangement with the teacher to excuse the student for a defined period of time and give the students a note explaining their absence from class.

4. Arranging meeting spaces

- Arrange to meet with the students in a confidential and quiet place.
- If possible, use an area where students have access to career resources and computers with internet access, such as a Careers room or Senior Study Centre.

5. Assessing the level of career pathway needs

During the first meeting, the workers should contact students that have been referred to the program and explain the type of support that they are able to receive and determine the information the students need in relation to careers pathways. This could include:

- Providing information on jobs/careers
- Providing course information and options
- Subject selection for Year 11 and Year 12
- Course selection for University and TAFE – ENTER scores, prerequisite studies and other requirements, completing VTAC and SEAS applications
- Pathways and alternative courses
- Deciding on suitable employment in relation to their interests, skills and values
- Recognising barriers or problems affecting their schooling or getting a job and helping them to set short-term and long-term goals
- Preparing resumes
- Planning work experience and Structured Work Placements
- Assistance with interview techniques
- According to the *Good Practice Guidelines for Working with Refugee Young People*, workers should clearly explain the support they can offer and make the young person aware of the limitations of their service.² During the first meeting, the Eastern Refugee Pathways project worker made it clear that they were not able to assist students in finding part-time employment or with welfare-related issues.

² Good Practice Principles Guide for Working with Refugee Young People, Victorian Settlement Planning Committee 2005

- Newly arrived and refugee students that move into senior secondary school from an English Language School or a transitional/bridging program within the mainstream school may need extra support when choosing subjects, senior secondary school courses (i.e. VCE/VCAL/VET) and post-school pathways.
- Newly arrived and refugee students transitioning from Year 12 to further education, training and employment may need extra support with VTAC and SEAS applications, TAFE and University application forms and information on apprenticeships/traineeships and scholarship opportunities.
- If using an external provider, it is important that the worker undertakes regular visits to the school to conduct face-to-face sessions in order to build a relationship with the participating students.

6. Provide practical support which results in identification of suitable career pathways and development of a career and transition plan

- According to the *Good Practice Guidelines for Working with Refugee Young People*, workers should assist refugee young people with their practical needs in order to build a trusting relationship.³ During the initial meetings, the Eastern Refugee Pathways project worker helped students to organise Year 10 work experience and Structured Work Placements (SWP) for their Vocational Education and Training (VET) courses. The worker was also able to use the student's personal information collected in the first meeting to help students create a personal resume.
- Students of a refugee background bring with them an extensive range of life experiences. Recognise their strengths, such as languages other than English and past employment experiences.
- Provide specific information and advice at the time it is required – not all at once.
- Some students may need more help accessing the services provided by the careers adviser (i.e. more encouragement and time) and reminders to return forms by due dates. Be aware that new arrived and refugee young people may not be used to asking for help from others.
- Assist the students with any correspondence they may have received in relation to careers from their school – such as work experience forms, subject selection forms and VTAC applications. Without personalised support, refugee students may find it difficult to understand and complete these forms.
- Organising work experience or Structured Work Placements (SWP) may be difficult for newly arrived or refugee students if they are not familiar with public transport and local geography.
- If students are required to approach employers for work experience placements, it may help to model and role play work experience conversations to give students the opportunity to practice the appropriate language.

^{3 3} Good Practice Principles Guide for Working with Refugee Young People, Victorian Settlement Planning Committee 2005

- Newly arrived and refugee students with no prior experience of a workplace require a more supported work environment.

7. Using career resources

- Use school resources wherever possible, such as computer resources, the Job Guide, videos/DVDs, VTAC Guide and University/TAFE course guides.
- At times you may have to access other resources such as phone books, map references and the internet. Students from a newly arrived or refugee background may have limited or no experience in using these resources.
- Assist the students to use career websites such as safe@work and VTAC, as they can be difficult to access and comprehend for students with low levels of literacy.
- Provide visual support for learning if possible – such as pictures, DVDs, websites and multimedia programs.
- Written information is not always clear to new arrival or refugee students – avoid any jargon and explain the meaning of important terms.

8. Follow-up refugee students' pathway progress with school staff

- Work closely with school staff, the School Welfare Coordinator and the Refugee Youth Caseworkers at the school. Any welfare-related issues need to be acknowledged as barriers that needed to be addressed and referrals made to the appropriate worker. Only then can the focus be brought back to the development of education, training and employment pathways with refugee students.
- Hold regular follow-up meetings with school staff (ESL teachers, Careers, MEAs, Year Level Coordinators) to discuss students' Individual Pathway Planning Sessions and any follow-up actions required by the student, Project Worker or relevant school staff.
- Ensure that school staff are provided with information on resources that are available to support refugee students, such as homework support programmes, literacy and numeracy support, parent engagement strategies, and additional non-pathways related support a student might be requiring (i.e. housing assistance) that would ultimately have an impact on the student's pathway development.
- Ensure that students are included in school programs that will address their needs, such as Managed Individual Pathways (MIPS) and homework support.
- Refer students to out-of-school programs that exist in their local area or school. Community agencies often provide a range of support activities for refugee and disadvantaged young people, including homework programs, tutoring, social support and sporting activities. See the resource section for more information on agencies that provide assistance.

9. Monitor the students' progress after leaving school

- If a refugee young person leaves your service, support them to ensure that they are aware of alternative referral points or are introduced to and made familiar with another appropriate service.
- Make students aware of services that are available for them to access post-school (eg. Students services at TAFE/University for financial support, scholarships and housing advice).
- It may be useful to keep records of the students' progress after they leave school. This information can show what support was most effective, as well as the most successful training and education pathways for students from a refugee background.

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Information sessions for students

There is a need for newly arrived and refugee students to increase their understanding of available education, training and/or employment options. Student information sessions are able to provide newly arrived and refugee students with additional career pathway support and an overview of the various employment, education and training options available. The sessions could also help students develop interpersonal skills needed for employment.

Individual schools will decide on the most appropriate information sessions for their students, taking into account the needs of their students, their year level and pathway options available within the school.

Suggested topics for student information sessions:

- Information regarding the Victorian education system
- Senior secondary school options – VCE, VCAL and VET programs
- University and TAFE courses
- VTAC applications – ENTER scores, prerequisite studies and other requirements
- Scholarships
- SEAS applications
- Pathways and alternative courses
- Apprenticeships and traineeships
- Career and employment options
- Looking for a job –resumes, job applications, job interviews
- Work experience and Structured Workplace Learning (SWL) placements

Effective strategies

This section presents practical strategies used by the Eastern Refugee Pathways Project worker during the student information sessions.

1. Identifying topics and students for the program

- Hold a meeting with relevant secondary school staff (ESL teachers, Careers teachers, Welfare staff and Multicultural Education Aides) to identify the type of information sessions required.
- Student information sessions for career pathways are targeted at students of a refugee background in the Years 10-12, however students in Years 7-9 students should also be encouraged to attend.
- Refugee students that move into senior secondary school from an English Language School (ELS) or a transitional/bridging program within the mainstream school may need information on organising work experience, choosing subjects and courses for senior secondary school courses (i.e. VCE/VCAL/VET) and post-school educational pathways.
- Refugee students transitioning from Year 12 to further education, training and employment may need information on VTAC and SEAS applications, TAFE and University application forms and information on apprenticeship and traineeships.

