

Career Development Program for Refugee and Migrant Youth Final Report

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Instrumental in developing this resource were:

Kath Moore, Deputy Principal, Marge Stewart, other ESL staff and students at North Lake Senior Campus, Intensive Education Centre.

Lynda Winter, Manager, Employment Services, South Metropolitan Migrant Resource Centre.

Rachael Kitchens, Research Assistant who collected data regarding career packages, redeveloped the bullseye posters and job description forms, provided input into the guide and facilitated the guest speakers.

Angela Leahy, Research Assistant, who collected data regarding local area skills shortages.

Initial phases of this project were undertaken by Karen Bates. The material developed by Ms Bates has been incorporated with only minor changes while there are some inconsistencies in style and approach this material was not developed by the CSCR team and therefore could not be altered. It is included here as components of the work were taken into consideration in the development of the package.

Acronyms

ABCD	Australian Blueprint for Career Development
AMEP	Adult Migrant English Program
CSCR	Centre for Social and Community Research
DET	Department of Education and Training
DEWR	Government Department of Employment and Workplace Relations
IEC	Intensive English Centre
MRC	Migrant Resource Centre
NLSC	North Lakes Senior Campus
TEE	Tertiary Entrance Equivalent

Executive Summary

The Career Guidance for Refugee and Migrant Young People project is an initiative of the South Metropolitan Migrant Resource Centre funded by the Department of Education and Training. It aims to develop, pilot and evaluate a career development and planning program that specifically meets the learning levels and needs of refugee youth with low levels of education, cultural life skills and English language ability.

The project had four main objectives.

Objective 1:

Review the special learning needs and obstacles to learning of young refugee people in relation to career guidance.

Activities included:

- Undertaking interviews with service providers, teachers and other stakeholders
- Conducting a survey of steering committee members
- Consultation with students at North Lake Senior Campus

Major conclusions reached:

- Students have a range of issues and considerations that could impact on learning
- Understanding of Australian systems of education and work is limited
- Students have little pre-knowledge regarding careers and career development
- Learning English is the priority

Objective 2:

Review existing career guidance programs to test their suitability and accessibility for young refugee people.

A comprehensive review of career guidance programs was undertaken. In general, the majority of packages were too complex due to the level of language used, the number of steps involved or the assumptions made regarding previous understanding.

The research concluded that of those resources assessed, the Bullseye posters, job sheets and the Victorian guide for newly arrived young people are the most suitable. These formed the basis of the materials developed for use with refugee youth.

Objective 3:

Compile information on industry skills shortages and related training requirements.

Extensive information was gathered regarding local industry skills shortages and these were incorporated into the final report and package.

Objective 4:

Develop a career development package that is relevant to the special needs of refugee people.

A Career Development Package that takes into consideration the learning requirements of refugee and migrant youth, access to information and current skills shortages has been developed. It has been produced both in hard copy and as a CD Rom and disseminated to relevant organisations throughout Western Australia.

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1 Introduction

Background

The Career Guidance for Refugee and Migrant Young People project is an initiative of the South Metropolitan Migrant Resource Centre funded by the Department of Education and Training. It aims to develop, pilot and evaluate a career development and planning program that specifically meets the learning levels and needs of refugee youth with low levels of education, cultural life skills and English language ability¹.

This project commenced at the end of 2005 and was due for completion in June 2006. Due to the resignation of the project consultant, Karen Bates, and the employment of new researchers from the Murdoch University Centre for Social and Community Research in March/April 2006, the project was extended to September 2006, but due to

¹ It is useful at the outset to provide definitions of 'refugee youth' and 'career development'.

The Refugee Resettlement Advisory Council "Strategy for Refugee Young People". 2002, defines refugees youth as follows:

"Under the 1951 United Nations Convention and 1967 Protocol Relating to the Status of Refugees, *refugee* applies to any person who is outside his or her country of nationality and is unable or unwilling to return because of a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group, or political opinion.

The term *refugee young person* is broadened to include young people who may not have arrived as 'refugees'. Other migrant young people may have had a refugee-like experience of torture and trauma, persecution, violent civil discord, or periods spent in camps or third countries. The families of second-generation young people may also have had this experience.

Youth is defined as ages 12 to 25 years inclusive...It is important to note, however, that refugee young people may be in widely varying developmental stages as a result of disrupted education, exposure to different environments, or greater family responsibilities, so the age focus needs to be somewhat flexible." (DIMIA 2002).

According the Australian Blueprint for Career Development, "Career development is the process of managing life, learning and work over the life span" (ABCD Sept 2003 pg 14). Researchers suggest that "Career development involves ones whole life, not just occupation.. it concerns the individual in the ever changing contexts of his and her life... self and circumstances – evolving, changing and unfolding in mutual iteration" (Wolf & Kolb, cited in McMahon, Patton & Tatham, 2003, pg 4)."

the time lag required for ethics approval, police clearances and issues around school availability it was extended to December 2006. The previous consultant made some inroads with regard to the collection of some data (specifically stakeholder discussions, program reviews and literature) but the results were not available at an early stage to the new researchers (these were received in July 2006), so there has been some duplication. The new researchers undertook the remainder of the research and roll out including reviews of existing programs, consultation with refugee youth, teachers and employers, development, piloting and evaluation of the program.

The Centre for Social and Community Research

The new researchers contracted to undertake the research were from the Murdoch University Centre for Social and Community Research which undertakes interdisciplinary research on social issues. Researchers were Dr Danielle Gallegos and Dr Farida Tilbury, who have extensive experience researching issues for new migrants and refugees. A number of research assistants helped with the project. These include Rachael Kitchens, who assisted at a number of stages including reviewing existing resources, and Angela Leahy, who undertook the employer interviews.

Objectives

The project had four main objectives.

Objective 1:

Review the special learning needs and obstacles to learning of young refugee people in relation to career guidance.

Objective 2:

Review existing career guidance programs to test their suitability and accessibility for young refugee people.

Objective 3:

Compile information on industry skills shortages and related training requirements.

Objective 4:

Develop a career development package that is relevant to the special needs of refugee people.

The project was to consider the Australian Blueprint for Career Development (ABCD) in developing the program. According to its website the ABCD provides guidelines to integrate and strengthen career development programs in a wide variety of educational settings, including schools, TAFEs and universities

(http://www.dest.gov.au/sectors/career_development/publications_resources/profiles/blueprint_for_career_development.htm). It also supports the activities of transition advisers, public employment service providers and public and private sector businesses.

The ABCD is built upon the following vision and principles:

The *Blueprint* will encourage the provision of learning opportunities that facilitate the development of the career competencies that individuals need to make empowering life, learning and work choices.

- Learning requires the active participation of the student or client.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.
- Learning occurs best in environments where trust has been established.
- Participants learn from each other.
- Participants learn best when they are treated as active learners with valid opinions, values and experience, not as passive recipients of information.

- Participants learn best when they are part of a learning environment that encourages sharing, trust and reflection.

The ABCD competencies are attached in Appendix A.

Project Objectives and Outcomes

Based on the original brief the objectives include:

1. Review the special learning needs and obstacles to learning of young refugee people in relation to career guidance through consultations with refugee youth, community leaders and employers (See Section 5).
2. Review existing career guidance programs to test their suitability and accessibility for young refugee people (See Section 6).
3. Compile information on industry skill shortages and related training requirements (See Section 7).
4. Develop a career development package that is relevant to the special needs of young refugee people; that will increase their interest in pursuing careers where there are skill shortages; and that is a self-sustaining product that will attract ongoing interest and application (See Section 8).
5. Trial the career development package in a course for refugee students enrolled in the Intensive English Centre (See Section 8).
6. Evaluate the package to determine its suitability and effectiveness (See Section 8).
7. Produce a process guide for service providers to implement the package (the process guide has been integrated with the facilitator's guide see Appendix I).
8. Produce an activity report relating to limited dissemination of the package (See Section 9).
9. Produce a final report

The outcome 'adoption of the program by other Intensive English Centres, High Schools and Employment Services involved with assisting young refugee people', was impossible to achieve without ongoing funding, necessary to develop and monitor the program.

The new team also agreed to provide a set of process guidelines for the roll out of the program so that it would be easy to implement in similar settings. Within the timeframe and budget allotted to this project the Centre for Social and Community Research agreed it could not be responsible for widespread promotion of the package or the provision of post-training support to participants.

The first phase of the project involved an attempt to re-establish the steering committee, which was unsuccessful due to timeframe problems and changes of personnel; a review of all available documentation relating to the project; renegotiation of access to North Lake Senior Campus; application for ethics approval from Murdoch University's Human Ethics Committee and police clearances; development of focus group and interview question schedules; and development of a list of contacts for local employers.

The second phase involved consultation with local employers, teachers and students; development of review criteria for packages currently available; and review of packages in consultation with NLSC regarding suitability given English level.

Phase three involved the development of a career guidance package, based on existing resources, feedback from students, teachers and potential employers, and the researchers' experience. Permission to use and modify existing resources was sought and granted from Centrelink and DEST.

Phase four involved a roll out of the package which was trialled with two ILC classes at levels 3 and 4; and development of an evaluation plan and evaluations tools including questionnaires and interview schedules. Final work included modification of the package according to feedback and evaluations, and development of process guidelines for future users.

This document is the final report which includes all outputs and further detail of each of these activities.

Process

Part of the work for the project had been undertaken by the previous consultant, Karen Bates, however this was not made available until after some replication by the new researchers had been undertaken. Some of the previous researcher's work has been included in this report, and acknowledged as such.

The researchers worked closely over a period of six months with the South Metropolitan Migrant Resource Centre and the Intensive Education Centre at North Lake Senior Campus in developing the career package.

The research team met with Lynda Winter, Manager, Employment Services at SMMRC on at least four separate occasions, visited SMMRC twice to identify resources, and met with NLSC on at least five separate occasions. In addition, the team undertook four consultations with steering committee members and service providers and four needs and knowledge assessment focus groups with students and staff. Two class groups piloted the package over four weeks and these were evaluated via observations, questionnaires and interviews. Four quarterly progress reports have been submitted to the SMMRC for the Department of Education and Training.

The project also undertook:

- An annotated bibliography of literature
- Identification and review of existing packages
- Consultations
- Interviews with employers

A steering committee was set up to support and advise the project. The membership of that committee is outlined in Appendix B. Members of the original steering committee responded to a questionnaire sent by the previous researcher, identifying their main concerns and suggestions regarding refugee career guidance. The results are included in Table 1. The Steering committee could not be reconvened later in the project due to lack of availability, however, five members provided feedback by email or telephone on the draft package.

Challenges

A number of challenges in undertaking this project should be noted.

Timeframe

The timeframe for the development, delivery and evaluation of such a program was very tight (as was the budget – see below). Researchers relied on the goodwill of the school and MRC to ensure successful implementation. However, it was impossible to engage in adequate consultation with some stakeholders due to the time frame and their busy schedules.

Budget

The budget was inadequate to cover the work required, and was co-funded by the Centre for Social and Community Research and Murdoch university through the

provision of salaries. This was partly due to the change in personnel, and lack of availability of the materials the original researcher had developed, which lead to some duplication. It is also not realistic to expect in-depth consultation with communities and young people across cultures (and languages) and proper development, trialling, evaluation and marketing of a package for under \$100,000.

Different goals of Migrant Resource Centre and NLSC

The IEC is tasked with helping students develop their English language skills. Their focus was on the language development side of the package, although they were also interested in encouraging students to begin thinking about careers. Schools were more concerned that the package should help students to choose the right subjects for years 11 and 12, whereas the MRC was more interested in encouraging students to think about careers, and directing students to consider careers in areas where there were local skills shortages. While the school has valued and appreciated the role of the MRC in assisting students with finding employment, some of the teachers within the school were not keen for students to gain part time employment during school time. They saw this as detracting from their English learning time. These differences in desired outcomes required a shift for both the school and the MRC.

Curriculum priorities

The IEC curriculum does not include career guidance as a desired outcome, although teachers all recognised its importance. It is therefore not measurable within their brief, which is specifically focused on language development.

Generic versus specific information

As might be expected, students identify a wide variety of careers. To deliver generic information to all students may not be particularly effective or efficient. In fact, this may be why career guidance for mainstream students is restricted to one on one sessions with a career guidance officer, rather than delivered in class. Due to this

diversity and need for specificity, it is logical to deliver this package at an introductory level, and let students seek further guidance and skills development in one on one interactions with guidance officers.

Step-wise delivery

It became clear that any long term career package developed specifically for refugee youth would need to be developed in a step-wise manner so as to accommodate developing English language skills and understanding of Australian systems. It would also be unrealistic to expect any significant skill development toward competencies outlined in the Australian Blueprint. At the stage of English language development and acculturation of the target population, simply an introduction to a range of career options and building language awareness around those options were the key focus.

Inappropriateness of individual career plans

The goal that each participating refugee student would have a clearly documented career plan that is practical and relevant to their career choices and interests was found to be impossible to achieve at this stage of their language and skills development. A more realistic goal was to ensure that at the end of the package students would have three possible careers choices requiring different levels of education, and a clear idea of what is required to achieve that choice and the subjects they need to undertake at school.

Integrating the package with current infrastructure

In order to maximize sustainability consideration had to be given to integrating the package with the existing curricula, resources and the school's needs.

Specific refugee youth target

By specifically targeting refugee youth the program has the potential for creating divisiveness within the school environment. The package was piloted with an entire class regardless of the migration stream and this is reflected in the name change to incorporate migrant youth.

Limitations of the Australian Blueprint for Career Development

The Australian Blueprint for Career Development (ABCD) is a useful document to provide background to facilitators, and teachers should be encouraged to access it, however much of it is not relevant to the target cohort for this project.

2 Context

This section provides the contextual framework for consideration when delivering programs for refugee youth. This component was prepared by Karen Bates.

Needs of refugee youth

Research has shown that there are two specific groups of refugee youth, who have different immediate learning needs, and require quite different content in a career development training package. These are:

Youth with academic ambitions who wish to continue in mainstream education

These students are usually enrolled in an Intensive English Centre, TAFE, or mainstream school. For these students the main priority areas are to broaden awareness of possible careers and career pathways, including training options in order to:

- Ensure aspirations are realistic;
- Choose school subjects or other training paths;
- Look at newly identified alternative career pathways;

Important course content includes broadening career option awareness, particularly in the areas of:

- Careers that are available;
- Training, skills and experience required to gain those positions;
- Academic requirements to gain professional positions;
- Suitable alternatives to highly academic profession;

These areas relate to the following ABCD Career Competencies:

- **Career competency 11:** Understand and manage the career building process;
- **Career Competency 5:** Locate and effectively understand career information.

Youth who are not wishing to undertake an academic path

This group includes youth who may soon leave, or have already left school. They may be clients of Migrant Resource Centres, the Job Network, and Employment Directions Network, or be attending an AMEP course. Many of these youth may not have engaged in any vocational or educational activity.

For this group of youth, employment and/or active engagement in a suitable activity is of primary importance.

Important competencies for this group include:

- Job seeking skills;
- Workplace culture and laws;
- Work based language and literacy;
- Accent modification;
- Development of personal attributes required in the workplace.

These areas relate to the following ABCD Career Competencies;

- **Career Competency 4:** Participate in life long learning supportive of career goals;
- **Career Competency 5:** Locate and effectively understand career information;
- **Career competency 7:** Secure/create and maintain work.

Other considerations

As a result of the literature review and consultations, a range of needs and issues were identified, not all of which could be addressed in a small pilot project. These were

focused into a list of general priorities which informed the design of the program, where feasible. The list below identifies key factors in program design and delivery for refugee youth. Not all of these could be addressed in the current program, although ideally they should be considered.

Methods of communication and peer delivery

Appropriate communication is vital. This may include:

- use of interpreters or bilingual facilitators;
- use of a variety of visual and non language intense methods of communication;
- use of terminology and concepts the client is familiar with.

Activities and information that are delivered by peers or persons the client can easily relate to, that is, from a similar cultural background, are a high priority.

Styles of learning

People learn in a variety of ways and at different rates. Exposure to more than one way of learning a particular skill (eg. listening, visual, hands on and active involvement) produces better learning outcomes.

Pre-understanding of concepts

Clients from different cultural backgrounds may find material that assumes understanding of entire concepts challenging. Material should endeavour to cover the conceptual basis for the point(s) to be learned.

Computer literacy

Young people from refugee backgrounds may have limited computer literacy. Much career development material today is online, and this may present a challenge. Program facilitators must be accessible to assist students with access to such materials. Computer literacy could be developed by developing partnerships with computer skills training programs.

Language intensive material

Refugee youth may have basic levels of English language ability. Therefore highly language intensive material is not effective and should be avoided. Alternative delivery methods must be incorporated into any programs, including experiential learning, oral learning, and use of visual aids.

Employment focus

While Government policy has moved away from employment towards career development, this may be less relevant for young people from refugee backgrounds who may simply wish to attain stable employment. Many have not experienced “employment” as such, nor had experience in the Australian labour market and its recruitment and other systems. Many concepts involved in “career guidance” are difficult to grasp without experiential labour market participation. Therefore an important feature of any career guidance program for refugee people is specific information and skills development relating to job search and gaining and maintaining employment.

Work based literacy

Pursuing English language development in relation to vocational language is important.

Developing networks and partnerships

Young people generally, and refugee youth in particular, may be unaware of services available to them. Any package must include awareness raising about the range of services and resources available, including the Migrant Resource Centres and JobNetwork, in order to ensure ongoing support.

Time, commitment, continuity and relationships

Integrating skills and knowledge will take time. Ideally, programs should endeavour to provide continuity so that clients can develop career competencies over time. Career guidance programs with a small amount of regular contact over a longer period of time are likely to be more effective than shorter more intensive programs. However, such a program will rely on significant resourcing. There is the need for mainstream service providers who need to be committed to the process and support clients on an ongoing basis. One-to-one service and support is vital for success.

Family and community involvement

Activities that involve family, community and peers are more likely to be successful.

3 Needs assessment

The needs assessment forming the framework for the package was based on a number of research activities. These included service provider interviews, steering committee questionnaire, review of employment shortages at regional and local levels, and focus groups of teachers and students, together with reviews of the literature and assessment of existing programs for suitability. The results of each of these components are listed under each individual objective.

4 Annotated bibliography

A review of literature was undertaken by the previous researcher. Literature focused on key issues for refugee young people, in relation to employment. The results are included in Appendix C.

5 Objective 1

Review the special learning needs and obstacles to learning of young refugee people in relation to career guidance

Activities included:

- Undertaking interviews with service providers, teachers and other stakeholders
- Conducting a survey of steering committee members
- Consultation with students at North Lake Senior Campus

Service Provider Interviews (Bates/CSCR)

The previous consultant undertook interviews with representatives from a number of organisations involved in providing services for refugees which include a career guidance or employment aspect or with a significant stake in the issues. These included:

- South Metropolitan Migrant Centre
- Catholic Migrant Centre
- Multicultural Services Centre
- North Lake Senior Campus Intensive Education Centre
- Melville High School
- BJL Connecting Communities
- WA Department of Education and Training
- Mining Companies were also consulted:
- Members from the new and emerging communities or refugee communities
- CaLD Specialists

Consultations were also undertaken by the CSCR, with youth workers and IEC teachers on requirements for a suitable career guidance training package.

Detailed results of the consultations are included in Appendix D.