2. Arranging a time and place for the information sessions

- Set an adequate time according to the school calendar, student and teachers' schedules.
- If a particular careers pathways topic is being covered at the information session (i.e. work experience and VCE/VACL subject selection), then planning should take school dates into consideration.
- If possible, student information sessions could be integrated into existing transitional/bridging programs at the school. Sessions may also take place during lunchtime or during an ESL class period.

3. Preparing for the information session

- If the session is held during lunchtime, a meeting space will have to be organised, as well as food/drinks if possible.
- Book any equipment required for the session, such as an overhead projector and laptop computer
- Organise any guest speakers required for the session - such as apprentices/trainees working in local businesses, University/TAFE representatives and former students.
- Publicise the student information session in advance through student flyers, in-class and whole of school speaker announcements.

4. Running the session

- Sessions should go for 30-45 minutes, during which time the careers coordinator at the school or a guest speaker could present a topic and encourage discussion from students.
- Schools may ask former students to attend the session as guest speakers to talk about their experiences (such as work experience or applying for TAFE/University).
- Give the students opportunity to ask questions and give feedback on the information sessions.

Student excursions

Student excursions enable new arrival and refugee students to visit TAFEs, universities and workplaces in order to make more informed post-school choices. These could include:

TAFE and University visits

- These visits help newly arrived and refugee students to gain a better understanding of how TAFE and universities operate
- Students are able to talk with staff and current students and tour the campuses.
- Students are able to talk with staff and current students
- These could include open days, information sessions, discovery days and expos

TAFE and University tasters

- These give newly arrived and refugee students the opportunity to get a hands-on experience by participating in interactive workshops
- Students are able to talk with staff and current students

Industry tours

- These tours give newly arrived and refugee students the opportunity to observe people working in industry and talk to them about career opportunities.
- Local Learning Employment Networks (LLENs) may be help with industry tours and young industry ambassador visits to schools.

Career Expos

- Career expos give students the opportunity to receive a range of information
- Students have the opportunity to speak to TAFE, university and industry representatives.

Effective strategies

This section presents practical strategies used by the Eastern Refugee Pathways Project worker during the student excursions.

1. Preparing for the excursion

- Draft an itinerary of the proposed excursion, including dates and a list of students.
- Book transport to/from the excursion, if required.
- If it is an out-of-school excursion and students are required to use public transport consider providing information about local transport options and transport tickets.

- Source funding for the excursion – costs such as transportation and lunch may be covered by the schools Managed Individual Pathways (MIPs) funding.

2. Arranging a time and date

- The timing of a school excursion is an important consideration to avoid unnecessarily disrupting the normal school timetable. Set an adequate time and date according to the school calendar, student and teachers' schedules.
- If possible, student excursion could be integrated into existing careers/pathways programs at the school.
- It may be difficult for newly arrived or refugee students to attend out-of-school excursions due to cultural or religious reasons (i.e. church meetings, Ramadan).

3. Communication with students

- Notify students about the excursion through student fliers and in-class.
- Notify students of any costs, such as money for transport or lunch.
- Prepare a checklist of things for students to bring, (i.e. clothing for TAFE tasters).
- Ask teachers to remind students to return their parental permission forms in class.

4. Communication with parents

- Send translated permission forms to the parents/guardians.
- If possible, approach each family individually with the aid of a Multicultural Education Aide (MEA), interpreter or bi-cultural community worker.
- Where possible, involve parents in orientation visits to other educational programs and excursions.

5. The excursion

- Be aware of different cultural attitudes to time. To allow for late arrivals, you could advertise an earlier start time or arrange for students to be picked up from home. If it is an out-of-school activity, a reminder call on the morning of the activity or the day before is also useful.
- Give the newly arrived and refugee students the opportunity to ask questions and give feedback on the excursion.

Careers forum

Careers forums can provide a group of students with a variety of career pathways information. Planning a career forum specifically for students of a refugee background gives teachers the opportunity to tailor the program and information presented specifically for the students needs.

Careers forums also complement the Individual Pathway Planning sessions, as based on the students' career interests, the worker can plan for specific speakers/industry to attend. Schools could also work together with other schools in the region to organise a careers forum specifically for students of refugee background.

Effective strategies

This section presents practical strategies used by the Eastern Refugee Pathways Project worker during the careers forums.

1. Preparing for the careers forum

- Draft a plan for the careers forum, including possible dates and a list of students.
- Arrange transport to/from the excursion, if required.
- Choose a suitable venue for the careers forum. The forum is being held at the school it could be held in a large venue (e.g. auditorium or sports centre). If several schools will be participating in the forum then it could be held in venue in a central location (e.g. community centre, church hall). Ensure that the venue has facilities that may be required (i.e. toilets, audio visual equipment, chairs/tables and an area in which to serve food/drinks).
- Arrange catering – ensure you cater to students with dietary requirements, such as halal or vegetarian.
- Source funding for the excursion – costs such as transportation and lunch may be covered by the schools Managed Individual Pathways (MIPs) funding.
- Organise industry representatives, panel members and a M.C. for the event.

a) Arranging a time and date

- The timing of the careers forum is an important consideration to avoid unnecessarily disrupting the normal school timetable. Set an adequate time and date according to the school calendar, student and teachers' schedules.
- If possible, the careers expo could be integrated into existing careers/pathways programs at the school.

b) Communication with students

- Notify students about the careers forum through student fliers and in class.
- Ask teachers to remind students to return their parental permission forms in class.

c) Communication with parents

- Send translated permission forms to the parents/guardians.
- If possible, approach each family individually with the aid of a Multicultural Education Aide (MEA), interpreter or bi-cultural community worker.

d) Communication with industry representatives

- Industry representatives were contacted by e-mail and telephone in the lead up to the careers forum.
- Industry representatives were given information on newly arrived and refugee students, as well as useful tips for communicating with them at the forum.

e) At the careers forum

- Arrange setting – panel, world café tables
- Organise audio visual equipment that may be required – microphone for the M.C. and panel members
- Organise the serving of food and drink
- Brief the industry representatives, the M.C. and panel members before the forum.
- Provide gifts for the panel members, industry representatives and the M.C.

Information sessions for parents and guardians

Working with new arrival and refugee students involves working not only with the students but their families as well. Refugee parents/guardians require information to enable them to better understand the education system in Victoria, educational and training options available to their children, the academic challenges their children are facing, and how they can support their children at school.

New arrival and refugee parents/guardians often have had little or no exposure to formal education either in their homelands or in Australia. In settling in Australia families often have unrealistic expectations of what their children are able to achieve in the short-term given their current educational background and academic abilities. Parent information sessions can raise their level of understanding of the educational system in Australia, as well as provide them with information on the training and employment options available to their children.