Summary of Findings

- Youth need to concentrate on acquiring language skills first and foremost;
- The program should be integrated into school curricula rather than be an outside school program;
- Do not separate our refugee youth;
- Use existing career guidance support;
- Students and their families often have unrealistic expectations, this could be called the “brain surgeon phenomenon”;
- Education is very important for many refugee families;
- Trauma issues may need addressing;
- Scaffolding learning is necessary;
- Specific skills need developing, for example, phone technique, résumé writing;
- Involvement of parents is important;
- Computer literacy may be an issue;
- Current DET programs may not be useful;
- Computer based packages require high levels of literacy;
- MRCs offer some programs already;
- It is vital programs assess client needs;
- Use of guest speakers may be helpful in particular the use of community members;
- Providers must have a good understanding of cross-cultural issues;

- Clients, particularly those who are not academically focused, require support to ensure attendance. This may need to include:
 - Assistance with transport;
 - Regular contact and reminder/encouragement to attend the course, that is, a phone call the day before each class;
 - Use of motivating factors such as:
 - meal preparation;
 - incentive;
 - practical assistance to address the immediate needs of the client;
- Communication strategies must be developed to ensure that the clients can understand information presented to them. This could include:
 - Use of interpreters or bi-lingual workers;
 - Material that takes into consideration low English literacy levels;
 - Use of foundation concepts;
 - Visual and active participation learning styles.

Survey of steering committee (Bates)

This list represents some of the situations and obstacles that refugee youth may face in relation to learning in general, and to developing career competencies. Using a four point scale, steering committee members identified what they saw as the biggest challenges for youth in allowing them to develop and achieve career development competencies. Four of the six members of the steering committee responded to this survey. The following Table indicates the mean rating (on a four point scale) of the 4 respondents using the following scale:

1. This issue is a large, immediate and daily issue that causes constant difficulties in learning (big problem).
2. This issue is quite a barrier and often causes difficulties in learning. (medium problem).

3. It is sometimes an issue, and can cause difficulties occasionally (small problem).

4. This issue is not really a problem (no problem).

The results indicate that language issues are more significant than other 'refugee' specific concerns. The lack of experience of a 'work culture' was also seen as an important obstacle.

Table 1: Issues identified as challenges for refugee youth

Situation and/or Obstacles to Learning	Relevance Rating
Issues relating to circumstances in the young persons own country (their history or background) - Refugees may have...	(1,2,3, 4)
not have left their home by choice and may not want to be here	2
little or no remaining family, or are not able to contact their family, who also may still be in danger in their country of origin	2.25
experienced traumatic and extremely distressing situations including;	1.6
<ul style="list-style-type: none"> • living with the constant threat of violence; • experiencing much of their lives within war; 	1.3
<ul style="list-style-type: none"> • participating in the fighting; 	2
<ul style="list-style-type: none"> • witnessing family and friends being tortured • being tortured themselves. 	1.5
been living refugee or detention camps, often for extended periods of time	1.25
low levels of literacy in English	1
Issues relating to the youth current circumstances in Australia - The youth may be faced with...	Relevance Rating
low levels of literacy in their own language	1
been able to accessing little or disrupted education	1.25
come from a tribal and subsistence background where the concept of western work ethics is non existent	1
no formally recognised skills or qualifications	1.5
lack of participation in the schooling of the youth by the family;	2.6
lack of prioritising schooling by the family due to other pressures and cultural norms. Including:	2.5

student acting as interpreter for family rather than attending school;	3.6
student looking after other children or family members	2.5
adult responsibilities as often the family unit is not intact	2.5
no adult male role model from which to learn and grow.	2
experience of sudden freedom, and relative lack of boundaries in our Western society may cause other issues such as:	2.5
o inappropriate behaviour between sexes	2
o Involvement in the Justice System	2.6
o Debt, budgeting and tenancy issues	1.6
Other, please list. <ul style="list-style-type: none"> ▪ The feeling of not belonging ▪ Many issues are temporary and can be overcome 	

Consultation with Refugee Youth at North Lake Senior Campus (CSCR)

NLSC IEC Background (Bates)

The IEC at North Lake Senior Campus commenced operation in the beginning of Semester 2 in July 2005. As of term 3 2005, there were 23 students enrolled in the North Lake Senior Campus IEC. In Term 4, 2006 there were up to 100 students enrolled in the IEC.

Students range in age from 16 to 21 years, although determining the true age of some students is difficult due to lack of information through their historical circumstances. Enrolments are continuous throughout the year, as refugees and migrants arrive in Australia and the youth become ready to enter school.

The general levels of education and English language ability of students are assessed in Intensive English Centre's using ESL Scales (English as a second language). A summary of these scales is listed below in Table 2. The assessment is undertaken via

in an enrolment interview and then through observation over a period of time, usually about 2 weeks.

The enrolment interview is undertaken with the youth and their parent/guardians. At the interview IEC staff gather a wide range of information from the family including:

- Language spoken at home;
- Other languages spoken;
- Educational history;
- Reading and writing ability;
- Short family history;
- Any issues the family or student may be facing;
- Individual requirements the student may have, such as transport;
- Details about the family such as previous occupations of the parents/guardian, their languages and general literacy levels.

After the enrolment interview the youth attends the IEC and through observation over a period of about two weeks, the staff at IEC gain a better understanding of the general educational and English language abilities of the students and complete the assessment. Students are then re-assessed six monthly, and move up the levels accordingly.

The majority of students who began at NLSC IEC in 2005 were Levels 1 or 2 on the Senior School ESL scales. Students are generally up to Levels 3 or 4 before moving into mainstream schooling.

Table 2: ESL Language Scales

Scale	
Level 1	<ul style="list-style-type: none">• Copies and writes simple messages using well known language• Listens to and reads simple stories with the class, understands the meaning and takes part in activities about the text• Uses a few words and actions to get message across in simple social and classroom situations
Level 2	<ul style="list-style-type: none">• Writes about ideas and experiences using limited knowledge of speaking and writing in English• Reads and understands short texts using own experience, known words and simple sentences• Uses known words in well know social and classroom situations to communicate, understands simple instructions, questions and statements, uses everyday expressions
Level 3	<ul style="list-style-type: none">• Writes simple stories and reports in class about familiar topics• Reads and understands familiar and new texts that have known words and expected patterns of words• Communicates in well known social and learning situations and understands the English in different situations
Level 4	<ul style="list-style-type: none">• Writes about some well known topics for different reasons using a basic range of styles• Reads for different reasons and finds main ideas and selected information in simple texts• Understands the main ideas in new topics when known language is used.

Due to the makeup of recent humanitarian arrivals, many students at NLSC, and in all IEC's, are classed as "limited schooling" and are at level 1 in the ESL scales. A career guidance package for such students would be inappropriate due to low levels of English.

While most of refugee youth in the NLSC IEC have attended some form of education, often this has been in a refugee camp, with limited resources and untrained teachers. The student may have attended camp school for a number of years without developing literacy in any language.

In order to meet both the needs of limited schooling youth and students who are at higher levels of the ESL scales, NLSC are intending to split the group into a limited schooling class and a general IEC class.

Kath Moore, NLSC IEC coordinator, has indicated that the limited schooling (ESL Scale Level 1) students are not yet ready to take on board career guidance information. The IEC is focusing on meeting the immediate needs of these students gain basic English language skills.

Around half of the students in the IEC are from other migration streams. Any information to students with limited English ability should be delivered in such as way that takes into consideration the following points:

- Presentation of concepts is done in simple English,
- Students are not overloaded with information they don't have the capacity to understand,
- Concepts are presented in a "scaffolded" manner, that is, the learning should focus on providing a foundation before working to more complex areas.

Consultation with young people undergoing English language classes at North Lake Campus (CSCR)

Consultations with students were delayed due to the following reasons:

- The original partner school for this project, Melville Senior High School IEC, withdrew from the project. A change in IEC structure meant that NLSC was a more appropriate choice.

- Once identified, negotiations began with NLSC to deliver the career development program at that school, the IEC Co-ordinator requested that student contact be commenced in the second week of school in 2006. This was due to the IEC only commencing operations in the final term of 2005, and it taking some time to get established, in terms of teachers, resources and students.
- With the change of researchers this was delayed until Term 3.
- The interests and needs of individual students in relation to career guidance were undertaken by the new team in July, 2006.
- Full details of the consultations are located in Appendix E.

Method

- Researchers approached teachers at NLSC and requested the opportunity to run a number of focus groups with students from refugee backgrounds. Initially the design had been to employ bilingual research assistants to undertake the focus groups in language of origin, but given the variety of backgrounds of students, this was deemed unfeasible.
- Teachers also advised that they would prefer the focus groups to include the whole class and not to divide classes into 'refugee/non-refugee' due to on-going stigma issues. Three entire classes (approximately 50 students, about half of whom were humanitarian entrants, and who were also the most vocal participants) participated in separate discussions.
- As a result, three focus groups were conducted in English by one of the researchers. Participants came from a variety of countries, including African, Middle Eastern and former Yugoslav (a few) nations. The humanitarian intake to Australia is largely from these areas. Students from other migrant categories

including the Philippines, Korea and a number of other countries were also represented.

Students were at Levels 2, 3 and 4 ESL. It was very difficult to have a meaningful discussion with Level 2 students, who were clearly focused on learning English, and had given little thought to possible careers. Students were very keen to participate, but some had little to say because of language difficulties or because they had not previously considered career choices. The sessions were interactive, with students asking the researcher for information about the various topics being discussed, and about her own career. At the end of the session, students were asked to write down the best methods of receiving information about career options, and some of their answers are reproduced below.

As a result it was agreed, in consultation with NLSC staff, that Level 2 students would not be included in the trial.

Results

- Very few students had jobs currently, partly due to the demands of their education, and partly because they had difficulty meeting work requirements in terms of language and local experience. One worked at a plant nursery with her parents. One said *"I would like to have part-time work – because we want money (a weekend job), to learn different English (workplace talk), to make new friends"*. Others felt they would not have time for part-time work.
- There was a diversity of careers identified by students as options, although students had little understanding of the different varieties of jobs available within broad categories such as 'medicine' or 'sport'.

- The diversity meant that designing a generic guidance package to suit all needs would be challenging.
- Refugee students being targeted do not necessarily have a “career interest” per se. Lack of understanding regarding Australian systems of education and employment and the nature of “work” means that a true indication of “interest” is difficult to achieve.
- Key goals for the future regarding careers for these students are diffuse, and are focused on learning English and accessing Year 11 and 12 education, rather than aligned to particular career options.
- Their decisions about career directions are influenced by family, friends, and personal interest, and not by the prospect of employment based on recognition of skills shortages.
- At the stage of settlement where students are involved in the IEC it appears to be more important to expose the students to a range of options and increase understanding of what is involved in pursuing those options.
- Students are quite malleable, and eager to please, and could be convinced to consider other options.

Types of careers identified

A number of students had very clear ideas about careers they wished to undertake (usually professional occupations), but most had little idea, and provided broad, and some might say, unrealistic, suggestions. As the World Cup had recently been screened on television, and the students had their own soccer team at school, it is perhaps not surprising that around a fifth of the males wanted to be professional soccer players!

The following are examples of the answers to questions about what career they would like to have:

<i>Make lots of money</i>	<i>Architect</i>	<i>Journalism</i>
<i>President</i>	<i>Lawyer</i>	<i>Engineering</i>
<i>Aviation Mechanic</i>	<i>Film maker</i>	<i>Dentist</i>
<i>Play Soccer</i>	<i>Military</i>	<i>Mining Engineer</i>
<i>Firefighter</i>	<i>Teaching</i>	<i>Diplomat</i>
<i>Aged Care</i>	<i>Journalist</i>	<i>Lawyer</i>
<i>Mechanic</i>	<i>Immigration</i>	<i>Hair dressing</i>
<i>Soccer player</i>	<i>Dentist</i>	<i>Bank teller</i>

Awareness of pathways

Those who wished to undertake professional occupations were aware of the need to go to university and how to get there (TEE), although many did not know which universities offered the courses they were interested in. The school does not take the groups to the annual 'Careers Expos', but this was suggested by the researchers in the course of discussions, and the ILC teachers were keen to explore the possibility. Very few students had been to the Expo or the university 'Open Days' themselves.

Most seemed unaware of TAFE based occupations, and the types of training TAFEs provide, and the situation was similar regarding apprenticeships. Most did not know the specific alternative types of jobs related to an area of interest.

Influences on choice of job

Most felt career decisions were based on interest, their awareness of different jobs from everyday life, and the influence of family and friends. Few had sought help from a career guidance counsellor, and were not aware of one at the school.

The following are examples of types of things students felt influenced their career choices:

Based on interest – interested in particular subjects

Need more laughter in life (film maker)

I wanted to be a lawyer from childhood. My father said I would be good at this, my family decided. I think I would be good

Looked around

Compared to other jobs

Friends

People in the job said it was good & easy

Through school Social Studies or Health Education

Want to help others

Makes me happy

It's very difficult to decide which job is right for you because there are so many influences in your decision, like friends, family etc.

You should choose your job yourself – not up to your parents

Father suggested it

Modes of receiving information about careers

- Students generally felt they had not received much career guidance, but that it was not really a priority at this stage of their settlement. Many felt career guidance should come in Years 11 and 12, once they had completed their English language training, and were at school.
- Some said their teacher, parents, friends, and community had provided useful information about careers (knowing an adult who worked in a particular job, such as a diplomat, aircraft engineer, or policeman, and wanting to be like them was one of the main ways students had been influenced in their decisions).
- One had spoken to someone from the Catholic Migrant Centre, and another suggested Migrant Resource Centres were good places to get such information.
- Students were aware that they could find out information about careers through
 - Newspapers, Job networks, TAFE, books, and the Internet/computer.
 - Talking to other people, including parents and friends
 - Going to the workplaces
 - Only one student had come across computer based career advice programs such as Career Builder.
 - Mixed reaction to the utility of such a program – the majority felt it would not be appropriate for them, but some said it might be useful for those who feel comfortable with the technology.
- A school based Career Counsellor, or teacher with special responsibility for career guidance, was seen as potentially useful, as were talks given by visiting speakers from various occupational backgrounds, and pamphlets providing information.
- Some felt that someone should assess each student to determine their potential, and then guide them to appropriate careers. There was a strong desire to have

someone explain the process, and to help with the skills necessary to do the actual work.

- Some felt that they needed certain things in order to understand different careers, including, the language, information about how much money one could earn, and the benefits of the job. Some felt that they could use help writing a résumé, and filling in relevant forms, as well as help learning how to present and how to communicate.

Perceived difference between a 'job' and a 'career'

Students had no concept of the difference between a job and a career – the researcher discovered most thought she was talking about 'Korea', indicating they had never heard the word 'career'.

Perceived difficulties in finding a job

Students were asked to comment on what difficulties they might face in developing a career. They answered the question in terms of difficulties finding a job. Answers revolved around work requirements such as experience, local experience, language, transport/drivers license, 'fitting in', personality, visa requirements,

Themes included:

- | | |
|---|---|
| • <i>Lack of experience</i> | • <i>Transport – to get to the workplace</i> |
| • <i>'Australian Language'</i> | • <i>Not acknowledging work experience from back home</i> |
| • <i>Health/ Physical Issues – Height (for police or firefighter)</i> | • <i>Shyness</i> |
| • <i>Personal Look</i> | • <i>Communication problems</i> |
| • <i>Have to 'fit in' to the workplace</i> | • <i>To know how to present yourself</i> |
| • <i>A résumé – not confident in writing a résumé</i> | • <i>Work etiquette</i> |

Hopes for the future

Students' hopes focused around the issues being discussed – a good career and money.

Many recognised the number of steps needed to achieve these things, including learning English, then Years 11 & 12, then University or TAFE.

Conclusion

The focus groups made it clear that refugee young people have little knowledge of the range of careers available. Many also have unrealistic expectations and few are focused on future employment but rather on the immediate desire to learn English. They were cognisant with some of the practical difficulties they faced and preferred a one to one format for advice about careers.

6 Objective 2

Review existing career guidance programs to test their suitability and accessibility for young refugee people

Both Bates and the CSCR reviewed existing programs and resources.

Results of existing career guidance packages, programs, websites, brochures, videos and DVDs identified by Bates appear in Appendix F.

Due to the lack of availability of this material at the time the CSCR took over the project, the search was replicated by the second team. Results are included below, with a commentary about the relevance of Bates' review.

Review of existing resources (CSCR)

The review of existing resources was undertaken by the CSCR and the full results of that review are located in Appendix G. In addition to undertaking this review, the CSCR team contacted six migrant resource centres in Victoria and NSW to check if there was an equivalent package being used in states with higher numbers of refugees than Western Australia. Of those that replied, none had heard of a package specifically directed towards refugee or migrant youth relating to career development or guidance.

Background

- The research team identified a number of service providers and resources dedicated to providing employment support through consultations with migrant resource centres and other stakeholders.
- Most of the different employment services use the same resources and processes – clients are encouraged to use a standard career support computer package, their needs are then assessed, and then appropriate resources are selected for them such as training and career information.
- Nothing specifically for clients from CaLD backgrounds was identified in the mainstream market, though short courses are run through migrant resource centres.
- The WA Career Development Centre was a good source of information.

Activities undertaken

The following agencies/services were visited:

- South Metro Migrant Resource Centre
- Employment Directions Network (Queen Victoria St Fremantle)
- Bridging the Gap JPET program (East Fremantle)
- AMES (Quarry St, Fremantle)
- Language, Literacy and Numeracy Program (SYML - Quarry St, Fremantle)
- Career Development Centre (Murray St, Perth)
- Career Information Centre (Murray St, Perth)
- Fremantle Career Development Centre (Challenger TAFE, Fremantle).

Telephone contact was made with:

- Mercy Reconnect Service
- David Carney (Realgame)
- VIP POEM Project (Victoria Park)

- JYSS COMET POEM Project (Clarkson)
- User Friendly Resource Centre (Setting your sights)
- Centrelink Multicultural Services Officer
- Counsellor West Coast AMES
- Education Department
- Kadadjinny Mia Challenger TAFE.

Criteria for assessment of packages

The criteria used for assessment of the packages were derived from the seven good practice principles underpinning the provision of Reconnect services, a community-based intervention service. Not all criteria were however, assessed at this stage. These principles are:

- accessibility of services
- client driven service delivery
- holistic approaches to service delivery
- working collaboratively
- culturally and contextually appropriate service delivery
- ongoing review and evaluation; and
- building sustainability.

Only two of the resources reviewed were produced specifically for clients from CaLD backgrounds: 'A Guide for newly arrived young people', and 'Words that Work'. Most other resources have a mainstream focus and would be extremely difficult for clients from CaLD backgrounds to use without assistance.

Service providers tend to use mainstream resources. Typically, the service provider will consult with the client, assess their needs based on the outcome of a computer evaluation, and select appropriate resources (i.e. career or education information

materials). Computer packages are used as a tool in the consultation process and clients are provided with assistance to use these. Clients are rarely left alone to use computer packages and appointments must be made so that the client can be assisted. Service providers dealing specifically with clients from CaLD backgrounds will use mainstream resources but will show clients how to use these. The counsellor from West Coast AMES said that she uses the TAFE course guide and explains this to students. Most service providers said that they prefer to have face-to-face contact with clients. This was expressed by mainstream service providers as well as service providers that deal specifically with clients from CaLD backgrounds.

Accessibility

- Of these packages, six were websites, three were computer based packages and nine were paper-based.
- All but two of the resources required high or reasonable levels of literacy and/or high computer literacy skills.
- None of the packages were available in languages other than English.
- Technical terms including job or education specific terms were not explained in the majority of packages, the exceptions were:
 - The Job Guide 2006 and Parents Help with Careers provided a glossary of terms
 - Words that work
 - Guide for newly arrived young people
- The majority of resources required multiple steps, were wordy or had too many options making them difficult to navigate. Many provided too much information especially for those with limited English skills
 - Challenger TAFE Careers Prospectus
 - Parents help with Careers
 - Words that work

- Bullseye posters
- Job sheets
- A guide for newly arrived young people

Holistic approaches to service delivery

Packages varied as to whether they were focused on education and employment, employment only or education only. The majority had clearly defined pathways for options regarding employment and/or education and all but two provided contact points for further information.

Culturally and contextually appropriate service delivery

The majority of packages were assessed as being inappropriate culturally. No packages were available in languages other than English and the majority of them required high levels of English and/or computer literacy.

The diagrams and illustrations in the Challenger TAFE Prospectus were identified as being potentially suitable. Resources such as the Bullseye posters and job sheets were also identified as potentially useful due to their diagrammatic nature. These would need modification due to the complexity of the information included.