Initial research carried out by the Eastern Refugee Pathways Project found that:

- New arrival parents stated they had minimal, if any, information or understanding of the Victorian education, training and employment system.
- New arrival parents indicated that there were differences between the education, training and employment system in their home countries as compared to their understanding of Australia's structure. In the parents' home countries, successful career options revolved around University.

Parents' responses indicated that they were keen to learn more about the education system and how they could support their children:

- Most parents are eager to support their children's career pathways, but they require information and assistance from schools and local agencies to make positive contributions.
- Parents are concerned that if they did not know who to approach or where to go for careers information, the window of opportunity would eventually disappear for their children as they were facing a diversity of challenges such as disrupted education, low literacy/numeracy skills and low English abilities
- Parents stated they wanted to see their children succeed in Australia now that they lived in a country where education, training and employment options were no longer out of their reach as had been the case in their countries of origin.

Many new arrival families can be resistant to education choices other than mainstream schooling pathways, and need to be informed about other alternatives available. In some cases these alternatives may be more appropriate given students' ages, aspirations and backgrounds. Information sessions for parents can support them in developing an accurate framework of the education, employment and training options in Victoria.

Suggested topics for parent information sessions:

- The Victorian education system
- Senior secondary school options - VCE, VCAL, VET
- University and TAFE
- Apprenticeships and Traineeships (School-based and post-school)
- Education pathways
- Industry areas and occupational categories
- How parents can support their children

The *Talk's In: Schools and families of refugee background in dialogue* resource developed by Foundation House could be used during the workshops. Schools are encouraged to adapt the workshops to suite their own individual school circumstances. (See resources).

Effective strategies

This section presents practical strategies used by the Eastern Refugee Pathways Project worker during the parent information sessions.

1. Planning a meeting

- Decide whether you will hold an information session for or all the refugee parents or a specific language/cultural group.
- Plan the information session based on a specific topic that you want covered. Your planning should allow time for interpreting.

2. Communication with parents

- Parents or guardians should be sent a translated written invitation in advance of the parent information session and also contacted by telephone for a verbal invitation. Parents that are not literate may be contacted initially by the school's Multicultural Education Aide (MEA) or an interpreter.
- Parents or guardians should be contacted with a reminder phone call the day prior to the parent information sessions to ensure a higher attendance level.
- Ensure that interpreters for each community group are available at the sessions. Check with the families to see which languages are required. Bookings can be made through All Graduates (See Resources).
- Parents/guardians should be informed about their child's involvement in the IPPS program, and wherever possible, be involved in decision making about their child's educational and vocational pathways.
- The assistance of a Multicultural Education Aide (MEA) in providing first language support to student and their families is invaluable, particularly in understanding unfamiliar concepts and welcoming parents to schools.

3. Arranging a time and place

- Set an adequate time according to the school calendar, parents and teachers' schedules.
- Information sessions may also take place in conjunction with a regular school event, such as VCE/VCAL Information evenings for parents.
- Find out what is the best time for the parents to meet – some parents may work shifts and evenings may be difficult, others may have family commitments during the day.
- Make allowances for late arrivals by advertising an earlier start time for your information session than the actual start time.
- Find a place to hold your information session where parents will feel comfortable and that will allow for informal discussion, such as a classroom, library or study centre.

4. Preparing for the session

- Book any equipment required for the session, such as an overhead projector and laptop computer.
- Coordinate with the key school contacts (Careers Coordinator, ESL teachers, MEAs) to plan and prepare for the sessions.
- Childcare should be arranged for parents that require it.
- Arrange food and drink – ensure sure the food choices are appropriate and be aware of dietary restrictions that the families may have (e.g. halal, vegetarian).
- For families who rely on public transport or have no access to a car, the school should consider providing information about local transport options and/or transport tickets.
- Plan the information session format and prepare translated information to be distributed. As some parents may not be literate, you may have to be creative in delivering the session and information distributed. Use visual aids and give practical demonstrations where possible.
- Arrange the seating in the room according to language groups – with the parents and an interpreter at each table. If planning a session for a specific language group, the seating could be arranged so that the interpreter and speakers are at the front of the room facing the parents.

5. Running the session

- Brief the interpreters before the information session on the content and procedure. It is important that speakers and school staff know how to use interpreters effectively. See the resources section for further information.
- Welcome parents and guardians as they arrive at the information session. Parents may need assistance in finding the meeting room and may need to be met at the front office by the Multicultural Education Aide (MEA).

- Introduce key staff members (e.g. principals, coordinators, careers advisers, ESL teachers) and explain their roles in the school.
- Ask for feedback from parents and guardians at the end of the meeting.

DRAFT

Support for school staff

School staff such as Careers teachers, Managed Individual Pathways (MIPs), English as Second Language (ESL) teachers, Multicultural Education Aides (MEAs) and Year Level Coordinators require additional assistance to support refugee students and their parents.

Teacher input from the Eastern Refugee Pathways Project preliminary research indicated that they require further information on the options that are available to young people. School staff also require support from people who have expertise in working with refugee young people and pathways. In addition, it is important to increase awareness amongst all school staff regarding the refugee experience and the needs of this cohort of students.

Effective strategies

This section presents practical strategies used by the Eastern Refugee Pathways Project worker when supporting teachers.

1. Increasing awareness – whole-school approach

- While the careers adviser or MIPs coordinator may take the lead, the pathway planning program needs to be seen as an integral part of the whole school program and all teachers should be aware of its aims.
- An explanation of the program and how it fits into the school structure should be given to staff at an initial whole staff meeting.
- Delegate key staff to make contact and develop relationships with parents (possibly a Multicultural Education Aide).
- Use translation and interpretive services and provide information to students and parents in appropriate ways and in accessible formats.
- Schools should provide flexible learning alternatives and alternative pathways for students, such as VCAL and VET programs. Alternative programs give students the opportunity to combine study with workplace learning and experience.
- Knowledge about cultural and intercultural communication skills with assist teachers in their work with students from culturally diverse backgrounds.

2. Professional Development for staff

Professional development will raise an awareness and understanding of the refugee experience and the needs of the newly arrived and refugee young people. There are many organisations which provide training in areas of engaging and working with young people from refugee backgrounds. See the resources section for a list of these services.

Topics for staff professional development could include:

- The refugee experience – for staff to raise their awareness of refugee issues
- Cultural background information sessions for specific ethnic groups
- Cross cultural communication
- Working with interpreters
- Working with children and adolescents affected by torture and trauma
- Strategies for engaging parents/families of a refugee background

3. Regional refugee networks

Involvement with regional refugee networks present an opportunity to provide resources, exchange information and enhance school staff understanding of the challenges their refugee students are facing.

The Department of Education and Early Childhood Development, Local Government and Foundation House have regional networks for teachers and service providers who work with young people from a refugee background. For more information on how to access these services see the teacher resource section.

4. Partnership with agencies

Partnerships with agencies can help schools to access resources that are important in responding to the complex needs faced by new arrival and refugee students. Schools may be able to connect their new arrival and refugee students to these agencies for support and share information/resources.

School Focused Youth Services can play a critical role in the formation of effective school and community partnerships and provide good links to a range of community groups. Other agencies that may be able to provide assistance include local government services, Foundation House, Local Learning Employment Networks, Migrant Resource Centres and Youth Connections. (See resources – Support services for new arrivals).

5. Resources to support teachers of refugee students

It is important for teachers to be aware of existing models and resources available to support new arrival and refugee young people.

See the resources section of this guide for teacher resources on cultural background information, DVD and video resources, print publications and documents.

Resources

Pathway resources for newly arrived young people

There are a range of general career and pathways resources available to support young people in secondary schools. The following resources are specifically for newly arrived and refugee young people.

Adult Multicultural Education Services (AMES)

Practical resources that support ESL and CALD teachers incorporating employment and work related skills into their programs. <http://www.ames.net.au/shop>

Career and transition resource kit, Department of Education and Early Childhood Development (2007)

Lesson plans and resources for assisting career educators in delivering career workshops to students.

<http://www.education.vic.gov.au/sensecyouth/careertrans/teacherresources/catresourcekit/default.htm>

Livesmart.net.au

A multilingual living skills website for young people and their workers. The website provides living skills information in 6 languages (Arabic, Amharic, Dinka, Swahili, Karen and English). The website includes information on employment (getting ready for a job interview, job applications and resumes) and a goal planning tool.

<http://www.livesmart.net.au>

PowerPoint presentations, Western English Language School (WELS)

Win Madigan from Western English Language School has created a series of PowerPoint presentations to support parents and young people in their transition through school. Contact Win Madigan, Western English Language School

Madigan.win.wj@edumail.vic.gov.au

Sudanese Youth In Transition (DVD), University of Western Sydney

A DVD resource developed for Sudanese young people in transition between school and training, further education or employment. To receive a copy of the DVD contact Louise Eljiz, oue@uws.edu.au

Working in Australia – a guide to deciding what jobs could be right for you (2008)

Victoria University, in partnership with Centacare Catholic Family Services and the Horn of Africa Communities Network, has produced a career planning booklet and DVD. The DVD has been produced in English, Amharic, Arabic, Somali and Dinka. It contains footage of different workplaces and explains the Victorian education system as well as the various education and training pathways.

https://careers.vu.edu.au/Content/Students_and_Graduates/Plan_Your_Career/Diverse_Groups/Horn_of_Africa_Careers_Resource.chpx

Resources for student information sessions and careers forums

The following organisations are able to provide careers and pathways advice to young people in schools. Depending on their availability, may be able to visit students and talk about their career or area of work.

Careers in Manufacturing

This program has been developed to promote career options available to Year 9 and 10 students in the Manufacturing & Engineering sectors. The program can organise free industry tours and Young Industry Ambassador visits to schools.

www.mesab.com.au

Civil Contractors Federation

Civil Contractors Federation provides advice on careers in civil construction.

www.civilcontractors.com

Engineers Australia

Discover Engineering has been established by Engineers Australia to provide students with the opportunity to learn more about engineering and what it involves. Members of Engineers Australia to visit secondary schools upon request.

www.engineersaustralia.org.au

Master Builders

Master Builders Associations provide careers advice and industry training.

www.mbav.com.au

Melbourne Careers Centre

The Melbourne Careers Centre provides advice on job hunting, training and education options. Staff are able to come and visit schools to speak to students. For further information, phone (03) 92991038 or email cic.mel@centrelink.gov.au

Scientists in Schools

The Scientists in Schools program allows schools to work in partnership with a scientist. This may involve taking schools to visit the scientist's workplace or asking the scientist to give a presentation about their career or area of work.

www.scientistsinschools.edu.au

Victorian Automobile Chamber of Commerce (VACC)

The VACC provides advice on career opportunities in the automotive sector.

www.autoapprenticeships.com.au

Resources for parent information sessions

Opening the school gate: Engaging CLD Parents in Schools

This CMY resource provides some practical suggestions and tools to overcome barriers to involving and supporting CLD parents in schools.

<http://www.cmy.net.au/ResourcesfortheSector>

Talk's In: Schools and families of refugee background in dialogue, Foundation House

This workshop resource has been developed for schools working with parents of refugee students. The resource includes a booklet, a PowerPoint presentation for school staff and an optional PowerPoint for use in the workshops. Schools are encouraged to adapt the workshops to suit their own individual school circumstances. The resource will be available from the Foundation House website.

Contact: Sharrin Murphy, School Support Program Worker, Foundation House,
murphys@foundationhouse.org.au

Western English Language School (WELS) – PowerPoint presentations

Win Madigan from Western English Language School has created PowerPoint presentations to support refugee young people and their parents in their transition through school.

Contact Win Madigan, Western English Language School,

Madigan.win.wj@edumail.vic.gov.au

Interpreting and translating services

A guide to working with interpreters, Centre for Multicultural Youth (2003)

This guide provides tips on preparing for meeting with on-site interpreters and working with a telephone interpreter.

http://www.cmy.net.au/Assets/279/1/5_workingwithinterpreters.pdf

All Graduates

Government schools can access free interpreting and translating services for communication with parents and guardians.

<http://www.allgraduates.com.au/index.php?Do=ContentView&pageno=100>

Guidelines for using interpreters in schools, Department of Education and Early Childhood Development (2009)

http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/l_T_Guides_2006.doc

Talking in tune – A guide to working with interpreters in schools (2006)

This DVD assists schools to work effectively with interpreters in a variety of school situations. It is available for purchase or loan from the LMERC library.

<http://www.education.vic.gov.au/studentlearning/programs/esl/proflearn/resources.htm#1>

Translated information for parents/guardians

The Department of Education and Early Childhood Development website provides a directory of translated material for parents at <http://www.education.vic.gov.au/management/schooloperations/interpret/translated.htm>

A Guide for newly arrived young people – Understanding the Victorian education and training system, Centre for Multicultural Youth (2003)

A resource booklet to help newly arrived young people and their families understand the Victorian education and training system. It is available in English and 12 other languages. <http://www.cmy.net.au/ResourcesfortheSector>

Parents as Career Transition Supports (PACTS), Brotherhood of St Laurence

PACTS is a series of workshops and resources that provide parents with knowledge and skills to enable them to effectively support their children as they move from school to work or further study. The PACTS Workshop Handbook is available in Languages other than English. Contact rose.rennese@rmit.edu.au or

Parents Talking Career Choices, Department of Education, Employment and Workplace Relations

This brochure offers strategies for parents to discuss further study and employment options with their children. It is available in languages other than English from <http://www.careeradviceaustralia.gov.au/lote/default.htm>

VCAL – The Hands-on Option for Years 11 & 12 Students, Department of Education and Early Childhood Development

This publication provides translated information on Victorian Certificate of Applied Learning (VCAL) in languages other than English. <http://www.vcaa.vic.edu.au/vcal/Publications/Publications/vcalinfobooklet.html>

VCE and VET pathways in languages other than English – Department of Education and Early Childhood Development

This booklet provides translated information about preparing for the senior years of schooling in languages other than English. <http://www.vcaa.vic.edu.au/vcaa/vce/publications/wheretow/vcelote.htm>

Resources for teachers

The ESL section on the Department of Education and Early Childhood Development website provides information about the range of services and resources available to the teachers and parents of ESL students in Victorian Government schools.