Conclusion

In general, the majority of packages were too complex due to the level of language used, the number of steps involved or the assumptions made regarding previous understanding.

The research concluded that of those resources assessed, the Bullseye posters, job sheets and the Victorian guide for newly arrived young people are the most suitable. These formed the basis of the materials developed for use with refugee youth.

In addition, while the Real Game was not assessed other practitioners in the area have indicated that parts of the package may be suitable for adaptation for use with refugee youth. It is beyond the scope of this project to adapt this package but that further funding could be sought to advance this further.

Comment on the resource review

The following are resources reviewed by the previous consultant not included in the CSCR review:

- www.worksite.actu.asn.au
- www.careerone.com.au
- www.safetyline.way.gov.au
- www.nolimits.com.au
- Looking for seasonal employment in WA? Poster
- Steve Waugh presents Chase your Dreams
(DEST website)
- Career Portfolio
- Videos and DVDs

The consultant's assessment of these resources is presented at the end of the CSCR spreadsheet. Following is a brief summary:

Most of these resources were assessed as not being appropriate for refugee youth because of inappropriate language level. Some, however, were identified as being useful in terms of providing the teacher or facilitator with information. The resources identified as being appropriate or useful in some way were:

- Career Portfolio – this is a teaching resource rather than as a resource to be directly used by refugee youth. The consultant recommended that ‘development of a career portfolio be a key objective of any career development program for refugee youth.
- Videos and DVDs – this is a general description of video resources held at the Career Information Centre. Information about specific videos or DVDs is not provided. The consultant felt that these could be used as a ‘very good learning support resource’.
- Looking for seasonal Employment in WA? This mainly focuses on skills shortages and the consultant felt that it was presented well and could be used as a discussion on skills shortages and employment options.
- www.worksite.actu.asn.au – This is a website developed by the ACTU and provides information for young people about union issues and rights in the workplace. The consultant identified this as being ‘one of the best sites for refugee youth’. This was investigated by the second reviewer who found it to be inappropriate. This website doesn’t really provide any information about career development or education pathways, (although it does have some information about casual low level jobs - focusing on pay and working conditions). This website requires a high level of literacy and would be very confusing for refugee youth. Although it is important for refugee youth to know about industrial issues, this website is pitched at a level that is too high.

7 Objective 3

Compile information on industry skills shortages and related training requirements

The review of skills shortages was undertaken in two stages. The original researcher, Karen Bates, collated information at a macro level from federal and state government websites. The second team from CSCR undertook telephone interviews with local employers.

Compilation of information on areas of skills shortages and training requirements (Bates)

Method

Information on skills shortages is available from the Australian Government Department of Employment and Workplace Relations (DEWR) Website. www.dewr.gov.au or www.workplace.gov.au Information on related training was sourced from www.jobsearch.gov.au

Information is updated quarterly and annually. DEWR also provide research papers on relevant labour market issues including:

- Australian Regional Labour Markets (produced quarterly)
- Skills in Demand Lists States and Territories – 2005
- Labour Market Summary WA October 2005 (produced monthly)

- Australian Labour Market Update. (the July 2005 issue hot topic was the migrant labour market experience)
- Australian Jobs 2005
- Migration Occupations in Demand List (MODL) Australia, Department of Immigration, Multicultural and Indigenous Affairs.
- What is a Skills Shortage? Professor Sue Richardson, National Institute of Labour Studies, April 2005
- Perspectives on Skills Shortages, Bernard Trendle, Labour Market Research Unit, Department of Employment and Training Queensland Government.

Results

The following table presents the Western Australian skills in demand list from October 2005, with additional information regarding training requirements to enter each profession.

Table 3: Western Australian Skills Shortages and Related Training Requirements

Occupation	Comments about the skills shortage from the Skills in Demand Lists States and Territories – 2005	Minimum Training requirements
Child Care Coordinator	Shortage is greatest in some regional and outer metropolitan areas.	TAFE Certificate plus experience
Child Care Worker*	Shortage is greatest in some regional and outer metropolitan areas.	Options for Unskilled, TAFE Certificate 2 to Diploma
Geologist		Bachelor Degree
Extractive Metallurgist	Shortage is greatest for employers outside the mining industry.	Bachelor Degree
Engineers	Shortages in all areas of engineering civil, electrical, mechanical, mining, petroleum and chemical	Bachelor Degree
Accountant	Recruitment difficulties are for taxation and audit accountants with 3 or more years experience.	TAFE Diploma Bachelor Degree
Registered Nurse (general)	Shortages in all areas of nursing including mental health and midwifery	Bachelor Degree plus experience and sometimes extra training
Enrolled Nurse*	Shortages are evident in the aged-care sector in metropolitan areas and more generally in regional areas.	TAFE or relevant work experience
Dentist*	Shortage is most evident in rural areas and public health.	Bachelor Degree
Pharmacist (Hospital/Retail)		Bachelor Degree
Occupational Therapist*	Recruitment difficulties are evident in aged care facilities.	Bachelor Degree
Physiotherapist*	Shortage is greatest for paediatric physiotherapists and those in regional areas.	Bachelor Degree
Podiatrist*	Rating based on research undertaken in 2004	Bachelor Degree
Radiation Therapist		Bachelor Degree
Nuclear Medicine Tech.		Bachelor Degree

Occupation	Comments about the skills shortage from the Skills in Demand Lists States and Territories – 2005	Minimum Training requirements
Sonographer		Bachelor Degree
Secondary Teacher* <ul style="list-style-type: none"> ▪ Manual Arts/Tech Studies ▪ Maths ▪ Physics/Chemistry ▪ Languages other than English ▪ (LOTE) 	Recruitment difficulties are restricted to the specialisations listed below and to regional areas. Difficulties may be experienced filling vacancies located in rural and remote locations and for particular specialisations, notably for mathematics, science and technology, and LOTE.	Bachelor Degree
Lawyer*	Shortages are for legal professionals with 2-5 years post admission experience particularly in corporate litigation (including insolvency litigation), public and international floats, energy/resources (particularly oil and gas), taxation and industrial relations law and for senior energy/resources (particularly oil & gas) legal professionals	Bachelor Degree Plus Industry training
Urban and Regional Planner	Shortages most evident in regional areas and for planners with 2-5 years experience *	Bachelor Degree
Metal Fitter*	Shortages are especially for heavy duty fitters and for truck and diesel mechanics.	Apprenticeship
Metal Machinist		Apprenticeship
Toolmaker		Apprenticeship
Metal Fabricator		Apprenticeship
Welder*	Shortages are most evident for coded welders highly skilled in specialist procedures.	Vocational Training
Sheetmetal Worker		Apprenticeship
Motor Mechanic*	Shortages for truck and diesel mechanics.	Apprenticeship

Occupation	Comments about the skills shortage from the Skills in Demand Lists States and Territories – 2005	Minimum Training requirements
Auto Electrician*	Shortages are particularly evident for auto electricians experienced in working with heavy equipment in the mining industry.	Apprenticeship
Panel Beater		Apprenticeship
Vehicle Painter		Apprenticeship
Electrician* Electrical Powerline Trades	Shortages are evident for electricians with cabling licenses and data/communications experience.	Apprenticeship
Refrigeration and Air-conditioning Mechanic		Apprenticeship
Electronic Instrument Trades		Apprenticeship
Carpenter and Joiner		Apprenticeship
Bricklayer		Apprenticeship
Solid Plasterer Fibrous Plasterer		Apprenticeship
Plumber*	Shortages are especially evident for roof plumbers.	
Chef* Pastry Cook	In metropolitan areas, the shortage is restricted to some Asian cuisines, particularly Japanese, Indian and Thai, although more general shortages are evident in regional areas.	TAFE Certificate or Apprenticeship
Hairdresser		Apprenticeship
Furniture Upholsterer		Apprenticeship
Information and communication technology specialisation	Shortages in specific areas of database, general application development, internet, networking, client server applications, system support software, operating systems, satellite design, network security and Citrix .	Industry Experience Training is also available

Consultation on local skills shortages with local employers (CSCR)

Method

Employers and employment agencies in the local area surrounding the South Metropolitan Migrant Resource Centre were identified and contacted by telephone for information regarding skills shortages and the services they provide for migrants/refugees.

There were some difficulties in identifying businesses in the local area:

- The City of Fremantle no longer keeps lists of businesses in the Fremantle area due to high turnover,
- ASIC have a national database but are unable to obtain a list of businesses from a specific geographical area;
- The Australian Business Register refused to give out a list due to privacy laws;
- Fremantle Chamber of Commerce and Industry only give out their listings to members;
- The Department of Consumer and Employment Protection can supply a list of businesses for \$1 per listing. Funding did not allow for such a listing to be obtained.

Businesses and agencies were then identified via contacts made through the SMMRC and the telephone directory. Please note that this methodology does not necessarily provide an accurate map of areas of work need in the region, as the employer sample was not random, and it relied on employers identifying 'off the top of their head' the areas of need, rather than relying on statistics about unfilled jobs.

Results

Local Employers

A total of thirty local employers were identified and contacted by telephone. Responses were obtained for thirteen of these resulting in a response rate of 43%.

Job shortages

All employers indicated that they were experiencing skills shortages. In the following areas:

- Fast food outlets
 - Crew (14-16 year olds)
 - Counter staff
 - Kitchenhands
 - Cleaners
 - Managers
- Supermarket checkouts, night fill, butchers, bakers, trolley collectors
- Child care
- Early childhood teachers
- Project engineers
- Project managers (resources sector)
- Document controllers
- Information technology
- Administration
- Cleaning
- Aluminium fabricators
- Aluminium welding
- Clothes sorters

Contact with refugees/migrants

54% of employers had no contact with refugees or migrants. Of those that had contact 33% were ethno-specific agencies such as the Ethnic Child Care Resource Unit and the Adult Migrant Education Service. Of the employers that had contact with migrants and refugees only one identified specific contact with youth.

Contact experience with refugees/migrants

Contact experience varied. Of those that had contact most had positive experiences with migrants.

migrant workers are far more diligent and hardworking and punctual, much more than Australians

it's difficult for them They need a lot more support in terms of the daily stuff, not just stuff relating to work

forget about the teenagers because in this job you need people you can rely on. We haven't come across any problems with migrants

our contact with migrants has not been very good, they are not as reliable

Information employers perceived to be required by refugees and migrants

- Communication
- Presentation
- Australian health standards
- How to register with employment agencies
- English skills
- Concept of what sort of work they are looking for

Barriers identified by employers for refugees/migrants finding work

- Interpersonal skills with other employees
- Racism amongst employees
- Language skills
- Cultural awareness
- Time management

Awareness of networks to help migrants/refugees find work

Nearly 80% of employers were unaware of networks to help migrants/refugees find work.

Local Employment agencies

A total of twenty six local employment agencies were identified and contacted by telephone. Responses were obtained for eighteen of these resulting in a response rate of 70%.

Job shortages

All employers indicated that they were experiencing skills shortages in the following areas:

- Experienced skilled workers
 - Building industry
 - Metal industry
 - Mining industry
 - Commerce
- Tradespeople
 - Welding
 - Boilermaking

- Mechanical fitting
 - Second class welders
 - Fitters
 - Mechanics
 - Electricians
 - Ladders
- Secretarial
- Administration
- Clerical
- Truck drivers; HR drivers (small trucks)
- Forklift drivers
- Office workers
- Kitchen hands
- Labourers
- Hospitality
 - Chefs
 - Restaurant managers
 - Wait staff
- Fruit and vegetable process workers; pickers
- Boat detailers
- Meat processors
- Cleaners
- Retail sales
- Information technology
- Inventory control
- Purchasing officers
- Warehouse staff
- Quality controllers
- Au pairs, live-in nannies

- Nurses
- Medical staff
- Allied medical staff
- Payroll administration staff
- Medical secretaries

Contact with refugees/migrants

50% of employment agencies had no contact with refugees or migrants. 16% of employment agencies had contact with migrant/refugee youth.

Contact experience with refugees/migrants

Contact experience varied. Of those that had contact most had positive experiences with migrants.

As a general rule, there's no problem with their work ethic. The main thing is speed. African worksites tend to have a slower work place than Australian worksites

They're usually very keen to work, very polite, willing to do anything

Good, positive

Not a problem. Communication can be a problem for them and understanding occupational health and safety issues, like understanding that they are obligated to report issues.

Information/skills identified as required by refugees/migrants

- Language and communication skills, verbal and written
- Numeracy skills
- Occupational health and safety requirements
- Tickets in various trades

“In the industrial area there are a handful of skills that will make them more attractive to us as a potential employee. The tickets they could get are forklift, first aid, 2nd class welding, occupational health and safety training.”

- Current police clearances
- Character references
- Australian way of life
- Yelling as a form of communication

“People need to understand that yelling doesn’t mean they’re angry.”

- Better understanding of the migration process
- Driving licences
- Work speed
- Access to interpreters
- Support networks

“Barriers identified by employment agencies for refugees/migrants finding work.”

- Lack of local knowledge
- Communication
- Experience

“But experience counts for less now and more employers are willing to train people.”

- Racism
- Lack of confidence
- Lack of transport

Awareness of networks to help migrants/refugees find work

Nearly 7% of employment agencies were unaware of networks to help migrants/ refugees find work.

Conclusion

The federal and state based shortages pointed to a number of skills shortages, the majority of which required some form of higher level education or training. Many of the skills shortages identified at the local area were service based and did not necessarily require additional training. It would be advantageous for those undertaking the package to be familiar with both the national and state shortages as well as those in their local area despite the difficulties in accessing those.

8 Objective 4

Develop a career development package that is relevant to the special needs of refugee people

The program designed as a result of the outlined research and consultations looks at the development of a range of career options and at building language awareness around those options. The needs assessment summary table informing the development of the package is located in Appendix H. An outline of each session with relevant evaluation appears below. The entire package is attached as Appendix I.

The program is integrated into the current school curricula for the IEC students and works with the requirements of the school for transition to mainstream schooling for students – but it is also able to be run as a program independent of a school based system.

The program uses a step wise process to introduce students to career choices and skills shortages and incorporates visits to the school by a range of people in different careers as well as a visit to a specialised employment service. Its main focus is on the ABCD Competency 5, namely to be able to locate and effectively use career information. However, aspects of most of the other competencies are also touched on. It is designed at the Stage one or ‘acquisition’ level.

The pilot program was conducted over four weeks for two hours on a Friday morning commencing in October 2006. It was run with a Level 3 and a Level 4 class with 18 and 17 students respectively. Students learning English were kept together, so only half to two thirds of each group were from refugee backgrounds. The classes worked well because they were groups who usually learned together, and were

therefore eager to help each other. Students were all interested in career development.

In order to assess the ability of the program to be taken by a trained teacher as well as an external career expert, one session was facilitated by Lynda Winter, Manager of Employment Services at SMMRC and the other by the classes' usual teacher. There were pros and cons to each method – the teacher had existing rapport, knowledge of language levels and techniques for class control, whereas the Manager of Employment Services had knowledge of career pathways and specific jobs. Ideally a combination of the two could be used.

At the end of each week, observations and evaluations were reviewed, and aspects adapted as a result in order to improve the next week's delivery.

The package was developed specifically for refugee youth given the level of acculturation and language skills they have on arrival in Australia. Feedback from teachers implementing the program indicated that the level was pitched at exactly the right level and assisted in developing language skills around careers and career choices.

The program focused on skills shortages in the local area. The school was very cooperative and helpful, and will probably take up the suggestion that an excursion to the Burswood Careers Expo might be an appropriate outing for the young people. They provided extremely positive informal feedback during the course of the program. NLSC are keen to pursue additional funding to develop this into a complete package to incorporate a parent's module, to investigate the feasibility of adapting other packages such as The Real Game, and to develop a work place package.

There was some debate as to whether the package would be better delivered as four, two hour sessions or eight, one hour sessions. There are some advantages in that it ensures students' concentration and ability to assimilate a smaller amount of information. However, it can be difficult to sustain interest over that time period. The program is flexible enough to be delivered in different time modes to suit the school/training institution.

Another option, which the original researcher had explored, would be to hold the sessions after school hours, however, attendance, insurance and transport could all be issues.

Session 1

This session provides information on what a career is and the different pathways to careers.

By the end of this session students will:

- Understand the difference between a job and a career
- Identify possible pathways for career opportunities
- Understand what influences choice of career
- Identify at least two questions to ask about a career

ABCD competencies:

- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information
- 6 Understand the relationship between work, society and the economy

Session 2

In this session invited guest speakers talk to students about their career pathways.

By the end of this session students will:

- Understand more about a range of different careers
- Understand the pathways and influences others have on career pathways

ABCD competencies:

- 2 Interact positively and effectively with each other
- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information
- 6 Understand the relationship between work, society and the economy
- 7 Secure/create and maintain work

Session 3

This session allows students to explore their personal attributes and to gather more information about different career choices.

By the end of this session students will:

- ▣ Identify specific job skill shortages in their local area
- ▣ Understand the steps involved in planning a career
- ▣ Understand who and what influences their career choice
- ▣ Identify their interests, skills and previous experience
- ▣ Identify three potential career options

ABCD competencies:

- 2 Interact positively and effectively with each other
- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information

- 6 Understand the relationship between work, society and the economy
- 7 Secure/create and maintain work
- 8 Make career enhancing decisions
- 11 Understand, engage in and manage the career building process

Session 4

This session enables students to further explore career choices, the pathways for that career choice and what subjects they need to do in school.

By the end of this session students will:

- Find out more information about their chosen careers.
- Know which subjects at school they need to choose.
- Understand the pathways they need to follow to undertake their career choice

ABCD competencies:

- 2 Interact positively and effectively with each other
- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information
- 6 Understand the relationship between work, society and the economy
- 7 Secure/create and maintain work
- 8 Make career enhancing decisions
- 11 Understand, engage in and manage the career building process

Evaluation

The data collected as part of this evaluation provides a comprehensive overview of:

- How well the project has been implemented locally;
- The internal and external factors that facilitated or impeded its implementation;
- The extent to which the program was successful in reaching its target population;
- The quality of the package;
- Any aspects of the package and its implementation that may require further development in the future.

Evaluation of the program involved a combination of observation, questionnaires for students and facilitators and interviews.

In relation to career competencies outlined in the ABCD, it was agreed young refugee people will achieve the following outcomes through their participation in the project:

- Ability to discover one's career interests;
- Ability to research career options;
- Ability to make appropriate choices related to industry skills demand;
- Ability to develop a suitable career development plan;
- Capability to recognise and manage intrapersonal obstacles and external structural obstacles to pursuing a chosen career path;
- Increased social connectedness through improved life skills and work experience placements that will optimise employment opportunities;
- A completed and detailed career plan;
- Gain direction and a sense of purpose in relation to career goals;
- Be better prepared for employment or further training.

It was not possible to measure these outcomes as part of the current project.

The evaluation strategy combined process, program and individual level evaluations, and included:

- A pre and post self report questionnaire assessing levels of awareness of career issues and information sources of young people undertaking the intensive language course at North Lake Senior Campus;
- Observation of the four weekly information sessions;
- Individual questionnaire-based evaluations of each of the four sessions including content, format and delivery;
- Interviews with teachers assessing the Career Guidance Package;
- Report on the processes undertaken by the research team in terms of data collection (i.e. face to face and telephone interviews with employers and career information providers, focus groups with teachers and students, materials collected and computer programs trialled, reference group meetings) including barriers to effective completion and recommendations for future roll-outs.

Results of pre and post survey of levels of knowledge and confidence

Students were asked to complete a questionnaire before undertaking the program, and at its conclusion. The Tables 4, 5 and 6 below outline the results which indicate that students benefited from the project in a number of ways. After the program students were significantly more likely to agree that they knew what careers they would like to have, how to find out about them, what training is required and which subjects to take at school, as well as the skills needed. Students were far more confident in accessing computer programs, packages and people who could help provide such information. They appear to have become more individualistic about their careers, with less focus on helping family and community, although these results are somewhat ambiguous. Students were aware from the start of the need to plan for their careers. Awareness of current skills shortages, although covered in the program, does not appear to have had much of an impact.

Findings are similar for both IEC3 and IEC4. IEC3 students, in particular demonstrated high levels of confidence as a result of the program.

Table 4: IEC 3 Results of the pre and post evaluation – percentages

The results have been conflated to combine “strongly agree” with “agree” answers and “strongly disagree” with “disagree” answers. Percentages do not necessarily add up to 100% due to missing results.

Question	Strongly Agree – Agree		Unsure		Disagree - Strongly Disagree	
	Pre	Post	Pre	Post	Pre	Post
I know what career I would like	36	100	57	NA	7	NA
I know how to find out about careers	29	100	57	NA	14	NA
I know what training I need	27	80.0	47	13.3	13.3	NA
I know which subjects to take	27	67	33	NA	33	NA
I know what skills I need	47	88	13	6.7	33	NA
I understand diff between job and career	69	100	26.7	NA	6.7	NA
My parents help choose my career	13	7	13.3	13.3	67	80
I choose my career	80	93	13.3	NA	NA	NA
My career will help my family	87	87	7	NA	NA	7
My career will help community	60	67	33	27	NA	7
Work experience is important	80	100	13.3	NA	NA	NA
It is important to plan for career	86	100	NA	NA	NA	NA
I can use computer packages for career info	33	87	47	7	7	NA
I can get pamphlets with career info	NA	93	67	7	47	NA
I know where to find people to talk to re career info	40	100	13.3	NA	33	NA
I know the current skill shortages	13.3	67	53.3	33.3	20.0	NA
I do not feel sure about choosing my career	27	33.4	26.7	13.3	33	53
I do not feel sure about finding info.	14	20	33.3	33.3	40	47

Table 5: IEC 4 Results of the pre and post evaluation

The results have been conflated to combine “strongly agree” with “agree” answers and “strongly disagree” with “disagree” answers. Percentages do not necessarily add up to 100% due to missing results.

Question	Strongly Agree – Agree		Unsure		Disagree - Strongly Disagree	
	Pre	Post	Pre	Post	Pre	Post
I know what career I would like	59	65	30	6	12	18
I know how to find out about careers	30	59	59	24	12	6
I know what training I need	36	53	41	12	24	24
I know which subjects to take	41	53	53	12	6	18
I know what skills I need	35	71	41	6	24	12
I understand diff between job and career	53	65	29	12	18	12
My parents help choose my career	6	24	18	NA	77	65
I choose my career	88	65	12	23	NA	NA
My career will help my family	88	65	12	18	NA	6
My career will help community	82	65	18	24	NA	NA
Work experience is important	71	65	24	12	6	12
It is important to plan for career	100	88	NA	NA	NA	NA
I can use computer packages for career information	41	77	53	12	6	NA
I can get pamphlets with career information	6	52	71	24	24	12
I know where to find people to talk to re career	30	59	47	18	24	12
I know the current skill shortages	6	29	53	41	41	12
I do not feel sure about choosing my career	41	35	24	24	34	30
I do not feel sure about finding info.	41	30	35	18	24	41

Results of weekly evaluations

The main differences noted between IEC3 and IEC 4 were in the ability of the facilitators to control behaviour. The IEC 3 class struggled a little more with some of the language used and required more time with explanation.

Session 1

This session provides information on what a career is and the different pathways to careers. The four week individual sessions were evaluated to determine suitability, acceptability and usefulness. The results are outlined below. Positive assessments were given to all aspects. The high numbers of 'unsure' for question one indicate some difficulty with the concept of 'format', despite researchers' attempts to explain its meaning.

From qualitative comments made by students on the survey, session one of the course was well received. They found it useful as it allowed "a focus on the future" and a better understanding of the concepts. Students even in Session One were looking for specific information on particular careers.

Table 8: Results of Session 1 evaluation

Question	Strongly Agree (%)	Agree (%)	Unsure (%)	Disagree (%)	Strongly Disagree (%)
Is the format of the session appropriate?	17.7	35.3	35.3	NA	NA
Is the info clear and understandable?	20.6	50	17.7	NA	NA
Opportunity to ask questions?	23.5	50	8.9	NA	NA
Better understanding of issues covered?	14.7	58.8	14.7	NA	NA
How useful was the session?	44.1	35.3	8.8	NA	NA

Session 2

Session two of the program had a range of speakers coming to talk about the particular career paths. Qualitative comments indicate students found these useful as they were able to ask questions and had access to different speakers (observation and facilitator evaluations were far more critical of the execution of this session). The fact students enjoyed it indicates that they are very keen on hearing speakers talk about their careers, despite the quality of the presentation or resources. Students mentioned they would have liked more specific information. Once again the 'format' question caused trouble.

Table 9: Results of session 2 evaluation

Question	Strongly Agree (%)	Agree (%)	Unsure (%)	Disagree (%)	Strongly Disagree (%)
Is the format of the session appropriate?	32.35	41.2	23.55	2.95	NA
Is the info clear and understandable?	32.35	58.8	5.9	2.95	NA
Opportunity to ask questions?	44.15	26.45	14.7	5.90	8.85
Better understanding of issues covered?	32.35	50	14.7	NA	2.95
How useful was the session?	47.05	41.2	8.85	NA	NA

Comments from other facilitators included:

I think the presenters were excellent but sometimes the speeches tended to drag on a bit and points were presented in a round-about way. I think it would help if the information given to presenters could be simplified. Speakers tended to stick to the points dogmatically which resulted in some repetition. I noticed that the students lost concentration and became restless at times. The speeches could be limited to 15 mins, with more time at the end for students to ask questions. I also think that a more active

facilitation role would help to keep the speakers on track and to clarify issues. It worked well when Lynda interjected to ask questions or to explain things.

Speakers were selected from a range of sources including a local University, and three ex-clients of SMMRC from refugee backgrounds, currently working in a local business and a local school. They received a small token gift. In addition to the students benefiting from the experience there was also benefit for the speakers.

Incidentally, I went to see Michael (two of the speakers' boss) today to let him know how great the girls did and he said that they found the experience really positive and came back buzzing - and thanked us for giving them the opportunity.

Session 3

Session Three covered information about a variety of different jobs and career options and provided a wide range of choices for students to consider. Once again while a few students did not feel they gain much from the session, the vast majority did.

In this session, students in their qualitative comments, mentioned that they enjoyed how the session was taught, the information on jobs, career choices and finding the levels. Students comments included "I enjoyed": "How it was taught"; "Level Finding"; "Career Choices"; "Interviews"; "Everything.

Session 4

Session four was undertaken at the Migrant Resource Centre and enabled students to explore the computer based information about their own career choices. Students found this session extremely useful. In the qualitative sections students mentioned enjoying accessing "specific job talk", "researching", and "computer use". The most helpful aspects were the specificity of the information and being able to determine which school subjects to choose.

Table 10: Results of session 3 evaluation

Question	Strongly Agree (%)	Agree (%)	Unsure (%)	Disagree (%)	Strongly Disagree (%)
Is the format of the session appropriate?	23.55	44.1	8.8	NA	2.95
Is the info clear and understandable?	32.35	41.15	8.8	2.95	2.95
Opportunity to ask questions?	50	26.5	5.9	5.9	NA
Better understanding of issues covered?	14.7	55.9	8.8	2.95	2.95
How useful was the session?	52.95	29.45	5.9	NA	NA

Table 11: Results of session 4 evaluation

Question	Strongly Agree (%)	Agree (%)	Unsure (%)	Disagree (%)	Strongly Disagree (%)
Is the format of the session appropriate?	29.45	52.95	NA	NA	NA
Is the info clear and understandable?	41.15	44.15	NA	NA	NA
Opportunity to ask questions?	47.05	32.35	2.95	NA	NA
Better understanding of issues covered?	35.3	47.05	NA	NA	NA
How useful was the Session?	58.85	26.45	NA	NA	NA

Facilitator and researcher evaluations

The two staff delivering the program, one a teacher at the school, and the other the manager of employment services provided feedback on the weekly program. General responses indicate that the program was pitched at the right level with a “good mix of teacher talk, overheads, worksheets and group activities”.

Suggestions for improvements include:

- Program materials could be available on Powerpoint
- ‘PD’ could be provided so that those delivering the program feel completely comfortable with it
- Delivery over 8 weeks, during one hour sessions (or twice a week for 4 weeks, in one hour sessions), so that material can be digested
- Guest speakers must be vetted to ensure they keep to topic
- Adequate technological support and appropriate resources is vital eg rooms the right size, OHPs that work etc.
- Very clear instructions about when to use each overhead and worksheet; or the development of a workbook rather than handing out large numbers of sheets of paper.

Specific suggestions for improvements to the content or other aspects have been incorporated into the package.

The researchers also undertook observations of each session. Two researchers alternated between the two classes. The following are the results of those observations:

- Students were actively engaged in all weeks, approaching each activity with enthusiasm, asking questions, taking materials home and asking for more sessions;
- Teachers were also very enthusiastic and supportive;
- Students really enjoyed the practical session in Session 4 at the Job Centre working on the computers, and most had enough technical skill to negotiate their way around the sites, with support. Clear instructions helped;
- Using existing class groups worked very well as students already had a relationship with each other and helped each other;
- The level was exactly right – students had no idea about the relationship between education, training and employment which is fundamental to most programs, and this had to be taught from scratch. They also developed a sense of themselves in relation to work through the exercises, which made many think differently about their career goals (this fits well with the ABCD competencies);
- Very clear instructions about when to use each overhead and worksheet are needed; or the development of a workbook rather than handing out large numbers of sheets of paper. This was an issue mainly for Session 3 where many resources were provided;
- Ideally more detail about what is actually involved in the different careers mentioned would be available (time will constrain this);
- Ideally each session would have both the usual teacher present and a career guidance counsellor or employment resource person;
- There were some issues with managing class behaviour, it was easier for the teacher to control this;
- Teacher was better able to pitch the language and speed of delivery at the right level, and was more careful to ensure students had understood;
- One section of Session 3 is focussed on skills shortages but this can get lost in the other information;
- A parents session would be useful;

- While professional development for teachers would be useful, it would need to be resourced properly;
- Care must be taken in choice of guest speakers to talk about their careers – while the speakers in the pilot were given clear instructions about what to discuss, many were unaccustomed to class interaction and focused on peripheral and personal issues rather than issues of generic interest to the students;
- A second phase for such a program could include job relevant skills such as resume writing and interview technique.

Feedback from NLSC management

Regular contact with the Deputy Principal before, during and after the program elicited these main points:

- Parents were all informed of the program and were keen for their children to participate;
- The students were at the stage of moving to mainstream schooling and needed support and assistance to enable them to choose realistic goals;
- The main issue for these students was unrealistic expectations. Many students and their families had aspirations of becoming doctors or law;
- After participation in the program all students had at least three ideas for possible careers which they were able to take to the career counsellor for a meaningful discussion;
- There has been a significant shift from surgeons and soccer players to police officers and customs officers;
- There was appreciation that the program did not try to do much, was pitched at the right level, made no assumptions about level of acculturation and previous knowledge and was assisting the school in moving these students into mainstream schooling.

9 Limited dissemination of the program

A total of 25 hard copies and an additional 25 CDRoms were produced for distribution.

- The program will be provided to:
 - South Metropolitan Migrant Resource Centre,
 - North Lake Senior Campus IEC
 - IECs throughout the Perth metropolitan areas and in particular Cyril Jackson Senior College
 - Adult Migrant English Program
 - The Catholic Education Office for distribution
 - Career Reference Centre and other agencies who focus on youth who have been marginalised
 - Members of the steering committee
- The team has also presented the work at the Local Community Partnership meeting on Career Guidance where it was well received.
- The research team will also endeavour to publish a paper in an academic journal about the research findings.
- Once approved for dissemination, the final report and package will be made available on the following websites:
 - Centre for Social and Community Research
 - South Metropolitan Migrant Resource Centre

10 Where to from here?

In undertaking this project a number of issues emerged which highlight the need for ongoing work in this area. In particular, the recommendations are:

1. Funding to be secured to advance the program in a step-wise fashion. This project was essentially an introduction to career development, there is scope for the development of:
 - Additional short modules which address other areas of the ABCD competencies;
 - Work package that introduces Australian work culture, language, and safety issues;
 - Skills based program introducing résumé writing and interview skills.
2. Funding to be secured for the development of a parental introduction to career development and guidance.
3. Improved ease of accessibility to currently available packages:
 - Translation of relevant written material;
 - Simplification of computer based material;
 - Introduction of illustrations and photographs that reflect the true diversity of Australians potentially accessing the material;
 - Introduction of aural translations for those who are illiterate in their first language or for whom their first language is not in written form.
4. Adaptation of current packages such as the Real Game to suit newly arrived refugee and migrant populations.

11 Appendices

Appendix A	ABCD Competencies
Appendix B	Steering committee
Appendix C	Annotated bibliography
Appendix D	Service provider interviews
Appendix E	Consultation with IEC students
Appendix F	Review of existing packages (Bates)
Appendix G	Review of existing packages (CSCR)
Appendix H	Needs assessment
Appendix I	Career Guidance Package for Refugee and Migrant Youth Facilitator's Guide Career Guidance Package for Refugee and Migrant Youth Workbook

Appendix A

Australian Blueprint for Career Development Competencies

http://www.dest.gov.au/sectors/career_development/publications_resources/profiles/blueprint_for_career_development.htm

AREA A: PERSONAL MANAGEMENT

Career Competency 1. Build and maintain a positive self-image

This career competency is mainly about:

- knowing who we are (in terms of interests, skills, personal qualities, etc.)
- being aware of our behaviours and attitudes
- understanding what influences our behaviours and attitudes
- adopting behaviours that reflect a positive attitude about ourselves
- understanding how our self-image has an impact on achieving our personal, social, educational and professional goals and decisions
- understanding the importance of giving and receiving feedback and being able to give and receive feedback

Career Competency 2. Interact positively and effectively with others

This career competency is mainly about:

- understanding and demonstrating interpersonal and group communication skills
- wanting to help, work or collaborate with others
- knowing how to deal with peer pressure, and understanding how our behaviours and those of others are inter-related
- respecting diversity and being honest with others
- understanding the importance of positive relationships in our personal and professional lives
- being able to express personal feelings, reactions and ideas in an appropriate manner
- knowing how to solve interpersonal problems

Career Competency 3. Change and grow throughout life

This career competency is mainly about:

- understanding that we change and grow throughout our lives (e.g. our motivations and aspirations change, we all go through physical and psychological changes, etc.)
- being aware of how change and growth might impact upon our mental and physical health
- demonstrating good health habits
- knowing what causes overt and physical stress and knowing how to manage stress
- being able to express our feelings and being able to ask for help
- being aware of how mental and physical health impact upon on life, learning and work decisions
- being aware of how changes related to work can impact on our lives and may require commensurate life changes and knowing how to adapt to changes

AREA B: LEARNING AND WORK EXPLORATION

Career competency 4. Participate in life-long learning supportive of career goals

This career competency is mainly about:

- understanding how skills can be transferable
- knowing what influences life and work successes
- understanding how to improve our strengths, skills and knowledge
- knowing about multiple work types and alternatives
- knowing about learning opportunities
- understanding the relationship between education level and learning or work options
- demonstrating behaviours & attitudes that contribute to achieving our personal & professional goals
- having personal & professional learning plans
- undertaking continuous learning activities

Career Competency 5. Locate and effectively use career information

This career competency is mainly about:

- knowing where and how to access reliable career information
- knowing how to use various sources of career information
- knowing how to use school and community settings and resources to learn about work roles and alternatives
- knowing how to interpret and use labour market information
- understanding how one's interests, knowledge, skills, beliefs and attitudes can be transferable to various work roles
- knowing what working conditions we want for ourselves
- understanding the realities and requirements of various education, training and work settings

Career Competency 6. Understand the relationship between work, society and the economy

This career competency is mainly about:

- understanding how work can satisfy our needs
- understanding how work contributes to our community and society in general
- understanding how society's needs and functions affect the supply of goods and services
- understanding how trends affect work and learning opportunities
- understanding the effect of work on people's lifestyles
- determining the value/importance of work for ourselves
- understanding how organisations operate
- understanding the concept of "global economy" and its impact on individuals and society

AREA C: CAREER BUILDING

Career competency 7. Secure/create and maintain work

This career competency is mainly about:

- understanding the importance of personal qualities on creating/getting/keeping work
- demonstrating creative ways of performing work activities
- articulating one's skills to others
- understanding that skills and experiences are transferable to various work settings
- being able to work/collaborate with people who are different from ourselves
- developing work search tools and skills
- knowing how to locate, interpret and use labour market information
- demonstrating employability skills, performance management and leadership skills, and working within and influencing systems
- knowing about services or initiatives that support transition from high school to work or further education/training
- understanding the value of volunteer work from a work search perspective

Career Competency 8. Make career enhancing decisions

This career competency is mainly about:

- understanding how choices are made
- understanding how our personal beliefs and attitudes affect our decision-making process
- being aware of what might interfere with attaining our goals and plan strategies to overcome these
- knowing how to apply problem-solving strategies
- being able to explore alternatives in decision-making situations
- understanding that our career path reflects a series of choices
- demonstrating the skills, knowledge and attitudes required to assess work and learning opportunities
- being able to develop a range of creative scenarios supportive of our preferred future
- being able to evaluate the impact of our decisions on ourselves and others

Career Competency 9. Maintain balanced life and work roles

This career competency is mainly about:

- being aware of the various roles we may have
- being aware of the responsibilities linked to each of our roles
- understanding how these different roles require varying amounts of energy, participation, motivation, etc.
- understanding how our various life and work roles impact upon our preferred future or lifestyle
- determining the value of work, family and leisure activities for ourselves
- being able to determine the kind of work, family and leisure activities we feel might contribute to a balanced life

Career Competency 10. Understand the changing nature of life and work roles

This career competency is mainly about:

- understanding the changing life roles of men and women in work and family settings
- understanding how contributions, both inside and outside the home, are important to family and society
- exploring non-traditional life and work scenarios and examining the possibility of considering such scenarios for ourselves
- being aware of stereotypes, biases and discriminatory behaviours that limit women and men in certain work roles
- demonstrating attitudes, behaviours and skills that contribute to eliminating gender bias and stereotyping

Career Competency 11. Understand, engage in and manage the career building process

This career competency is mainly about:

- being able to define our preferred future and revisit it on a constant basis
- being able to build career scenarios in step with our preferred future
- understanding the importance of setting goals
- being able to set career goals reflective of our preferred future
- being able to develop short-term plans in step with our preferred future and pursue them
- being able to create and maintain a career portfolio
- understanding how risk taking and positive attitudes are important to our career building process
- knowing how to plan and apply coping strategies or new career scenarios during transition periods (e.g. starting a family, retirement, losing a job, etc.)

Appendix B: Steering Committee

The original researcher had set up a steering committee to advise on the project. The following organisations were members of the original committee:

- South Metropolitan Migrant Resource Centre – Employment services
- South Metropolitan Migrant Resource Centre – Multicultural Youth Access Services
- Melville Senior High School, Deputy Principal Intensive English Centre
- ASeTTS - Personal Support Program
- A Member of the Liberian Community
- Melville City Council - Cultural Development Officer
- Jobs West – Chief Executive Officer

After CSCR took over as the researcher the steering committee changed in the following way:

Melville Senior High School was replaced with North Lake Senior Campus and the newly formed youth program at ASeTTS was added to the committee.

Appendix C Annotated Bibliography

This section was written by Karen Bates, consultant.

Quigley, Tan A. (2004). All Dressed Up and Nowhere to Go:

Implementing strategies to address issues affecting unemployment in young people from new and emerging communities. Ethnic Communities Council of WA: Perth.