<http://www.education.vic.gov.au/studentlearning/programs/esl>

Languages and Multicultural Education Resources Centre (LMERC)

LMERC is a specialist resource centre for Victorian schools in the areas of Languages Other Than English (LOTE), English Second Language (ESL) and multicultural education. Victorian teachers may borrow a wide range of resources from LMERC. The LMERC catalogue is available on-line at the LMERC website.

<http://www.education.vic.gov.au/studentlearning/programs/lmerc>

Refugee Pathways wiki

This wiki was developed by the Eastern Refugee Pathways Project Worker as a resource for Victorian teachers working with young people of a refugee background. It includes resources developed by the ERPP that are available for download.

<http://refugeepathways.wikispaces.com/>

Cultural background resources

AMEP Research Centre Factsheets

Factsheets have been developed by the AMEP Research Centre to provide teachers with cultural background information.

<http://www.ameprc.mq.edu.au/>

DIAC Community Profiles

The Profiles contain information on key settlement locations, demographic characteristics of recent arrivals, likely settlement needs and cultural and country backgrounds.

<http://www.immi.gov.au/living-in-australia/delivering-assistance/government-programs/settlement-planning/community-profiles.htm>

Education and Refugee Students from Southern Sudan, Foundation House (2005)

Available for download from the Foundation House website at

http://www.survivorsvic.org.au/resources/publications_and_resources.htm

DVD and video resources

I'll Call Australia Home, Screen Australia (2008)

Refugee families from Burma and Sudan discover the joys and challenges of their new Australian home.

<http://www.abc.net.au/abccontentsales/s2356831.htm>

Not a Matter of Choice: Information about refugees for schools and teachers, Department of Education and Early Childhood Development (2003)

This resource can help staff and students to better understand the refugee experience and the needs of students from refugee backgrounds. It includes support materials and activities for professional development sessions or classroom use. To purchase a copy go to:

<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/pubdisrupted.htm>

Print publications and documents

Building pathways: Resources to Support Transitions for Young People from Refugee Backgrounds, Victorian Settlement Planning Committee (2007)

The resources on this website include a good practice framework and training materials for transition workers supporting young people from refugee backgrounds. The website includes training materials that outline five workshops for introducing and working through the issues and practices in the Building Pathways framework. A copy can be downloaded from the following website:

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

Foundation House has several resources relating to refugee students that can be downloaded from their website.

- The education needs of young refugees in Victoria (2007)
- Education support issues for refugee and newly arrived young people (2003)
- A guide to working with young people who are refugees (1996 & 2000)
- School's in for refugees: Whole-school guide to refugee readiness (Updated 2007)

http://www.survivorsvic.org.au/resources/publications_and_resources.htm

The Good Futures Project, Northern Melbourne Institute of TAFE, (2004)

The Good Futures project developed a range of strategies to help newly-arrived communities and service providers understand the full range of pathways for newly arrived and refugee young people with disrupted education.

The project was initiated and managed by the Northern Melbourne Institute of TAFE (NMIT) and took place over 3 years between 2000-2003. The Project Final Report is available for download at http://www.changingcultures.com.au/cc_goodfutures.htm

Good practice principles guide for working with young refugees, Victorian Settlement Planning Committee (2005)

This document is a tool to assist services with limited experience in working with refugee young people, and to support consistent and responsive services across Victoria.

<http://www.youth.vic.gov.au/Web21/ofy/dvcofy.nsf/allDocs/RWPF406D48BE9611B6FCA2570F400726787?OpenDocument>

Guidelines for Managing Cultural and Linguistic Diversity in Schools, Department of Education, Employment and Training (2001)

This document offers schools information in successfully managing social, cultural and linguistic diversity. The guidelines include a teacher reference list and classroom learning materials.

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/GuidelinesforSchools.pdf>

Pathways and Pitfalls: Refugee young people in and around the education system in Greater Dandenong, Centre for Multicultural Youth Issues and South East Local Learning and Employment Network (2004)

Research undertaken in 2003-2004 by CMY and SELLEN exploring the transition pathways of newly arrived young refugees from English Language Schools/Centres into mainstream education, training and employment in Greater Dandenong. The report includes best practices in the delivery of ESL programs for new arrivals, gaps and barriers in programs, and recommendations.

<http://www.cmy.net.au/EducationTrainingandEmployment>

Wealth of All Nations: Identification of strategies to assist refugee young people in transition to independence, National Youth Affairs Research Scheme (2002)

This publication identifies strategies to assist refugee young people in transition to independence.

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

Professional development workshops

Centre for Multicultural Youth (CMY)

CMY develops and delivers community education and training to government and non-government agencies. Training and community education includes good practice principles for working with refugee youth.

For more information, see www.cmy.net.au

Department of Education and Early Childhood Development – ESL Department

The ESL Unit at the DEECD delivers professional learning activities related to teaching strategies for students with severely interrupted schooling and literacy learning needs. Some regions have well established ESL networks which offer after-school professional development sessions.

For further information go to:

<http://www.education.vic.gov.au/studentlearning/programs/esl>

Foundation House

Foundation House is a counselling and support agency for people from refugee backgrounds. Foundation House works in conjunction with Victorian school communities in primary and secondary levels. Foundation House holds professional development workshops and publishes resources to support professionals who work with refugee youth. For more information go to: www.survivorsvic.org.au

Migrant Resource Centres (MRCs)

Migrant Resource Centres/Migrant Information Centres assist young refugees and family stream migrants to settle successfully in Australia. They may provide cultural background workshops for teachers and others working with refugee/migrant communities.

The Ethnic Communities' Council of Victoria website lists all MRCs at

<http://www.eccv.org.au/17.html>

Support services for newly arrived young people

Centre for Multicultural Youth (CMY)

CMY is a statewide community-based organisation that represents the interests of young people from culturally and linguistically diverse backgrounds. For more information go to www.cmy.net.au

CLD youth workers in Victoria

CMY has developed a comprehensive list of CLD Youth Workers in Victoria: <http://www.cmy.net.au/ResourcesfortheSector#Directories>

Department of Education and Early Childhood Development – ESL Department

For contacts at the nine Regional offices, see <http://www.education.vic.gov.au/about/structure/regions.htm>

Embrace Education

Embrace Education is an organisation that provides free services to disadvantaged high-school students, especially those from a recent migrant or refugee background. The main focus of the program is on providing students with free tutoring and mentoring from student volunteers from Monash University. For more information go to <http://www.embrace-education.org/>

Foundation House

Foundation House is a counselling and support agency for people from refugee backgrounds. Foundation House works in conjunction with Victorian school communities in primary and secondary levels. Foundation House holds professional development workshops and publishes resources to support professionals who work with refugee youth. They also support Refugee Action Networks with locally-based groups of schools that work together to support students and families from refugee backgrounds. Individual counselling and group programs such as Beaut Buddies and Ucan2 are also available to refugee young people through Foundation House. For more information go to: www.survivorsvic.org.au

Job Services Australia

Job Services Australia replaces previous employment services such as Job Network and provides opportunities for Australians to receive one-on-one assistance and tailored employment services. <http://www.deewr.gov.au/Employment/JSA/Pages/default.aspx>

Learning Beyond the Bell (CMY)

This is an out of school hours learning support program funded by CMY. CMY can help to support organisations in developing and managing a program and also provides free training for tutors in Homework or Tutoring programs. For more information go to www.cmy.net.au/LearningBeyondtheBell

Local Learning and Employment Network (LLEN)

LLENs exist to help improve education, training and employment options for 10–19 year olds, particularly those at risk of making poor transitions from compulsory schooling to the next stage of their lives and careers.