The Ethnic Communities Council report “All Dressed Up and Nowhere to Go” was researched in Perth, and presented February 2004. This report aimed to investigate the issues of youth unemployment amongst young migrants², aged between 15 to 25 years of age, from 5 new and emerging communities: Somalia, Eritrea, Ethiopia, Iraqi and Afghani. This report identifies a number of factors that contribute to youth unemployment in new and emerging communities:

Family:

- Intergenerational (mis)communications leading to shifts in power balance between parents/primary care givers, and youth, Perceived over control exerted by parents/primary care givers, lack of parental supervision, family breakdowns.
- Lack of perceived secure settlement due to persistent immigration issues relating to families left behind, especially in countries experiencing war and hardship.
- Continuing financial obligations to family and/or extended family still resident in countries of origin reliant on these remittances for survival.

Social:

- Issues relating to personal social identity including self esteem, cultural adjustment and self worth.
- Physical and/or mental health (post traumatic stress, depression) issues likely to impact on social identity and attempts at penetrating the labour market.

Academic:

- Age-ability “fit” into the WA education system for young migrants who may have

² Please note the term migrant in this report refers is inclusive of humanitarian visa entrants or refugees

missed out on schooling due to war/conflict in their country of origin.

- Recognition of qualifications by industry bodies and/or employers.
- Access to post arrival education programs for young adults.
- Access to skill maintenance and or skill advancement programs for young adults so that skill levels may be accurately calibrated to be commensurate with salary scales.
- Professional bridging courses from basic English language courses to prospects of steadier employment (eg apprenticeships, employment mentors).

Welfare:

- Support from government and non government organisations in easing settlement concerns and adjusting to mainstream cultural norms.

The research provides results of a survey of 138 youth in the target group, with the following survey results being relevant to this project:

Reported Barriers to Employment

Respondents believe the situation that contributed the most to difficulties faced in gaining employment were, in order of frequency: lack of job experience; lack of interview skills; lack of information on job search process; lack of language literacy skills; personal problems; family problems and financial problems.

Awareness of Support Agencies

Many respondents were unaware of the following services that could assist them in finding employment: vocational counselling (77% of respondents were unaware of this service); migrant service agencies (60%); career information centre (52%); community associations (47%); employment agencies (23%); schools (20%) and the job network (16%).

“Attendance at English Classes or further study” is directly relevant to the level of knowledge the youth had in relation to employment service providers. This indicates that English Classes and other study are important avenues in raising the awareness of refugee youth to what services are available to them.

Methods for gaining employment

Respondents believed that the following methods were the most useful in gaining employment: friends/ relatives; job network; Centrelink; job search assistance (résumé); interview skills.

Factors important to gaining employment

Respondents perceived that the following factors are the most important in gaining employment: job skills; English language literacy; qualifications/ certificates; work experience; job search skills / interview techniques; contacts mentors; age.

Department for Works and Pensions (DWP). (2005). Working to Rebuild Lives: A Refugee Employment Strategy. United Kingdom.

www.dwp.gov.uk/publications/dwp/2005/emp_guide_summary.pdf

www.employment-studies.co.uk/pdflibrary

This document provides research, best practice models, and the resultant Government policies, aimed at reducing the high rate of unemployment amongst refugees in the UK. Relevant research findings and best practice models from this document are as follows:

Time to integrate

Integration is a long term process for the individual and involves long term commitment from those...who are involved with managing support. (DWP, 2005, p 7)

Developing Partnerships

Effective partnership working by all stakeholders is crucial to establishing and achieving individual and joint objectives. (DWP, 2005, p. 10)

This document identifies key stakeholders as:

- Government,
- Local Authorities (the Australian equivalent of local agencies including CSO workers, Police, and Juvenile Justice),
- Development Agencies (the Australian equivalent of Job Network, Employment

Directions Network and Local Government) and

- Learning and Skills providers, the Australian equivalent of as schools, TAFE, AMES, Overseas Qualifications unit etc).

Expert Knowledge

Refugee services providers are supported by a refugee coordinator and lead advisors who have expert knowledge about refugee issues: They help with particular difficulties and develop products and services to support refugees into work. (DWP, 2005, pg 12)

Lack of awareness of Employment/Career Guidance Service Providers

51% of survey respondent had never heard of JobCentre Plus (Bloch's Survey, DWP p 14). (JobCentre Plus is our equivalent of the Job Network).

UK case study Mehmet : practical support, individual attention

(Mehmet) was given practical support to find a job, with help to understand how the UK labour market works and individual help with job applications...he has been working for almost a year. Through the individual attention RIFCO was able to give him... he has been able to start building a new life. (DWP 2005, p 18).

Interpreting services, and partnerships.

...most (refugees) did not speak English, (so) staff used Language Line to conduct three way interviews, but the Jobcentre felt that it was not the best way to support these customers. They came to an arrangement (on site interpreters) which worked well... that the idea was then used as a blueprint for interpreting services across Birmingham and Solihull which lead to JobCentre Plus working in partnership with a number of organisations. (DWP 2005 p19)

Job focused English courses for speakers of other languages:

This is a full time ESOL (English for Speakers of other Languages) course lasting up to six months. It provides job focused language tuition alongside practical support to understand and access the labour market. (DWP 2005 p19,20)

Employers issues

The research “Employing Refugees – some organisations’ experience” Institute for Employment Studies 2004, included examples of positive action by employers. Key issues that need to be addressed with employers generally are:

- Permission to work documentation
- Recognition of the important role of the (third party service providers) in connecting refugee jobseekers with employers.
- The value of work experience
- The need for more focused English language teaching and
- The impact of negative media reporting on perceptions of employers

(DWP 2005 p 21)

EQUIP 1 (Education Quality Improvement Program). (no date).**Crisis/transitional Education Project Profile: Emergency education and psychosocial support programming for Eritrean refugees in Ethiopia. USA**

This document discusses a program aimed at youth in refugee camps. It provides insight into the issues facing the target group, as well as best practice methods that are reflective of those for program development and delivery here in Australia.

Lack of formal education, parental concern for youth’s future prospects

Prior to the conflict, a significant need existed for education among the young generation of the community as a whole. The disruption of services and infrastructure caused by the two years of war exacerbated the situation. A negligible number of children and youth had received any formal education causing dissatisfaction and anxiety among the Kunama people... who felt uncertain as to the future of their children.

Community involvement

The program seeks to increase the organisational ability of the refugee community to ensure its ownership and eventual sustainability. The inclusion of community members from a wide spectrum of backgrounds (parents, teachers, adolescents and elders) helps to facilitate the task of community mobilization and organisation.

Capacity Building

The aim of the training programs for teachers and youth-leaders is to provide the necessary skills and knowledge for immediate deployment as well as to address the need for long-term capacity building among the community. Training covers technical topics such as curriculum development to specific and general management skills (e.g.: classroom management, lesson planning).

Involving the refugee community at every stage of the program (program, design, implementation, and day to day management) increase s their capacity and capability to take on responsibility for the project. Training benefits all those involved, (teachers, youth leaders, as well as members of the parent-teacher association and school committees). (Equip n.d pg 3)

Learning Areas

Youth leadership training topics include skills/crafts development, sports/recreation activities, student clubs/associations management and peer support activities. In addition, youth leaders receive “life skills” training which include active listening, understanding emotions, cooperation, problem solving, prejudice reduction, negotiation and mediation promoting conflict resolution, tolerance and peace.

Refugee Resettlement Advisory Council. 2002. Strategy for Refugee Young People. Department of Immigration and Multicultural and Indigenous Affairs: Canberra, Australia.

This is a DIMIA sponsored report intended to compliment existing Government Youth Policies. It is a very comprehensive document, containing a lot of relevant information.

Awareness of service provision

A major barrier identified during the consultations was the lack of pathways that allow young people to move from one program or service to the next. Good programs remained independent of each other and so could not provide a holistic service.

Research shows that young people from culturally and linguistically diverse backgrounds (including refugee young people) often do not use the mainstream or specialist services available to them. They might not know the service exists, or they

might not understand its relevance to them. This could be a consequence of language barriers and/or a lack of 'outreach' services that ensure that information and referral services are relevant and accessible. (Refugee Resettlement Advisory Council 2002, p vii)

Diversity of client development

It is important to note, however, that refugee young people may be in widely varying developmental stages as a result of disrupted education, exposure to different environments, or greater family responsibilities, so the age focus needs to be somewhat flexible. (Refugee Resettlement Advisory Council 2002, p 1)

Youth Transition to Adulthood – Identity development

Youth is widely recognised as a time of transition— from childhood to adulthood, from schooling to employment, and from financial and emotional dependence on family to interdependence and independence. It is also a time when young people begin to develop an adult identity and consolidate their own values and beliefs.

These changes in physical, emotional and intellectual development and in the expectations of family and wider society may be stressful. The challenges and stresses of the transition to adulthood are compounded when a young person is making the transition to a new culture, dealing with the practical adjustments of settling in a new country, and trying to come to terms with the upheaval and trauma of their past.

This may interfere with their identity formation as they struggle to reconcile the competing values of their country of origin and those of their peers in a new country. (Refugee Resettlement Advisory Council 2002, p 4)

Profile of Youth Experiences

Most (refugees) have limited English language proficiency when they arrive in Australia. Generally, they are likely to have experienced some or all of the following:

- forced to leave their country of origin
- profound disruption before arrival in Australia, including extended periods of

discrimination

- conflict and human rights abuses in their countries of origin, often followed by a period of uncertain status in a country of asylum— in some cases in a refugee camp
- exposed to traumatic experiences such as loss of or separation from family members, torture or life-threatening events
- prolonged periods in countries where service infrastructure— for example, health and education infrastructure— is poorly developed or disrupted as a result of conflict (p 4).

Personal Issues

As a consequence of torture or other traumatic experiences, some may suffer grief, anxiety, depression, guilt or symptoms of post-traumatic stress disorder, which may persist long after settlement in Australia. This can interfere with the settlement process both directly and indirectly— for example, by affecting a person's capacity to trust and form relationships with family, teachers, peers and the broader community (p 4).

Peer Leaders/ Support Networks

(Excerpt from a best practice program model)

The program connects new students with students who have spent some time at a mainstream high school, who act as peer leaders. Students meet with a facilitator once a week for the first five weeks following entry to the school. The focus is on providing practical information and support through, for example:

- anticipating responses to transition and readjustment and providing general information
- solving problems at school and knowing who to go to for help
- learning about subjects
- making and supporting friends (p 6)

Informed Service Providers

The first stage of this project was funded to develop a photo scrapbook outlining the (settlement) experiences of young refugees. It is a "youth voice" where young people's accounts of arriving, settling and living in Australia. The booklet was distributed to service providers and schools.

The second stage provides information for workers about young people from refugee backgrounds.

The report outlines factors that contribute to a safe and supported settlement experience, and those that contribute to difficulties in settlement. These factors can be used within this project as needs of career development program participants (p 6).

Family influences

Parents may lack the language skills and the accumulated cultural experience they need to support their children in the learning process and to advocate on behalf of their children in an unfamiliar and complex society.

Refugee families may have limited financial and material resources available to them in the early settlement period. They suffer relatively high rates of unemployment, are likely to receive a low or fixed income, and are vulnerable to housing difficulties (including homelessness, overcrowding and substandard accommodation).

Parents may be experiencing mental health difficulties associated with pre-migration events and settlement. Extreme disturbance in parents— such as violence— can become a new trauma for their children. Family breakdown may occur as a result of cultural conflict, making young people vulnerable to homelessness and isolation.

Many refugee young people have lost their parents and/or other family members in the course of their refugee experience. Some refugee young people arrive in Australia unaccompanied by members of their immediate family or their care arrangements break down soon after arrival (p 7).

Family involvement, bilingual workers

The program aims were to prevent relationship breakdowns between parent and child in refugee families from the Horn of Africa. It delivered a series of workshops on problems and issues relating to family and young people, including helping parents reflect on how their children may perceive cross cultural transition and dealing with stereotypes of Australian and African schooling behaviour. This included the use of bilingual facilitators who had themselves arrived in Australia as refugees.

Staff in a number of schools, and particularly in Intensive English Centres, they regularly run programs for parents of newly-arrived students. They have had great success in introducing refugee parents to the school environment and encouraging their involvement in all facets of the school, as well as seeing an improvement in the children's behaviour and emotional stability as a result of their parents' participation in the program (p 9).

Community Influences

Support within the wider ethnic community may also be limited— most particularly in smaller, emerging communities (p 8).

Case Management

Individual case management may be the optimal approach to supporting refugee young people because it has the capacity to:

- facilitate a holistic orientation at the service-delivery level by engaging at the 'front line' a range of players who are familiar with the services available and the needs of refugee young people;
- ensure that a refugee young person is able to access a level and combination of services suited to their particular need;
- obviate the need for refugee young people to negotiate a complex service-delivery system alone by providing a guiding hand;
- ensure that support is properly coordinated and ensure clear lines of accountability for support (p 19).

Best Practice Service Delivery Principles:

Translating and interpreting services

The first principle to consider when designing and developing services for refugee young people is the principle of *communication*. Services must be able to communicate effectively with their clients, and that can mean communicating directly or facilitating communication in different languages and in a variety of media.

The Translating and Interpreting Service helps migrants with limited English skills to gain access to services provided by government and community agencies... As part of accessible and equitable service provision, mainstream agencies should plan for language services by:

- Gathering information about the language needs of the community and of migrant and refugee clients within targeted communities;
- Calculating and specifying the component to be set aside for the provision of language services in the contract or agreement between the service provider and the funding body;
- Specifying the level and quality of language service (that is, benchmarking) within the contract or agreement.

Early intervention

Developing a set of critical indicators, or clusters of needs, for refugee young people would assist with early intervention. Early assessment means that links with services or pathways (such as family support programs) can be created in good time.

Accommodating Diversity

Refugee young people make up a relatively small and diverse population. Their families are settling throughout Australia, and each region has different service-delivery capacities and cultures. There is considerable diversity in:

- cultural, religious, racial and linguistic backgrounds;
- the degree of disruption to education and socialisation experienced prior to migration;

- the level of economic and social development and the culture and structure of the education system in Australia, the country of origin, and the country of asylum;
- age.

Data Collection and Research

Planning and developing strong models requires an accurate assessment of the number and demographic characteristics of refugee young people, along with an understanding of the factors that facilitate, or inhibit, settlement progress.

Flexible service delivery

Services need to accommodate diversity and be responsive to the geographic distribution of the target group and local service infrastructure. This is particularly applicable to English language programs for refugee young people: the degree of educational disruption and the capacity to learn vary widely between individuals.

Family and Community Involvement

The barriers faced by refugee young people... are a product of parents' ability to provide support during settlement. Increasing refugee families' and communities' participation in schools and the wider community and providing information about services for young people is critical.

Developing partnerships

Government and local community services for refugee young people tend to be developed and funded in isolation from schools, other sectors of the community, other service providers, and the young people's families. Although schools are increasingly accountable for early intervention and the social integration of young people, they may not be correspondingly resourced. Strengthening links with parents and the wider community and acting as a source of information for future pathways to TAFE, apprenticeships, employment or higher education can assist this.

Building professional capacity

People working with refugee young people are the critical link between the individual

and service infrastructure. Professional development and cross-cultural training for these workers is a key factor in helping refugee young people overcome cultural and linguistic barriers. Training allows for better identification and assessment of a young person's needs.

Program continuity

Continuity of care and a stable social environment help to ensure a refugee young person's success in settlement, particularly if the person's life in his or her former country was characterised by fear, disruption and uncertainty.

Family and community stability is critical, as is the nature of the relationship between a worker or service and the young person. Continuity of programs is, however, not always possible because of the nature of funding cycles and changes in government priorities.

Where possible, funding grants for programs should remain for a fixed period, sufficient to facilitate good service planning and a good relationship with the young person and their family (p 20-29).

Carr, J. (2004) Refugee Employment Programs, in particular those using mentoring. Churchill Fellowships Study Tour Report.

This report provides observations on refugee employment programs worldwide, focusing on mentoring. The following is an overview of projects, giving an idea of the diversity of responses to refugees career development needs:

Emplooi, The Netherlands;

- A non-government job centre project uses a national network of 100 retired executives based in job centres to mentor case loads of refugee mentees, generating between 500 to 600 jobs each year.

Intercultural Communication Institute, Oregon, USA:

- Aims to stimulate research and innovative ideas re cross-cultural training;

- Intercultural Development Inventory (IDI), provides sophisticated analysis of intercultural skills of individuals and organisations to match refugee skills to industry.

Mentor Coaching, Copenhagen, Denmark:

- Prepares workplace supervisors to mentor refugees as trainees. 95% of participants complete the traineeships and most continue in employment;
- This demonstrates the value of targeted training & employer training.

Towns Together project, Malmo, Sweden:

- A national project in Sweden's three largest towns in partnership with business, government and refugee communities to promote the benefits of diversity to business, and the view of refugees as potential new customers.

Vocational language program, Stockholm Commune, Sweden,:

- Provides preparation for employment areas requiring with skills shortages using language training that is vocationally oriented to industries needing workers and is developed in conjunction with those industries.

Time Together refugee mentoring program, London, UK:

- Now operating in 6 cities, it is the largest mentoring program in the UK;
- It was the key to the UK Government making mentoring part of its integration policy;

Refugee Integration projects, Italy;

- Training refugees for work as cultural mediators in refugee settlement services:
 - to negotiate issues and conflict between local people and refugees,
 - utilising skills and knowledge gained out of refugee experience;
 - supports the principle of empowerment, i.e. of service providers recognising and building on their clients' experience and strengths

Advocacy of a log book for refugees to carry with them to record their own and agencies' activities re job seeking, to solve the problem of duplication of documentation and reception work.

In summary, there is a wealth of information, knowledge and resources available in Perth, throughout Australia and worldwide that can be acknowledged and utilised in the development of a career development program for refugee youth in Western Australia.

Appendix D Service Provider Interviews (Bates)

All names have been removed in an effort to maintain anonymity wherever possible.

IEC teachers

North Lake Senior Campus Intensive English Centre

Meeting dates. 13th September, 7th December 2006.

Coordinator at North Lake Senior Campus IEC, key contact for project:

- IEC classes include both migrants and refugees and so it would be difficult to run a program for refugee youth only;
- The main career guidance currently being provided to the youth in the IEC is through the North Lake Senior Campus “Career Centre”. This focuses mainly on choosing subjects, and is available to all students by appointment.
- Many of the students have a very low level of literacy and she would not recommend they participate in the course for two reasons:
 - They need to focus on their immediate need to learn English;
 - They would require a high level of support to understand the concepts involved in career development.
- Getting students to attend out of school programs can be difficult and prior confirmation of attendance does not guarantee actual attendance.

Melville Senior High School

Assistant Principal

- Concern for students who could enter mainstream schooling after English language training, and who need extra support to become engaged in employment or further training once they leave the ILC and/or school;

- Concern that the program should take into account the objectives of migrant and refugee families – “...Having worked with newly arrived migrant kids for the past 20 plus years... I can tell you that many families come here to give their children a good education and better chance. Most families insist that their kids stay in school for as long as possible. [The program should be] designed for refugee youth to help them understand the world of work in Australia and how to best find it.....which can apply to any student ...despite whether or not they go straight from school to work.”

Teacher, Society and the Environment, IEC, Melville Senior High School

Consultation dates: 1st August 2005, 14th December 2005

Key points provided:

- A comprehensive list of issues that relate to refugee youth in Melville and North Lake IEC. This list was used to develop the survey of the steering committee;
- Background information on some of the students enrolled in North Lake Senior High School, who were previously enrolled at Melville Senior High School;
- The ESL Scales for student assessment;
- All teachers at Melville IEC were undertaking training in dealing with violent behaviour and restraining techniques, due to incidents that had occurred in a number of IEC's in Perth;
- The students require “scaffolded” learning, that is **the foundation concepts must be delivered first**;
- Talking on the phone is a skill the students would benefit from learning;
- The students have high learning support needs, for example, she has developed a list of things students need for school, such as pens, paper, and this is all in pictorial form;
- The program will be more successful if food is provided, as many of the students don't eat properly;

- **Involvement of the parents improves outcomes for the student;**
- **It is good policy to use an interpreter when making arrangements with students and/or their families**

Employment Service Providers.

Manager Employment Services - South Metropolitan Migrant Resource Centre

Meeting dates: 29th July, 3rd August, 17th August, 7th September, 21st September, 17th October, 26th October, 28th November, 5th December, 2005.

Manager for this project and as such consultations have played an important role in the project. Key points made by Lynda include:

- Refugee students from the North Lake IEC who attended a youth job search program to find work during the holidays (at a Job Club) run by the SMMRC EDN Services required much more time / support than was anticipated including:
 - understanding concepts of life, careers and work in Australia
 - English vocabulary and
 - use of computers;
- Consultation with members of the refugee community in the planning and development of the career development package may improve its effectiveness;
- Programs such as Career Builder and Parents as Career Partners, provided by the WA Department of Education and Training, had not appeared to be useful for refugee clients;
- The success of a career development program is impacted by how it is delivered and who delivers it as well as the career development materials used for that program.

Employment Coordinator, Catholic Migrant Centre

Meeting date: 22nd September 2005

The Catholic Migrant Resource Centre has delivered two successful career development programs for refugee men age 18 to 30 during 2005. The first program had 12 participants with about 8 people in each week's sessions. The second program has 15 enrolments. Key points made about these programs include:

The program was successful due to a number of factors including:

- Basing the program on a survey of clients needs;
- Letting the participants choose which areas of career development they wished to focus on;
- The course helped participants to resolve current issues they were facing, such as, talking to Centrelink, getting a drivers license, getting a tax file number etc;
- Providing joint facilitation between a member of the refugee community and a person expert in career development in Western Australia;
- Involving guest speakers from other organisations to increase the refugee contacts in the community, and awareness of other services;
- Providing a prize of a second hand computer in the last week for good attendance, as motivation to attend the program;
- Following up participants and encouraging them to attend.

Additional points made include:

- My Guide, Career Builder and other computer based resources are not appropriate for refugee clients, as they require a level of both English language and computer literacy skills they clients often do not have, and quickly lose clients' interest in the process;

- **Getting the clients motivated to attend a program is often difficult. Support such as phoning the day before and providing some motivating factor is important in getting clients to attend.**

Refugee Youth Worker, Catholic Migrant Centre

Meeting date: 20th October 2005

At the time of the meeting, the project “Goal Seekers, A program for young refugees and migrants who are serious about getting a career and a Job” was only in its early stages, however, the following points were made:

- Career builder was too conceptual for her clients;
- Clients required a lot of support and follow up to attend;
- **Clients often had an unrealistic idea of the actual academic requirements to attain certain careers, such as becoming a Doctor;**
- Clients are often angry and disappointed as their dreams are met with realities.

Senior Project Officer, EDN, Central Metropolitan

Meeting date: December 2005

The following points in relation to a career development package for refugee youth were made:

- A safe learning environment is necessary. Many of these youth have grown up ‘with a gun in the hand’ and may not be very trusting;
- The youth have lost their childhood, they need to become children again;
- It is important to address the immediate needs of the youth or they won’t come in to the course i.e. if they want a car, the facilitator has to show how the learning is relevant to getting a car;
- Youth with low exposure to technology become “technology hungry”, providing for learning on computers is very attractive to them; they will come to a course if they can get access to a computer.

Member of a new and emerging community

Ethiopian Community Member

Meeting date, 5th December 2005

Points of interest raised include:

- The Ethiopian Community of WA provide some programs for Ethiopian, Somalis and some Sudanese youth covering “ systems” in Australia. This includes employment and job seeking skills;
- Youth tend to be at school during the week, so the Ethiopian Community of WA provide programs on the weekend;
- Younger people tend to be very fast learners, in both language and culture, while the older community members find the change more difficult;
- “Knowing the problem is half the solution”;
- Refugees often think arriving in Australia is like coming to Heaven on Earth, but after a while the reality of the difficulties in accessing the material wealth that others have in Australian sinks in and people become disenchanted and angry;
- **Programs need to help people’s immediate needs in a practical and pragmatic way;**
- Youth look at other members of their community who have achieved a high education, but still have no job and are not motivated to study;
- **Programs need to be provided that help people make better choices.**

CaLD Consultant and Cultural Advisor

Meeting date: 7th October

- **Use of interpreters and/or bi lingual workers is very important** to the success of any program designed for refugees who have limited understanding of English;

- Refugee people may have no concept of career development. An information package explaining career development (as opposed to getting a job) is essential;
- All information should be presented in **plain and simple language** using visual aids for presentation;
- Don't try to present too much information (or too many competencies) as the clients are trying to learn English at the same time as the career development program. They won't understand a lot of the concepts;
- Make the program relevant and interesting for the students;
- Some clients may not be familiar with the Roman alphabet complicating their learning further;
- Ability to concentrate in a sitting down learning environment may be limited, so frequent breaks or activities base learning is important;
- Ensure that the person delivering the program has a good understanding of cultural diversity issues.

Safety and Training Coordinator- AngloGold Ashanti

Extensive experience in developing and implementing training programs for indigenous people working on mines sites, across Africa and Australia:

- **Learn about the client;**
- **Speak their language**, or get some one who does to deliver the training;
- **Find a motivation** factor and use it keep the clients on track.

Career Development Services Consultant, WA Department of Training and Employment

Meeting date: 11th January 2006

Involved in the implementation of ABCD across schools and the Employment Directions Network in Western Australia.

- It is better to cover one or two career development competencies well than to do many poorly;
- There is an almost unlimited number of Career Development Resources available. The most effective strategy to assess these resources would be to identify which competencies the career development package is to cover and then assess resources which relate to those competencies.

Vocational Education and Training Coordinator, WA Department of Education and Training

Meeting date: 12th September 2005

Managing the “*Career Development Trials, A transition planning model*”, where a number of schools across Western Australia are trialling implementation of the ABCD Career Competencies in year 10 , 11 and 12 students. The trials are using an “Individual Pathway Plan” (IPP) to identify how the individual student will navigate the curriculum to demonstrate career competencies and achieve career development outcomes.

As Career Development is not part of the current school curriculum, and therefore is not timetabled into the student’s schedule, most schools in the trial have been developing the IPP with the student and the home room teacher. A number are using the Society and the Environment class and some are preparing the plans with any teacher who is interested, even science teachers.

The students then begin to develop a transition portfolio, or a career portfolio, which is used to evidence the attainment of career development competencies. This portfolio or aspects of it can be used in the job seeking process as well as throughout the entire career development lifetime of the student.

ESL Teachers North Lake Senior Campus (CSCR)

Meeting date: May 30th 2006

Six teachers present all teach at various levels at NLSC – this consultation focused on more practical questions related to delivery of a career guidance program.

Questions asked included:

- What sort of things do you currently do with students regarding careers?
- What sort of things do they need to know?
- What sorts of issues do we need to take into consideration?
 - what form should it take?
 - time frame?
 - continuity?
 - what is the best way to talk to the students
- Teachers currently do some work in the area of CVs and resumes and some general work. They talk through the structure of the High School and some of the pathways to education e.g TAFE, Uni. Cover talking on the phone – because that came up as a skill that was required. Applying for a job is covered and they have structured workplace learning every Friday.
- Remember many have limited schooling.
- Remember also not to jeopardise access to English with employment – there is an eligibility limit of 1 yr at an IEC in order to get their English up and running.
- Many have unrealistic expectations and do not realise how far they have got to go to realise what they want to do.
- Those with less schooling and from poorer backgrounds are the least realistic.
- General lack of enculturation into how the Australian system works.

- Many when they go to a Job Network get pushed into doing a short course such as Aged Care and forced to work rather than further education. Need to be thinking of all the options. For many, school represents a second chance and gives them permission to concentrate on their studies.
- It's a good environment for skills training at the moment but it's a complex system and they need to know how it works. Need to understand that there are different steps at each stage.
- One student is working fulltime and studying fulltime – he has five children to support. Not realistic to think he can continue to do that.
- Job Club is excellent.
- Must realise that it is not possible to find the best job in a week and that they need time to understand the language, system etc
- Cultural understandings are not there
 - time keeping
 - being polite in an Australian way
 - working with people from different backgrounds
 - paying bills and being responsible
 - how to present
 - how to “lie”
- Why go to UNI, TAFE, employment – why you would do this, not necessarily about the money or status.
- Types of jobs there are – need to go through these in general terms, jobs have other value, more background on what each job entails.
- In the middle of the year they graduate and go to mainstream schooling or they have left to find a job.
- Those graduating will have interviews to understand school pathways and what is available to study next – from those in the mainstream school with career counselling expertise.

- Would like to be able to, one period a week, talk about somebody's work/life - preferably somebody from a refugee background.
- So a list of resources of who to contact to send somebody out to talk about the work they do (but would need to be accompanied by an information sheet/training program to participants to say these are the expectations, how to use an interpreter etc) or perhaps pictures of professions.
- ICL 4 – Ok to talk to whole class
- ICL 3 – could talk to just the refugees
- Some individual students have a lot to say.
- Approximately 16 students in each group. Very diverse backgrounds approx 50% from skilled migrants Korean, Japanese, Congolese, Sierra Leone, Iraqi, Karen Burmese.

Appendix E Consultation with IEC students

Themes identified in focus groups with IEC 2, 3 and 4 (CSCR).

IEC 4

What jobs would you like to do?

- Money
- President
- Architect –go to uni and study for 4 years, don't know which university
- Lawyer – learn English, go to uni (year 11 & 12 first)
- Journalism (a couple of people) – have to study at uni
- Engineering – background Uganda, do science subjects and then go to uni
- Aviation Mechanic – chose because he likes fixing things and like airplanes
- Film maker
- Dentist – to uni
- Some are not sure what they want to do

What influenced your choice of job?

- Based on interest – interested in particular subjects
- Needs more laughter in life (making movies guy)
- From childhood and from family & friends

What would help you decide which job to get?

- Work experience
- No career counsellors

Where would you go to find info about jobs?

- Newspaper
- Job networks
- TAFE
- Internet/computer – career choosing program

- Would be helpful for people to come and talk to them about jobs & pamphlets to read would also be good

Does anyone have a job at the moment?

- Applied at cafeteria but had no experience, so wasn't hired
- Nursery – working with parents

Where would you look for a job?

- Internet
- Newspaper
- Talking to other people – asking parents, friends
- Go to the workplace

What would be difficult when looking for a job?

- Lack of experience
- Australian Language
- Transport – to get to the workplace
- Not acknowledging work experience from back home
- Angry boss

How could someone help you get a job?

- Assess you as a worker – what you're good at etc.
- Migration ????
- People to explain the process etc.
- Someone to help you with skills to do the actual work

Do you go along to uni open days?

No – school doesn't organise it

Do some of you feel you should be working now?

- Will stay at school until English is better then to uni

- Would like to have part-time work – because we want money (a weekend job), to learn different English (workplace talk), to make new friends

Has anyone provided useful advice to you about your future careers?

- Teacher does
- Parents
- Friends
- Catholic community centre – talked to her
- Someone from home country talking about his job

What things do you find easy or hard at school?

Easy

Enjoy being with friends and gaining knowledge

Good teachers – easy to understand and get along with

Hard

Maths is hard

Learning the language – especially because of the accent

IEC 3

What kind of jobs would you like to do

- Play Soccer
- Military
- Mining Engineer
- Fire fighter – do a course
- Teaching
- Aged Care
- Diplomat
- Journalist
- Lawyer – go to uni
- Mechanic

How did you decide your job?

- Looked around
- Family – step-father
- Compared to other jobs
- Friends
- People in the job said it was good & easy
- Gender issues – women into aged care, men into security
- No career counsellor
- School Social Health Education ????

What would help you decide which job you want?

- Having Options ???
- Should decide which career in year 11 & 12 (maybe even before – should choose subjects which would help you get your job)

What do you think the difference is between job and career?

Job is temporary, career is forever – students agree with Farida

What ways are there to get info about careers?

- Talking to people
- Personal – you know someone who is in that career and want to be like them (the story about some policeman)
- Career classes (career counsellors)
- Computer program at migrant centre – some kids would like it, some kids wouldn't (majority wouldn't)
- Internet
- Book/Read about it

Does anyone have a part-time job now?

No

How would you look for a job?

- Ask friends
- Internet
- Go to the actual place and ask
- Ask someone who knows about the job

What could be a problem to find a job?

- Health/ Physical Issues – height
- Shyness
- Personal look
- Communication problems
- Transport problems – need a drivers license
- Have to ‘fit in’ to the workplace

What could help you solve these problems finding a job?

Learn how to present yourself and how to communicate

What are your plans for the future – stay in school then get a job or go to uni after school?

Learn English first

Some going to TAFE, some through year 11 & 12 and uni

Have you had any useful advice in regards to your career?

Nobody has been to a career expo, one or two have been to uni open days

What do you find easy & hard at school?**Easy**

Learning – maths, computers, science

Hard

Language

IEC 3

What job would you like to have?

- Immigration
- Hair dressing
- Soccer player
- Dentist
- Bank teller

Do you know how to get into your job?

- Training
- Don't know

How did you decide which job you want to do?

- Interest – I like it
- Want to help others
- Makes me happy
- You should choose your job yourself – not up to your parents
- Father suggested it

Do you know what you need to get your job?

- Need to know the language(s)
- Need to know English
- Need to know how much money you'll earn
- Need to take it seriously
- Need to know the benefits of the job

Does anyone have a job at the moment?

It's very difficult to decide which job is right for you because there are so many influences in your decision, like friends, family etc.

What would help you decide which career you might like?

Need to know if the job is hard or easy

What's the difference between a job and a career?

- Career is work
- Job is temporary, career is forever – most of the students did not understand this concept.

If you want to find a job, how would you find it?

- Ask teachers – use school
- Go to the migrant resource centre
- Go to the workplace
- Internet

What would be hard about finding a job?

- To know how to present yourself
- A resume – not confident in writing a resume
- Language/English
- Driver's license
- Visa
- Work etiquette

What do you need help with in finding a job/ how could someone help you?

- Migrant resource centre
- Friends
- Newspaper
- They could provide resources to find a job
- They could help you write a resume
- Help you fill out the forms
- Computer program at migrant resource centre – some people have done it, they found it helpful-ish, they find computers easy to use
- Some people think having someone to talk to about careers (career counsellors) would be good.

What is your hope for the future?

- Want to be in their career
- Want money
- Want to have a job, then career
- Want a job – waiter, cashier
- After learning English, then year 11 & 12, then uni (some to TAFE)

Did anyone talk to you about choosing a career?

Parents

Useful advice?

From friend – helped fill out form

Results of written section of the focus groups identifying the best ways to find out about different careers.

IEC 4

From family because I can trust them to advise the best career for me and they will be truthful (they want me to do law)

Ask someone who has a career that I'm interested in some questions about what it entails.

Talk to someone who knows about careers to guide me into what I want to do – there is not enough information about careers around (nobody taught me).

Learn from people who have had a similar job, read history, read newspaper & internet and learn from my own mistakes.

Ask someone who knows about careers and jobs, look on the internet, get advice from teachers and parents and study hard about the need to have a career.

Students find most of their information from the internet, ask friends or catholic migrant centre.

Getting advice from someone who knows about careers, look on the internet and get advice from places that can help us (eg. The catholic migrant centre, etc.).

Look on the internet, ask older friends that have the same career because they have experience in the job and can ask my teacher for more information.

From friends – with help from friends everything is possible (finding the job, working hard towards it, getting the job and being the best at that career)

Internet, other people and friends.

Internet, school supporter, teacher, friends and family.

From books people have written about their own careers, from parents and teachers.

IEC 3

Check the internet, newspapers, magazines and ask people.

Looking on the internet, magazine or newspaper. Ask somebody. See a career counsellor for best career suited to you.

Ask people to read information in a newspaper.

Ask your friends.

Find on the internet, ask people and read in newspapers.

Ask friends or family (mum or dad), read newspapers, look it up on the internet and having career class.

Find on the internet, ask your friend.

Learn from some people, must know how to use computers.

Ask a friend, research on the internet and read the newspaper.

Newspaper is the best because we can keep it (it's portable information). The TV (advertisements) is very fast and doesn't give much information.

Talk to people, read the newspaper.

Ask people, use computer, go to the job, looking at the newspaper, TV & library and by asking friends.

Appendix F Review of existing packages (Bates)

CAREER DEVELOPMENT MATRIX OF SERVICES & PROGRAMS

AVAILABLE TO SCHOOLS 2005

Title	Primary Audience	Links	Status
WA Initiatives			
Training Information Centre (TIC)	<ul style="list-style-type: none"> All 	A one stop shop for careers and training in WA. The TIC is collocated with the Career Information Centre and an Employment Directions Network Centre.	<p>Open daily during regular business hours.</p> <p>Contact: Gordon Duffy 9224 6506</p>
Employment Directions Networks (EDN's)	<ul style="list-style-type: none"> All 	One stop shop for career development and training	Located State-wide
Parents as Career Partners	<ul style="list-style-type: none"> Parents/guardians 	Awareness Raising	<p>Available through EDN's</p> <p>Contact: Lucretia Radhakrishnan 9264 5732</p>
School Leaver Program	<ul style="list-style-type: none"> Students Teachers Parents/guardians 	ABCD – Competencies 9, 10, 11	<p>Available through EDN's</p> <p>Contact: Marion Dunn 9212 0100</p>
The Career Development Newsletter	<ul style="list-style-type: none"> All 	Awareness Raising	Email distribution to all schools and District Education Offices. Contact: Yvonne Herft 9246 4800
Choices TV Series	<ul style="list-style-type: none"> All 	ABCD - Competencies 9 & 10	.Contact Fay Glancy at WestOne 9229 5330
Try it for 5mins Video career snips	<ul style="list-style-type: none"> Teachers and students Career Practitioners 	ABCD - Competencies 9 & 10	<p>Available through WESTONE</p> <p>Contact Fay Glancy at WestOne 9229 5330</p>
WA Museum Youth Strategy	<ul style="list-style-type: none"> Targets Yr 9 students 	ABCD – Competency 6	Contact Dianne McLaren 9264 5725
Making a Difference Safety Net Program	<ul style="list-style-type: none"> Targets Yr 9 students 	ABCD – Competencies 1, 6, 9 & 10	Contact Dianne McLaren 9264 5752
Aboriginal School based Traineeships - AFL Sportsready		ABCD – Competencies 1, 6, 8, 9 & 10	Contact Chris Farley 9264 4403

Changemakers		ABCD – Competencies 1, 6, 8, 9, 10, 11 Develops 14 enterprise skills Enhances employability Enhances citizenship	Contact Chris Farley 9264 4403
Getaccess website	<ul style="list-style-type: none"> All 	Is a one –stop shop for work and learning information and advice? If you don't know where to start your career planning. Getaccess can point you in the right direction.	www.getaccess.wa.gov.au
Training, Education and Employment Resource Manual		ABCD – Competency 5	Available free of charge through the Training Information Centre
Apprenticeships and Traineeships Career and Training Guide	<ul style="list-style-type: none"> All 	A resource manual that details the wide range of apprenticeships and traineeships available and pathways for getting into them.	Contact Julie Coleman 9264 4876
Real Game Training	<ul style="list-style-type: none"> Teachers Career Development practitioners 	ABCD - Competencies 9 &10 10-12 yr olds 12-14 yr olds 14-16 yr olds	Training is available through the Career Education Association WA (CEWA) www.realgame.gov.au Contact David Carney 0407 195 362
The Job Search Guide	<ul style="list-style-type: none"> All job seekers 	ABCD – Competency 5	Available through all EDN's and the Training Information Centre for a fee.
Commonwealth Initiatives			
myfuture website	<ul style="list-style-type: none"> All 	The myfuture.edu.au website is Australia's leading career website that helps users to make career decisions, plan career pathways and manage work transitions.	www.myfuture.edu.au
Job Outlook	<ul style="list-style-type: none"> All job seekers 	Online career information service	www.jobsearch.gov.au/joboutlook
National Industry Skills Initiative (NSI)		Under the National Industry Skills Initiative, Industry in partnership with DEST, have produced career products and career resources, such as the ONtrack CD- Rom, providing information about career pathways in the industry sectors.	More information available through industry specific websites: E.g Manufacturing - www.aigroup.asn.au Commercial Cooking - www.chef.org.au

Getting A Job – future directions	<ul style="list-style-type: none"> All job seekers 	A booklet to help with job search planning, finding jobs, applying for jobs, and the job interview.	More information available through: www.dest.gov.au/schools/careers/ciproducts.htm
Getting A Job- Worksheets	<ul style="list-style-type: none"> All job seekers 	A series of 9 worksheets, covering different aspects of finding a job.	www.dest.gov.au/schools/careers/ciproducts.htm
Myguide		<p>ABCD – Competency 5</p> <p>MyGuide is your personalised Career Guidance, Employment and Training Information Portal. The site provides you with a customised view of all the most relevant career, training and employability* web pages and explains how these can help you.</p>	<p>Available through EDN's</p> <p>It's easy to access MyGuide. Just take a minute to register your details and you're on your way. If you would like some assistance to register or in using MyGuide, EDN staff are happy to help.</p> <p>Contact your local Employment Directions Network Centre on 13 64 64.</p>
Parents Help With Careers – future directions	<ul style="list-style-type: none"> All parents, teachers, teenagers 	A booklet for parents with teenagers in their later years at school. It outlines issues parents may want to discuss with their teenager.	More information available through: www.dest.gov.au/schools/careers/ciproducts.htm
I Can Do That Too – future directions	<ul style="list-style-type: none"> All job seekers 	Assists jobseekers identify the skills they have developed in their everyday life. It describes how to present these as assets of value to employers.	More information available through: www.dest.gov.au/schools/careers/ciproducts.htm
Do you enjoy or are you good at..?	<ul style="list-style-type: none"> All teachers All career practitioners 	A set of 20 'bullseye' posters to help students identify occupations that link with subjects studied at school.	More information available through: www.dest.gov.au/schools/careers/ciproducts.htm
No Shame Job	<ul style="list-style-type: none"> Young indigenous job seekers in the Health Sector 	Booklet outlining information about health, scholarships, career information and guidance, and indigenous health workers.	More information available through: www.dest.gov.au/schools/careers/ciproducts.htm
Industry Posters	<ul style="list-style-type: none"> All teachers All career practitioners 	A set of 8 cartoon posters depicting careers in each of the Building, Tourism, Hospitality, Retail, Automotive, Electro- technology, Rural and Horticultural industries.	