To find your Local Learning and Employment Network (LLEN) go to <http://www.llen.vic.gov.au/>

Migrant Resource Centres (MRC)/Migrant Information Centres (MIC)

Migrant Resource Centres/Migrant Information Centre Youth workers assist young refugees and family stream migrants to settle successfully in Australia through assistance with school, homework, health issues, accessing social and recreational activities and other settlement issues.

The Ethnic Communities' Council of Victoria website lists all MRCs at <http://www.eccv.org.au/17.html>

Newly Arrived Youth Support Service (NAYSS)

Funded by the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA), provides culturally appropriate services for newly arrived young people aged 12 to 21 who are homeless or at risk of homelessness.

<http://www.cmy.net.au/NAYSS>

School Focused Youth Service (SFYS)

School Focused Youth Service is a state funded program that works with young people in educational settings. SFYS aims to assist schools and agencies develop partnerships and enhance existing relationships which support young people 10 - 18 years old in continuing their education and in reducing the risk factors associated with self harm, mental health issues and suicide, through developing integrated service responses and providing brokerage funding.

For more information go to: <http://www.sfys.infoxchange.net.au/>

Sudanese Australian Integrated Learning (SAIL) Program

A volunteer-run, non-profit, secular organization which provides a variety of free services to Melbourne's Sudanese community. SAIL provides free English as a Second Language tutoring for Sudanese children and teenagers on weekends in Altona, Braybrook, Dandenong, Footscray and Sunshine.

For more information go to <http://home.vicnet.net.au/~sail/>

Employment and Education programs for newly arrived young people

EMPLOYMENT PROGRAMS

Asylum Seeker Resource Centre (ASRC) Employment Assistance Program

Assists asylum seekers in all aspects of job seeking and training, including job searching, resume writing, interview skills, career/study guidance and links into study, training and scholarship programs.

http://www.asrc.org.au/how_we_help/our_programs/employment.html

Getting to work course, Mission Australia

Mission Australia's 'Getting to Work' program in the City of Greater Dandenong gives young people the opportunity to get a job with local employers. This program has been developed with the Victorian Government's Department of Innovation, Industry and Regional Development (DIIRD), local business and local youth and employment providers in Dandenong.

<http://www.missionaustralia.com.au/news/media-releases/1208-a-fresh-approach-in-the-mission-to-enable-refugee-and-migrants-to-gain-sustainable-employment>

Given a chance, Ecumenical Migration Centre, Brotherhood of St Laurence

Given the Chance is an employment and education pathways program for refugees. This program links refugees with mentors from business, community and government. It offers work experience opportunities and job search training specific to the needs of refugees.

<http://www.bsl.org.au/main.asp?PageId=565>

Horn of Africa Pathways Program (HOAPP), Melbourne Citymission

Funded by the Victorian Government through the Workforce Participation Program, the Horn of African Pathways Project supports young people, aged 16-26 years, to participate in apprenticeships and traineeships.

<http://www.melbournecitymission.org.au/hornofafrica.html>

Spectrum Employment Services

An employment service that specialises in providing assistance to Culturally and Linguistically Diverse clients (CALD). Spectrum offers a variety of services including one on one assistance, job search training and intensive support for eligible clients and staff come from a number of diverse cultural backgrounds that can identify with clients needs.

<http://www.spectrumvic.org.au/Employment-Services>

Sport and Recreation Traineeship – SpiritWest Services

SpiritWest Services is the education, training and community development division of the Western Bulldogs Football Club. They offer traineeships in Certificate III in Sport and Recreation to suitable individuals who can act as role models and ambassadors within culturally and linguistically diverse communities.

For more information contact Kiemi Lai on (03) 9680 6182 or

kiemi.lai@westernbulldogs.com.au

EDUCATION PROGRAMS

Some TAFE Institutes and training providers have developed programs specifically to meet the needs of newly arrived young people. These programs give young people the opportunity to study programs such as English as a Second Language (ESL) and the Victorian Certificate of Applied Learning (VCAL). Youth programs for newly arrived young people are currently offered at:

Adult Multicultural Education Services (AMES)

The AMES Youth Program offers English as a second language and the Victorian Certificate of Applied Learning (VCAL) to young people aged 16 to 25.

<http://ames.net.au/index.php?sectionID=6817&pageID=6854>

Centre for Adult Education (CAE) offers the stART program - an applied program designed to improve newly arrived students written and spoken English skills through engaging in art and design projects as well as preparing them for further education.

<http://www.cae.edu.au/?infosection=stART>

Chisholm Institute of TAFE offers a migrant and refugee youth program at its Dandenong campus.

<http://www.chisholm.edu.au/Search/Pages/TotalSearchResultsPage.aspx>

Northern Melbourne Institute of TAFE (NMIT) offers the Young Adult Migrant Education Course (YAMEC) at Collingwood, Epping and Preston campuses.

http://www.nmit.vic.edu.au/courses/young_adult_migrant_education_course_yamec

Victoria University (TAFE division) offers ESL Access and Victorian Certificate of Applied Learning (VCAL) programs for young people.

http://tls.vu.edu.au/vucollege/courses_services/youth_programs.html

Ucan2, Foundation House

Ucan2 aims to increase opportunities in education, training and employment for young people (16-24 years) from refugee backgrounds. It provides young people with education case management; an experiential curriculum which develops work skills and prepares students for part time work experience; a social support program and connections to mainstream through developing relationships with volunteers.

The program runs over a full day once a week for 16 sessions, with follow-up sessions once the students have transitioned into their new setting.

http://www.foundationhouse.org.au/service_innovation_program/young_adults/ucan2.htm

Funding and scholarships

Back to School Scholarships, Open Family Australia

Open Family Australia offer scholarships to assist disadvantaged young people with accessing textbooks and stationery.

<http://www.openfamily.com.au/?516>

Caroline Chisholm Education Foundation Scholarships – African and Afghan

Funding is for tuition fees, materials fees, books and other specified support. Applications will be accepted from those that are from Afghanistan or an African country of birth, have a minimum of Certificate III in ESL level of English and are disadvantaged in accessing further education. For more information go to www.CarolineChisholm.org.au

Colman Foundation

The Colman Foundation provides financial grants to students who face financial barriers to education. The grants can be used to help with the purchase of books, uniforms and other education-related needs.