<p>The Career and Transition (CAT) Pilot</p>	<ul style="list-style-type: none"> • Teachers • Career Practitioners 	<p>Respond to the following Recommendation in “Footprints to the Future”</p> <ul style="list-style-type: none"> • No4 – Professional Career and Transition Support for all young people and their families • No5 – Partnerships in practice • No6 - Promote Local Transition Support Networks <p>There are 3 pilot projects in WA: Mercy College; Swan Alliance and BTG</p> <p>Deliverables Focus:</p> <ul style="list-style-type: none"> • Learning Pathways Plan (LPP) for all young people in the identified schools. • Engagement of Parents. • Tracking especially those who have left school and not made an effective transition. • Support for Teachers. • 	<p>www.dest.gov.au/schools/catspoems/poems.htm</p> <p>For more Information contact : George Camilleri at the Commonwealth Department of Education, Science and Training on ph: 9464 4144 Email: george.cailleri@dest.gov.au</p> <p>www.dest.gov.au</p>
<p>Partnership Outreach Education Model (POEMS) Pilot Program</p>	<ul style="list-style-type: none"> • Teachers • Career 	<p>Responds to the following Recommendations in “Footprints to the Future”:</p> <ul style="list-style-type: none"> • No 21 – Delivering relevant education and training to young people who are unable to participate in mainstream education. • Engaging young people in community learning environments. • Responding to recommendations requiring a ‘joined up’ approach. <p>There are 2 POEM Pilots in WA at:</p> <ul style="list-style-type: none"> • VIP Plus – Victoria Park, RTO, indigenous youth worker, 15/42 students. • Joondalup Youth Support Scheme – Joondalup, accommodation, substance support – 12/36 students. 	<p>www.dest.gov.au/schools/catspoems/poems.htm</p>

The Jobs Pathway Program (JPP)	<ul style="list-style-type: none"> • 14-19 year olds 	Program to assist 14-19 year olds make a smooth transition through school and from school to further education, training or employment.	More information available through: http://jpp.dest.gov.au
Enterprise Education Initiatives	<ul style="list-style-type: none"> • Teachers • Career Practitioners 	Identifies models and innovative approaches to 'best practice' in Enterprise Education in Australia	Information available on: www.dest.gov.au/schools/enterprise/index.htm
School – Based New Apprenticeships	<ul style="list-style-type: none"> • Teachers • Career Practitioners 	School – Based New Apprenticeships enable students to gain a vocational qualification while continuing school studies.	Information available on: www.newapprenticeships.gov.au
Privately Produced Initiatives			
Good Universities Guide	<ul style="list-style-type: none"> • Students intending to study at University • Teachers • Career Practitioners • Parents 	Covers university education, both undergraduate and postgraduate courses.	Information available on: www.thegoodguides.com.au
JIG-CAL	<ul style="list-style-type: none"> • Teachers • Career Practitioners 	A program that assists students to identify career interests and aptitudes and possible future career paths.	Available through private purchase by Career Advisors.
OZJAC	<ul style="list-style-type: none"> • Teachers • Career Practitioners 	OZJAC brings together information on all accredited courses in Australia, links courses to jobs, and jobs to industry. OZJAC is widely utilised in schools.	More information available on: www.curriculum.edu.au
Career Builder-Career Solutions	<ul style="list-style-type: none"> • Teachers • Career Practitioners 	<p><i>Career Builder</i> – is an integrated computer assisted career exploration and planning tool, to help students identify their strengths and preferences and make well considered further study, career and lifestyle decisions. <i>Career Builder</i> identifies likely 'at risk' students/clients who may require extra help.</p> <p><i>Career Development Tracker</i> – is a complete career development management tracking system that enables the career counsellor to track student progress, view and print career reports and action plans and easily update progress records and print destination reports.</p>	More information available on: www.careersolutions.com.au

Self- Directed Search – Meredith Shears	<ul style="list-style-type: none"> • All 	The Self Directed Search (SDS) is a self-directed, self-scored, and self-interpreted vocational counselling tool which is used worldwide.	Information available on: www.acer.edu.au
Card Sorts- Career Values & Motivational Skills	<ul style="list-style-type: none"> • Adolescents and adults 	Provides insights into both values and motivation.	www.acer.edu.au
Work Aspect Preference Scales	<ul style="list-style-type: none"> • Useful for year 10 and upward. 	Identifies what students want from work, which type of training is likely to be of value to them or whether they should change jobs within a particular occupation.	www.acer.edu.au
Rothwell Miller Interest Blank (Revised)	<ul style="list-style-type: none"> • Teachers • Career Practitioners • Students 	Provides a measure of comparative interest in 12 work fields: outdoor, mechanical, computational, scientific, persuasive, aesthetic, musical, social service, clerical, practical and medical.	www.acer.edu.au
Career Beliefs Inventory – Krumboltz	<ul style="list-style-type: none"> • Teachers • Career Practitioners • Students 	Creates new opportunities by looking at what the student considers necessary for career happiness, measures factors that influence career decision making. It also identifies what changes a person is willing to make to increase job satisfaction and measure the student's motivation to succeed.	www.acer.edu.au

Useful Websites

Get Access



www.getaccess.wa.gov.au

This is a one-stop-shop for work and learning information and advice. If you don't know where to start your career planning, this site can point you in the right direction. Includes career profiles and interviews.

The Source



www.thesource.gov.au

For information about life, learning, money, careers, crisis, youth affairs, rights, the big picture.

Job Outlook



www.jobsearch.gov.au/joboutlook

Search for Information on Occupations and Careers

Find out about job prospects, weekly earnings, type of work and other useful occupational information.

Australian Job Search



www.jobsearch.gov.au

Search thousands of jobs and create a resume so employers can find you.

My Future



www.myfuture.edu.au

This website is Australia's leading career website that helps users to make career decisions, plan career pathways and manage work transitions. The website is a joint initiative of the Australian, State and Territory Governments.

Apprenticeships and Traineeships



www.apprenticeships.training.wa.gov.au

Contains the latest information about apprenticeships and traineeships (including School Based Traineeships)

Job Search



www.careerone.com.au

Browse for jobs Australia-wide. Post your resume online.

Employment Directions Network



www.employmentdirections.net.au

Information and advice you need to make your way in the world of work. Services include: School Leaver Program, Profit From Experience, Jobs Pathway Program, Parents as Career Partners, Career and Employment Planning, access to MyGuide.

Careers Online



www.careersonline.com.au

Career research, resume help, job hunting tips, positions vacant / wanted

Job Guide



www.jobguide.detya.gov.au

The Job Guide provides a comprehensive database of job profiles including personal requirements, education and training, additional information, employment opportunities, state specific information and related jobs.

Year 12 - what next?



<http://year12whatnext.gov.au/>

A guide to help Year 12 students plan their post-school education and training. Find out about working life in the future, course options, where to get help and information.

Going to Uni



www.goingtouni.gov.au

The Going to Uni website is a new information source for prospective and continuing higher education students.

The Good Guides



www.thegoodguides.com.au

Helping you make decisions about where and what to study in Australia.

Career Development - Department of Education, Science and Training



http://www.dest.gov.au/sectors/career_development/default.htm

Information on policies, programs, resources, funding and publications. Sections for students, employers, parents, community organisations and career advisors.

New Apprenticeships



www.newapprenticeships.gov.au

Information about School Based New Apprenticeships which enable students to gain a vocational qualification while continuing school studies.

Career Solutions



www.careersolutions.com.au

Career Solutions develops award winning career guidance software tools to help people make well considered career decisions and achieve satisfaction and prosperity in today's complex and rapidly changing world of work.

The Australian Council for Educational Research



www.acer.edu.au

The Australian Council for Educational Research (ACER) provides state-of-the-art educational research, products and services.

TAFEWA



www.tafe.wa.gov.au

Curtin University of Technology



www.curtin.edu.au

Curtin University of Technology – Centre for Regional Education

www.cre.curtin.edu.au

Curtin's Centre for Regional Education (CRE) is a vibrant enterprise committed to supporting higher education in regional Western Australia. Through a network of partnerships with local communities, industries, government and other educational institutions, CRE provides regional students from Esperance to Port Hedland with unique learning opportunities in a range of university programs. Using a variety of flexible teaching and learning strategies, CRE is able to offer bridging courses (foundation studies), undergraduate degree programs, postgraduate courses and higher degrees by research.

Edith Cowan University www.ecu.edu.au



Murdoch University



www.murdoch.edu.au

University of Notre Dame



www.nd.edu.au

The University of Western Australia



www.uwa.edu.au

Electrotechnology



www.electrotecfutures.com.au

Information about electrotechnology for students, VET in schools, and industry.



www.ruralskills.com.au

Rural Skills Australia provides advice, assistance and training to New Apprenticeships Centres, Job Network members and Registered Training Organisations on Rural New Apprenticeships. Rural Skills Australia also provides information and advice to industry on training reforms and packages and supports rural training in schools.

Autocareers



www.autocareers.com.au

The Autocareers web site will provide you with information on occupations and qualifications in the industry and 'where to go to' for further assistance.

Australian Industry Group - Manufacturing



www.aigroup.asn.au

Mostly contains information for business. A good resource website. Information about cadetships, apprenticeships and work conditions.

Chef!



www.chef.org.au

Information on how to become a chef, what it is like being a chef, why become a chef and career path information.

WA Ship Building Industry



www.washipbuilders.com.au

Encourage training and employment within the shipbuilding industry.

National Skills Shortage Strategy



www.getatrade.gov.au

Information on what is happening in the job market, the skills shortage, adopt a school, training – an innovative pathway to a job.

Agriculture

www.agriculture.gov.au

An ever expanding catalogue of Australian, State and Territory Government information and services for the agricultural, fisheries, processed food and forestry industries

Master Builders Association of Western Australia



www.mbawa.com

Training information and some information about the trade.

The Cool School



www.coolschool.com.au

The Cool School offers programs that embrace essential life skills and values through programs that challenge, inspire and nurture.

Blueprint for Life



www.blueprint4life.ca

The *Blueprint for Life/Work Designs* will help make career development intentional for more people.

SEEK Career Resources



www.seek.com.au

Get tips on writing a cover letter, creating a resume, preparing for job interviews and finding the right job. Careers, like jobs, are no longer life-long. Thought-starters and help about changing direction. Do better at work: here's how to manage your career, perform on the job and get out while you're ahead. Is it time for you to strike out on your own? Get hints and information on running your own business.

The Career Key

the career key

www.careerkey.org

The Career Key is a free service to help you with career choices, career changes, and career planning, job search, and choosing a college major or training program. Built on the Holland code, taking into account personalities, style of interaction and interests.

Workplace Relations



www.workplacerelements.gov.au

Employment and workplace relations services for Australians.

Australian Government Education Portal



www.education.gov.au

Information for:

Educators and professionals

Employers and industry

International students

Parents and carers

Policy makers

Students and New Apprentices

Australian Volunteer Search



www.volunteersearch.gov.au

Search for volunteer positions Australia-wide.

Wagenet: Australian federal wages and conditions of employment



www.wagenet.gov.au

WageNet provides information about wages and conditions of employment in Australia for work that is covered by federal awards and agreements.

Big Plans



www.bigplans.com.au

Information on jobs in the building industry for students, parents and teachers. Includes job and personal profiles including career pathways and expected income.

Curriculum Corporation



www.curriculum.edu.au

Links to Mind Matters, VET in Schools, Values Education, Democracy, Civics and Citizenship, Learning Area information and Cross-curricula information. Also links to science websites.

Bullying No Way



Students, carers, staff, agencies and community groups can use the site for:

a common language to identify misuses of power, clarify the issues and address bullying behaviours among all people of all ages; stories and resources that promote understanding and responsive action; developing and reviewing whole school approaches to safer, more supportive school environments

Inspirational Stories from Australian Legends

Cathy Freeman

www.cathyfreeman.com.au

John Maclean

www.johnmaclean.com.au

Shannon Noll

www.shannonnoll.com.au

Australian Cricketers

<http://aus.cricinfo.com/>

Layne Beachley

www.laynebeachley.com.au

Further Career Information Websites

(compiled for the Careers Education Lighthouse Project Mid West District)

CAREER PLANNING

RECOMMENDED

www.jobguide.dest.gov.au

After all this searching This site shows links to many of the sites listed elsewhere. I would recommend it as a great starting point.

RECOMMENDED

www.getaccess.wa.gov.au

This site gives relevance to learning with interviews from people in many types of careers. There is good current information on all different types of jobs including the most information appearing anywhere on trades. (possible exception www.nolimits.com.au) Information is constantly updated.

www.drake.com.au

Contains National Employment Forecast (produced quarterly), also a breakdown for each state. Interesting site to keep up to date with current employment trends. Compares industry areas and types of employment (casual, contract, full time etc). Printable pdf format. Other links include resume builder, jobsearch etc.

<http://www.degreehunt.com>

Instant links to degrees and tertiary qualifications in all states of Australia.

www.employmentdirections.net.au

Information and advice you need to make your way in the world of work. 'We are LOCAL, we are FREE, we CAN help' Includes School Leaver Program and Parents as Career Partners.

www.futurefinder.com.au

Personalized Australian career planning on line, you have to register but it is free. You can have a look first though. Seems to have quite set pathways however there is instant email if you have unanswered questions. Interesting to note the site advertises Public Education.

www.hq.org.au

Headquarters is located in Leederville WA. This Youth Friendly Organisation is devoted among other things to various VET training, Work for the Dole Programs and the Arts. Inspirational site well worth a look.

www.jobjuice.gov.au

A portal with links to many other sites listed here but in a basic non-threatening format. Left school and looking for a job? Information here.

www.tafe.wa.gov.au

Career quiz, study tips, parent advice, teacher advice, user friendly with good links to government departments.

www.wa.gov.au

Links to an excellent youth friendly site, which among other things has a section on career moves with links to government initiatives, WA Training Information Centre, TAFE and Joblinks.

www.year12whatnext.gov.au

Fast facts and quick links for students. A guide to help students plan post school education and training.

APPRENTICESHIPS & TRAINEESHIPS

RECOMMENDED

www.nolimits.com.au

Fantastic WA Building and Construction Industry site. Should be compulsory for all students to explore and open their eyes to the possibility of a future in this dynamic industry.

RECOMMENDED

www.apprenticeships.training.wa.gov.au

The West Australian site on Apprenticeships and Traineeships. Investing in Western Australia's future. All required information or links to can be found here.

www.nacinfo.com.au

New Apprenticeship Training Information Service. Opens to links in your state. All relevant information on Apprenticeships, Traineeships and SBT's for employers, students and jobseekers. WA investing in WA's future.

www.newapprenticeships.gov.au

Sections for students, job seekers, employees and careers advisors.

JOBSEARCH

RECOMMENDED

www.careerone.com.au

Jobsearch site. Good section on Career resources. Advice on many different aspects of employment which are not usually covered. i.e. Ask Kate, Inside your Industry, Getting a Job, On the job, Dollars and Sense. A fascinating site, user friendly, and in laymans terms.

www.jobs.wa.gov.au

Gateway to information about employment opportunities within the government of WA, the states biggest employer. Police, nursing, teaching and WA government sites. Careers, Youth Traineeships (under 25), Intersector.

www.seek.com.au

User friendly job search site, allows you to search for specified jobs in defined areas.

www.mycareer.com.au

As well as a job search site there is information on covering letters, resumes, interviews and articles.

VOLUNTARY WORK

www.volunteersearch.gov.au

As the name suggests you can search for voluntary work in your area.

WAGES AND EMPLOYMENT CONDITIONS

www.docep.wa.gov.au

State awards and agreements wages and conditions.

www.hreoc.gov.au

Australian Human Rights and Equal Opportunity Commission.

www.safetyline.wa.gov.au

Department of Consumer and Employment Protection, includes links to WorkCover, Thinksafe Worksafe and Smartmove (online Worksafe certificates).

www.wagenet.gov.au

Federal awards and agreements wages and conditions.

www.workplace.gov.au

Australian Government site soon to be redeveloped to improve access to information and services relating to Employment and Workplace Relations in Australia.

OTHER USEFUL SITES FOR STUDENTS

www.centrelink.gov.au

Multilingual user friendly. Information on payments while studying or training. Information for school leavers, career planning, looking for work fact sheets, allowances etc.

www.greencorps.com.au

Youth development training program for people aged 17 – 20. Regional and rural areas for secondary students and unemployed youth.

www.reachout.com.au

Excellent site covering issues for youth, includes personal issues, stories by young people, state and regional information, and where to get assistance.

www.thesource.gov.au

As well as information on career advice, getting a job and starting a business this site is a useful resource on many youth issues.

TEACHING TOOLS

www.curriculum.edu.au

Site for educators; resources, projects, everything you ever wanted to know and more including careers education, links Australia and worldwide with useful state listings.

www.curriculum.edu.au/ozjac

Australian Courses and Careers Database. Free trial.

www.dest.gov.au

Complete and comprehensive guide to Department of Education, Science and Training. From Careers to Higher Education to Apprenticeships, its all here. If anything this site is a little slow possibly because there is just so much information.