<http://www.colmanfoundation.org.au/>

Computerbank

Computerbank provide recycled computers (from \$15) for people on concession cards. Computers must be picked up from a city location.

<http://vic.computerbank.org.au/>

Education Maintenance Allowance

The Education Maintenance Allowance (EMA) provides assistance to low-income families by helping with the costs associated with the education of their children. The allowances are for education related expenses such as school books, uniforms and excursions.

<http://www.education.vic.gov.au/management/financial/ema/>

Housing Week Scholarships

These scholarships are for Year 11 or 12 students in a Victorian government school or TAFE Institute. Students must be under 20 years of age and living in community or public housing or at risk of homelessness to apply. The Application form and guidelines can be accessed on Kids Under cover's website: <http://www.kuc.org.au/>

JPET Program

The Job Placement Employment and Training (JPET) program is for young people (aged 15-21) who face personal and social difficulties in their lives that make it difficult for them to continue studying or looking for work.

<http://www.workplace.gov.au/workplace/Programmes/JPET/JobPlacementEmploymentandTrainingProgrammeJPET.htm>

Learning for Life Scholarships

The Smith Family's Learning for Life program is an educational support program that assists children by providing direct financial assistance for education expenses such as uniforms, books and excursions.

<http://www.thsmithfamily.com.au/site/page.cfm?u=9>

Melbourne University Student Ltd. VCE Summer School

Financial bursaries are available for students to attend the MU Summer School. The program is held for two weeks in January and includes academic and non-academic components. It is designed to provide students from a range of disadvantaged schools and backgrounds with an introduction to VCE. Students are offered classes, seminars, workshops, exhibitions, excursions and one-on-one tutorials in their various VCE subjects.

<http://www.union.unimelb.edu.au/summerschool>

Opportunity Scholarships, Education Foundation

Opportunity Scholarships of up to \$1000 are awarded to talented students for school approved, curriculum related programs. Their area of talent may be wide ranging from the arts, humanities, science, maths or sport.

www.educationfoundation.org.au

School Focused Youth Service (SFYS) Brokerage Funding

SFYS has limited brokerage funds available to assist with the delivery of group and individual programs for 'at risk' young people.

<http://www.sfys.infoxchange.net.au>

Student Scholarships

The Department of Education and Early Childhood Development administers 30 different student scholarships for primary and secondary students. Most of these scholarships are awarded based on either academic achievement, participation in the local school and community, or financial hardship. For more information see

www.eduweb.vic.gov.au/scholarships

St Vincent De Paul

St Vincent De Paul assists with general material aid needs, and may be able to assist with uniforms and textbooks. For more information see <http://www.svdv-vic.org.au/migrant-and-refugee-national?link=92>

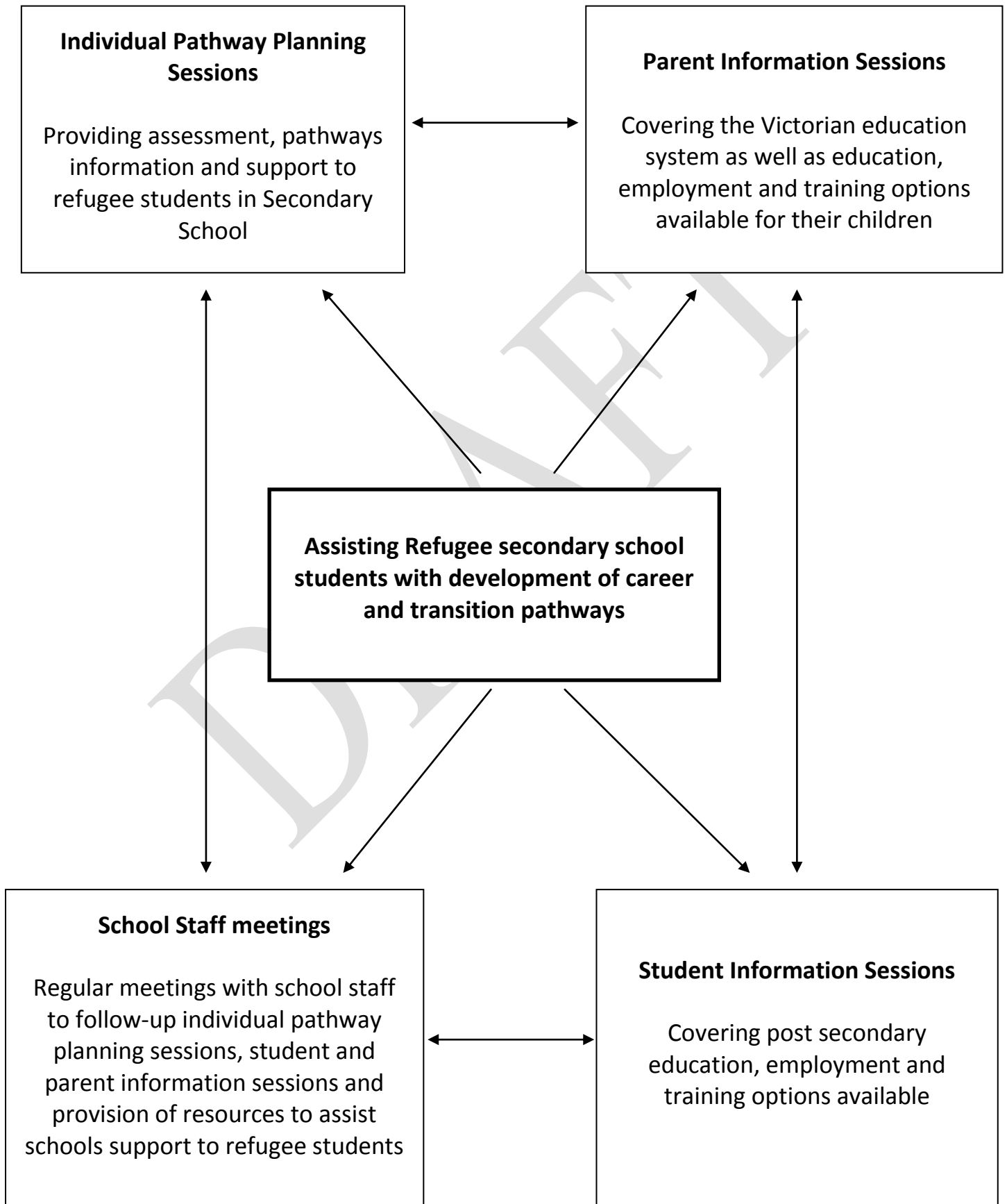
Youth off the streets

Youth Off The Streets Scholarship Program targets young people aged between 14 and 21 years old, who are disadvantaged and/or may be disconnected from their families or communities and who are permanent residents of this country.

<http://www.youthoffthestreets.com.au/scholarship/>

Appendices

Appendix 1 - Eastern Refugee Pathways Project Model



Appendix 2 – Case studies

CASE STUDY: STUDENT INFORMATION SESSIONS

During the Eastern Refugee Pathways Project Pilot, a series of three student information sessions were conducted by the pathways worker at each of the participating schools. The project worker worked in collaboration with key school contacts such as the ESL teachers, Careers adviser and Multicultural Educational Aide to organise the information sessions.

The student information sessions included topics such as University, TAFE, apprenticeships, employment and careers. The duration of the sessions was approximately 30 to 45 minutes, during which time the project worker or guest speaker presented on a topic and encouraged questions and discussion from students.

During Stage 2 and Stage 3 of the project, the Eastern Refugee Pathways Project worker continued to run student information sessions at the five participating schools. These sessions were topic-specific and were based on the needs of individual schools. The worker found that information sessions were most beneficial when they provided practical support to students, such as Year 10 work experience and VCE/VCAL subject selection. The pathways worker met with students that required extra support or information during the individual pathway planning sessions.

CASE STUDY: PARENT INFORMATION SESSION

Parent information sessions were delivered by the Eastern Refugee Pathways worker in conjunction with Foundation House's parent engagement strategies. At the participating schools where parent information sessions were delivered, the project worker coordinated with the key school contacts and the Foundation House project officer to plan and prepare for the sessions.

The ERPP delivered a program designed to assist parents understand the education system in Victoria, student's rights and responsibilities, methods of teaching and learning, and how parents can be involved in their children's schooling. Training was conducted on school premises over 4 weeks and included classroom visits and activities to observe how students learn.

The ERPP project worker, ESL and Careers teachers organised presentations on topics such as VCE, VCAL, VET, University, TAFE, apprenticeships/traineeships and additional career options. Some schools also took this opportunity to address additional topics aside from pathways (ie. school camps, student discipline, school uniforms) with parents.

The planning and preparation also included setting suitable times and dates for the sessions to take place at the school. Parents were then both sent out a written invitation in advance and contacted over telephone or face-to-face by the MEA, for a verbal invitation. In addition, the parents were contacted with a reminder phone call the day of or prior to the parent information sessions to ensure a higher attendance level. Childcare was arranged for those parents who required it and interpreters for each community group were made available at the sessions.

CASE STUDY: TAFE EXPO

At the Swinburne Traineeship and Apprenticeship expo, students in years 10-12 are able to get a taste for a particular study area, as well as TAFE life in general. The Eastern Refugee Pathways Worker felt that the practical nature of the day would be a good opportunity for newly arrived and refugee students to get a hands-on TAFE experience.

The ERPP Project Worker coordinated with key school contacts and Swinburne TAFE representatives to plan and prepare for students to attend the expo. The ERPP Project Worker and schools registered for the event, organised parental permission forms, teacher supervision and transportation to the event. Swinburne TAFE organised the interactive workshops, campus tours, a free barbeque and entertainment.

Newly arrived and refugee students were given the opportunity to attend interactive workshops from a range of study areas, including automotive, commercial cookery, floristry, landscaping and multimedia. The expo also gave students the opportunity to talk with industry professionals and Swinburne staff about apprenticeships and traineeships.

CASE STUDY: UNIVERSITY AND TAFE OPEN DAYS

Open Days are a good opportunity for students to explore University and TAFE campuses, meet staff and current students and get a feel for a tertiary environment.

The Eastern Refugee Pathways Project worker coordinated with key school contacts to plan and prepare for students to attend various Open Days in the Melbourne region.

In preparation for the open days, the ERPP worker encouraged students to look at the institutions websites and familiarise themselves with types of study. For larger institutions, the worker planned the visit for students using campus maps and Open Day programs. The worker organised parental permission forms and accompanied students by public transport to the open days. These activities aimed to help with the transition to university life and let students know what to expect before applying for further education courses.

During the open days, students had the opportunity to meet with university and TAFE staff, talk to course advisers, attend lectures and information sessions and participate in campus/faculty tours.

CASE STUDY: TAFE TASTER

Newly arrived and refugee students from Wellington Secondary College were given the opportunity to attend a TAFE Taster day at Chisholm TAFE. The Eastern Refugee Pathways worker coordinated with key school contacts and Chisholm TAFE representatives to plan and prepare for the day.

The ESL and Careers teachers at Wellington Secondary College organised parental permission forms, teacher supervision and transportation to the event. Chisholm TAFE organised the itinerary for the day, which included a campus tour, a hands-on automotive workshop and lunch with ESL students.

CASE STUDY: CAREERS FORUM

The Eastern Refugee Pathways Project worker organised a careers forum for newly arrived and refugee students in secondary schools and English Language Schools across the Eastern Metropolitan Region. 95 newly arrived refugee students and their teachers and 31 industry representatives attended the event.

The Eastern Refugee Pathways Project worker was able to obtain funding for the venue, transport and food from the Local Community Partnership. The forum was held in a church hall, as it was a central location for all the schools. All schools were provided free transportation and lunch.

The careers forum began with a panel of young industry ambassadors speaking briefly about their career pathways. Guest speakers, including a Sudanese male nurse, a Somali community worker and a Chin Burmese interpreter were invited to participate in the panel discussion.

This was followed by a world café event, which was designed to be an informal event in which students had an opportunity to talk about career pathways with a range of industry representatives. TAFE and university representatives were available to give students information on further education courses during lunch after the forum.

CASE STUDY: PROFESSIONAL DEVELOPMENT ACTIVITY

The Eastern Refugee Pathways Project worker organised a professional development activity for teaching staff and service providers in the Eastern Metropolitan Region.

Over 30 careers advisers, ESL teachers, school welfare coordinators and youth service providers attended the session on *Supporting post-compulsory transitions for newly arrived and refugee students*.

Presenters included representatives from Victoria University, Northern Melbourne Institute of TAFE, AMES and the Department of Education and Early Childhood Development. This complemented the follow-up meetings with school staff, who requested to hear from experienced teachers that could share their strategies and resources for supporting students with pathways and transitions.

Multicultural food was available on arrival and participants had the opportunity to meet service providers available to support newly arrived and refugee young people.

CASE STUDY: REGIONAL REFUGEE NETWORK

The Eastern Schools Refugee Action Network (ESRAN) provides an excellent model of school and community partnerships in action to support students from refugee backgrounds in primary and secondary schools.

ESRAN evolved from two refugee specific teacher support networks that ran out of Blackburn English Language School. In 2007 the network established itself more formally when Foundation House approached the Department of Education and Early Childhood Development - Eastern Metropolitan Region to set up a more robust network for a cluster of up to 10 schools. The purpose of the ESRAN was to build capacity within schools by enabling educators to provide the required social and emotional support to their students and develop appropriate educational strategies and programs that engaged these students in the learning process.

The network has become a collaborative learning community with members bringing together a diverse range of expertise from the education sector and community agencies. It has become a sustainable network of professionals sharing expertise and developing one another with positive outcomes for refugee students, their families and whole school communities.

In 2008, coordination of the ESRAN was transferred to the Department of Education and Early Childhood Development – Eastern Metropolitan Region, with Blackburn English Language School and Foundation House remaining in a supporting role. In 2008, ESRAN won the Victoria's Multicultural Awards for Excellence – Education category.