<http://pts.dest.gov.au>

The VET Priority Places Programme (VETPPP) assists;

- People with a disability
- Workers aged 45yrs or older
- Parents entering or reentering the workforce

<http://jpp.detya.gov.au>

Jobs Pathways Program – very basic information about the Jobs Pathways Program. Easy to access related links. User friendly.

www.drake.com.au

Contains National Employment Forecast (produced quarterly), also a breakdown for each state. Interesting site to keep up to date with current employment trends. Compares industry areas and types of employment (casual, contract, full time etc). Printable pdf format. Other links include resume builder, jobsearch etc.

www.edna.edu.au

Education Network Australia. Resource site contains toolboxes as a teaching resource. Courses are not accredited but can be if arrangements are made first with TAFE.

<http://flexiblelearning.net.au>

Everything you ever wanted to know about the Australian Flexible Learning Framework. Sections for teachers, can be printed in pdf format.

www.hays.com.au

Claims to be Australasia's largest specialist recruitment agency. 7th largest in the world. Career advice, career wraps, working overseas, interview tips etc. Useful information for career teachers.

www.myfuture.edu.au

Australia's national career exploration system, helps people make informed career choices. Easy to use and has section where you can assist others. Career facilitators guide. You can choose an occupation and follow it through to training, wages, labour market, trends and even check out where jobs are currently available.

www.nolimits.com.au

WA Building and Construction Industry site. Should be compulsory for all students to explore and open their eyes to the possibility of a future in this dynamic industry.

www.tafe.wa.gov.au

Career quiz, study tips, parent advice, teacher advice, user friendly with good links to government departments.

www.tpguides.gov.au

Training Package Implementation Guides by ANTA.

www.15istooyoung.wa.gov.au

Interesting site containing the background paper, consultation papers, forums and feedback on this government initiative.

Career Resources

KITS & MANUALS

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Work Readiness Kit	<ul style="list-style-type: none"> • Work education, explores self and work issues • Portfolio preparation 	<ul style="list-style-type: none"> • Kids at risk • Year 9 / 10 • People starting career programmes & a bit nervous about what to do 	<ul style="list-style-type: none"> • DET: ph 92644111
ReCap	<ul style="list-style-type: none"> • Very informative package • Provides ideas for career activities, programming & resources 	<ul style="list-style-type: none"> • People need help organising a career programme • Staff • Years 9 & 10 	<ul style="list-style-type: none"> • DET : ph 92644111
Training Education & Employment Resource Manual	<ul style="list-style-type: none"> • Contacts –government, schools, TAFE, apprenticeships, labour market, programs for people with disabilities, Aboriginal/Torres Strait Islander, ex-offenders, migrants, finance etc 	<ul style="list-style-type: none"> • Careers staff 	<ul style="list-style-type: none"> • Training information Centre Ph: 1800999167, (Possibly on line now)
UWA, ECU, ANU, Notre Dame & other Uni's. School of Mines, TAFE, Business/Tourism Colleges, etc	<ul style="list-style-type: none"> • Course handbooks 	<ul style="list-style-type: none"> • Secondary/staff 	<ul style="list-style-type: none"> • Individual post school options
Rural Skills Australia Kit	<ul style="list-style-type: none"> • New apprenticeships, booklet CD and DVD on types of apprenticeships and Traineeships 	<ul style="list-style-type: none"> • Year 10-12 	<ul style="list-style-type: none"> • Emma Kiffin-Peterson ph: 93594000
Australian Volunteers Programme	<ul style="list-style-type: none"> • Information kit –organisations, applications, countries 	<ul style="list-style-type: none"> • Leavers/staff 	<ul style="list-style-type: none"> • Ph; 1800331292 www.australianvolunteers.com
Apprenticeships and Traineeships Career and training Guide	<ul style="list-style-type: none"> • Includes fact sheets on apprenticeships, resources, ASBT, regional info etc 	<ul style="list-style-type: none"> • Staff and upper school 	<ul style="list-style-type: none"> • DET Corporate Communications and Marketing Ph: 92644111
Australian defence force Academy (ADFA)	<ul style="list-style-type: none"> • Careers advisors guide, applications, CD's, aviation kit, booklets etc 	<ul style="list-style-type: none"> • Year 10 -12 	<ul style="list-style-type: none"> • Ph: 131901 or www.defencejobs.gov.au

Local Government	<ul style="list-style-type: none"> Careers available in local government includes activity sheets, disc, pay scales, qualifications etc 	<ul style="list-style-type: none"> Year 10-12 	<ul style="list-style-type: none"> Dept of Local Govt and regional development ph: 92171555
Post School Options Program	<ul style="list-style-type: none"> A program for school leavers with disabilities 	<ul style="list-style-type: none"> Year 12 	<ul style="list-style-type: none"> Mark Crofts Ph: 94269273
WOW –West Australian Newspapers in Education	<ul style="list-style-type: none"> 30 sets of papers on Wed, 75 cards, CD, use for careers and VET subjects. 	<ul style="list-style-type: none"> Year 10-12 	<ul style="list-style-type: none"> Lynne Cahill ph: 94823717
Chase your dreams – Steve Waugh	<ul style="list-style-type: none"> Video, CD, worksheets, interactive, Biographies of high profile sportspeople, goal setting, roadblocks, employability skills etc 	<ul style="list-style-type: none"> Teachers, classes year 9-12 	<ul style="list-style-type: none"> DEST ph: 94644000 Or 18 00682133

BOOKS

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Job Guides – also on CD	<ul style="list-style-type: none"> Helps identify occupations that relate to interests. States education and training needed for particular occupations Identifies training institutions Easy to read 	<ul style="list-style-type: none"> Kids who have no idea what they want to do 	<ul style="list-style-type: none"> DEST ph: 94644000 Or 18 00682133 www.jobguide.dest.gov.au
Streetsmart- (Blue Light)	<ul style="list-style-type: none"> Includes leaving school, sexual health, money, car, legal, leaving home, healthy body and mind etc 	<ul style="list-style-type: none"> A must for all upper school kids 	<ul style="list-style-type: none"> Countrywidemedia Ph: (03) 99370200
School Diary	<ul style="list-style-type: none"> Student organisation 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> ‘My diary’- Get positive production. Ph: 94473164
Jobs in... set of 8 vocational books	<ul style="list-style-type: none"> Each focuses upon a particular industry eg law, science, tourism, media, IT, sport, health etc Each book details a range of different occupations and outlines job, and education and training needed. 	<ul style="list-style-type: none"> Year 9 & 10 	<ul style="list-style-type: none"> Burrows Educational Ph; (08) 82701226
Setting Your Sights – set of 3	<ul style="list-style-type: none"> Techniques for learning to Learn Develops personal skills 	<ul style="list-style-type: none"> Teacher resource set of 3 books 	<ul style="list-style-type: none"> User Friendly Resources Ph: 1800553890

Just the Job	<ul style="list-style-type: none"> An A – Z of Career Choices Worksheets that inform about different aspects of each job 	<ul style="list-style-type: none"> Year 9 	<ul style="list-style-type: none"> User Friendly Resources Ph: 1800553890
Worldskills Australia – skill up '04 (&disc)	<ul style="list-style-type: none"> Details education, training, case studies in many different trades 	<ul style="list-style-type: none"> All students looking at apprenticeships 	<ul style="list-style-type: none"> DEST ph:1800682133
What Jobs Pay 2004-2005	<ul style="list-style-type: none"> Comparison of the Australian job market by occupation and by age. Includes tables, graphs, hours worked etc 	<ul style="list-style-type: none"> Secondary students 	<ul style="list-style-type: none"> Rodney Stinson fax: (02) 99593960
Chalkface Project	<ul style="list-style-type: none"> Set of 4 books on life skills, practical communication skills, careers and what now. UK but can be adapted. 	<ul style="list-style-type: none"> All secondary students 	<ul style="list-style-type: none"> Mentone Educational Centre ph: (03) 95533234

NEWSPAPERS

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Careers Options WA	<ul style="list-style-type: none"> Gain detailed info about particular occupations and industries. General info about the world of work Personal perspectives of various occupations 	<ul style="list-style-type: none"> Students who need career horizons broadened 	<ul style="list-style-type: none"> Diane Whiteley Ph; 93671827 or 94473164
The Career Development Newsletter	<ul style="list-style-type: none"> Awareness of current issues and trends 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Email distribution Ph: 92644800
Employment and training advertisements	<ul style="list-style-type: none"> Collect examples of jobs, quals, pay rates, fly in fly out etc 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> Any newspapers Saturday West Australian

MAGAZINES

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
My Career Articles - from the West Australian TV magazine	<ul style="list-style-type: none"> A brief personal perspective of a diverse range of occupations of everyday West Australians. 	<ul style="list-style-type: none"> Broadening horizons, opening up to new ideas 	<ul style="list-style-type: none"> The Saturday West Australian newspaper

HUMAN

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Guest Speakers	<ul style="list-style-type: none"> First hand experience from local people and of local industry Relating to the experiences of people they know provides greater relevance. 	<ul style="list-style-type: none"> Years 9 & 10 Students who need career horizons broadened All secondary career students Staff needing guidance 	<ul style="list-style-type: none"> varied
Parents as Career Partners	<ul style="list-style-type: none"> Parent/student seminar regarding changes over the years an awareness of the new types of jobs and skills now required. 	<ul style="list-style-type: none"> Year 9-12 	<ul style="list-style-type: none"> Employment Directions Network – Geraldton Ph: 99641022
Jobs Pathway JPP	<ul style="list-style-type: none"> Enhances Career programme Provide support network of people for career related issues. Reinforcing our message by someone not linked directly to the town or school. 	<ul style="list-style-type: none"> Years 9-12 	<ul style="list-style-type: none"> Geraldton- ph:99214855 or jpp@edcentre.wa.edu.au <ul style="list-style-type: none"> More information available through: http://jpp.dest.gov.au
Training Information Centre	<ul style="list-style-type: none"> One stop shop for careers and training, co located with EDN 	<ul style="list-style-type: none"> All students and parents 	<ul style="list-style-type: none"> Murray St, Perth 1800 999 167 or 92246506
Faye Glancy Westone Services	<ul style="list-style-type: none"> As Manager, Faye is very familiar with career directions and Westone resources 	<ul style="list-style-type: none"> Staff wanting info on available resources and costs 	<ul style="list-style-type: none"> Westone Products Ph; 9229 5330
Visits to worksites	<ul style="list-style-type: none"> Students have first hand knowledge at different worksites 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> varied
T.I.P.S. Teacher in Industry Placement	<ul style="list-style-type: none"> Professional development for staff to broaden their skills and knowledge in different industries. 	<ul style="list-style-type: none"> Secondary teachers and administrators 	<ul style="list-style-type: none"> VETis branch Ph: 2645165
Careers Councillor	<ul style="list-style-type: none"> 1 on 1 discussion, advice to students 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> Schools
Parent Evenings	<ul style="list-style-type: none"> Varies from dissemination of trends, quals, apparent/trainees, guest speakers, course selections etc 	<ul style="list-style-type: none"> Parents and students 	<ul style="list-style-type: none"> Schools

Centrelink	<ul style="list-style-type: none"> One stop shop for commonwealth services for employment assistance, registrations, access to computers, advice on Abstudy, Austudy etc 	<ul style="list-style-type: none"> Upper school and leavers 	<ul style="list-style-type: none"> Geraldton or ph; 132490 www.centrelink.gov.au
TAFE	<ul style="list-style-type: none"> Post secondary study option, catering for Certificate courses to Advanced Diploma courses. Courses of study, discs are available 	<ul style="list-style-type: none"> Secondary students 	<ul style="list-style-type: none"> Central West Ph; 1800672700
Job Network	<ul style="list-style-type: none"> Can visit – offer guides to job seekers, resource kit for career counsellors, career tips 	<ul style="list-style-type: none"> Secondary plus leavers 	<ul style="list-style-type: none"> Geraldton contact Centrelink or ph:136268
Sandra Barnsley 'Your Image'	<ul style="list-style-type: none"> Practical workshops for students on the power of image, colour, dress, style, impressions etc 	<ul style="list-style-type: none"> Secondary students 	<ul style="list-style-type: none"> Ph: 93171186

POSTERS

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Do you enjoy or are you good at ... - Set of 20 "Bullseye" posters & A4 cards	<ul style="list-style-type: none"> Identifies occupations that are linked to subjects studied at school Groups occupations into 4 levels of education and training Easy to read 	<ul style="list-style-type: none"> All secondary year levels Kids who have no idea what they want to do 	<ul style="list-style-type: none"> DEST ph: 94644000 Or 18 00682133
Industry Posters	<ul style="list-style-type: none"> Highly visual, cartoon like images of a huge range of occupations within each industry Range of industry specific posters 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> DEST ph: 94644000 Or 18 00682133
Workposters	<ul style="list-style-type: none"> Set of posters and worksheets on self esteem and values including team work, respect, achieving etc 	<ul style="list-style-type: none"> All secondary students 	<ul style="list-style-type: none"> Ph: (03) 98301966 or email info@workposters.com

GAMES

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
The Real Game Series : - Make It Real - Real - Be Real	<ul style="list-style-type: none"> Career based role play games Provides an interactive overview of work and life using “realistic” situations, scenarios & experiences Facilitators provide guidance to small groups of students 	<ul style="list-style-type: none"> Early to late adolescence (Years 7 – 10) 	<ul style="list-style-type: none"> CEAWA - email info@ceawa.org.au Or David Carney at Aquinas College www.ceawa.org.au

PROGRAMS

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Change Makers	<ul style="list-style-type: none"> Enterprise and careers education linked with communities 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> Schools, District offices and communities
National Industry Skills initiative (NSI)	<ul style="list-style-type: none"> Under the National Industry Skills Initiative, Industry in partnership with DEST, have produced career products and career resources, such as the ONtrack CD- Rom, providing information about career pathways in the industry sectors. 	<ul style="list-style-type: none"> More information available through industry specific websites: Electrotechnology - www.electrotecfutures.com.au Rural - www.ruralskills.com.au Automotive Retail - www.autocareers.com.au Manufacturing - www.aigroup.asn.au Commercial Cooking - www.chef.org.au 	<ul style="list-style-type: none"> ph:1800642798
Enterprise Education initiatives	<ul style="list-style-type: none"> Identifies models and innovative approaches to ‘best practice’ in Enterprise Education in Australia 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> DEST ph: 94644000 Or 18 00682133 www.dest.gov.au/schools/enterprise/initiatives/ex.htm
School Based New Apprenticeships / Traineeships	<ul style="list-style-type: none"> School – Based New Apprenticeships enable students to gain a vocational qualification while continuing school studies. 	<ul style="list-style-type: none"> Staff and students 	<ul style="list-style-type: none"> Information available on: www.newapprenticeships.gov.au

JIGCAL	<ul style="list-style-type: none"> A program that assists students to identify career interests and aptitudes and possible future career paths. 	<ul style="list-style-type: none"> Year 9-12 	<ul style="list-style-type: none"> Available through private purchase by Career Advisors
OZJAC	<ul style="list-style-type: none"> OZJAC brings together information on all accredited courses in Australia, links courses to jobs, and jobs to industry. OZJAC is widely utilised in schools. 	<ul style="list-style-type: none"> Year 9-12 	<ul style="list-style-type: none"> More information available on: www.curriculum.edu.au also available with video hire from Career Info Centre
Engineering the Future-CD	<ul style="list-style-type: none"> Photovoltaics and solar Energy, Renewable Energy Engineering 	<ul style="list-style-type: none"> Year 11-12 	<ul style="list-style-type: none"> Lisa Cahill ph: (02) 93854018
School Leaver Program	<ul style="list-style-type: none"> Schools collect info on student destinations –local and state 	<ul style="list-style-type: none"> Leavers 	<ul style="list-style-type: none"> DET Steve Doneti ph: 92644111
On line Worksafe Certificates	<ul style="list-style-type: none"> A computer program for students to work through different hazards and rules in different Industries 	<ul style="list-style-type: none"> Year 10-12 	<ul style="list-style-type: none"> Worksafe ph: 93276777– or www.safetyline.wa.gov.au

VIDEOS /DVD'S

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Job interviews	<ul style="list-style-type: none"> Provides clear guidelines for a successful interview. Uses scenarios to compare an unsuccessful one with a successful one. Discusses qualities being looked for by employers 	<ul style="list-style-type: none"> Year 10 preparation for SWL interview Kids who have never experienced the interview situation 	<ul style="list-style-type: none"> SIDE Ph:1800642300
Try it for 5 – Series	<ul style="list-style-type: none"> Collection of 5 minute videos and personal profiles exploring a range of 30 occupations. 	<ul style="list-style-type: none"> Parents & secondary students 	<ul style="list-style-type: none"> Faye Glancy at Westone ph:92295330
Choices – TV Series	<ul style="list-style-type: none"> Real life stories, interviews, commentary on many jobs, paid and unpaid, values and life long learning 	<ul style="list-style-type: none"> Parents and secondary students 	<ul style="list-style-type: none"> Faye Glancy at Westone ph:92295330
Twenty First Century Jobs	<ul style="list-style-type: none"> Covers recent trends and developments, job prospects, emerging industries and pathways etc. 	<ul style="list-style-type: none"> Year 11 Career and Industry Awareness, Work Studies 	<ul style="list-style-type: none"> Video Education Australia Ph: 1800034282
ADFA – Army Reserve (DVD)	<ul style="list-style-type: none"> Insight into a part time career in the Army reserve 	<ul style="list-style-type: none"> Secondary students 	<ul style="list-style-type: none"> Ph: 131901 or www.defencejobs.gov.au

Pathways	<ul style="list-style-type: none"> A series of approx 70 short interviews, commentary , discussions, employability skills etc with a range of career profiles 	<ul style="list-style-type: none"> Year 10 	<ul style="list-style-type: none"> Faye Glancy at Westone ph:92295330
New To The Job	<ul style="list-style-type: none"> OH & S 	<ul style="list-style-type: none"> Year 10 prep for SWL 	<ul style="list-style-type: none"> Worksafe Ph:93278777
Job Applications- The Road to Success	<ul style="list-style-type: none"> Seven stages of applying for a job including where are the jobs, can I do this job, writing your resume, applications and selection criteria, interview and knock backs. 	<ul style="list-style-type: none"> Year 10 Year 11 Career and Industry Awareness, Work Studies 	<ul style="list-style-type: none"> Faye Glancy at Westone ph:92295330
Real Smart about Girls' Body Image	<ul style="list-style-type: none"> Deals with promoting and accepting one's body. 	<ul style="list-style-type: none"> Year 9 	<ul style="list-style-type: none"> Video Education Australia Ph: 1800034282
Real Smart about Boys' Body Image	<ul style="list-style-type: none"> Deals with promoting and accepting one's body. 	<ul style="list-style-type: none"> Year 9 	<ul style="list-style-type: none"> Video Education Australia Ph: 1800034282
Video - various	<ul style="list-style-type: none"> A huge range of industry based videos 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> Information and Careers Centre Ph: 1800 999 167 or 92246506
The Road to Work	<ul style="list-style-type: none"> Discusses the changing job scene including pace of change, rise in part time and casual, increase in women, increase in services, areas of job expansion and decline in manufacturing sectors. 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> Video Education Australia Ph: 1800034282
What Employers really Want	<ul style="list-style-type: none"> 21st century jobs, employability skills, personal attributes, assessing your employability, improving your employability 	<ul style="list-style-type: none"> Year 10-12 	<ul style="list-style-type: none"> Video Education Australia Ph: 1800034282
Introducing the Tourism Industry	<ul style="list-style-type: none"> Tourism is now Australia's biggest single export earner- Video includes the types of tourism, changes in the industry, career opportunities etc 	<ul style="list-style-type: none"> Upper school 	<ul style="list-style-type: none"> Video Education Australia Ph: 1800034282
DVD "On track Real Skills Rural Future"	<ul style="list-style-type: none"> Rural careers and primary industries 	<ul style="list-style-type: none"> All secondary 	<ul style="list-style-type: none"> Ph: 1800647798 or www.ruralskills.com.au/ontrack
DVD "The Next Stage"	<ul style="list-style-type: none"> Leaving school to go to Uni –timetables, study, part time work, contact hours, using a diary, independent learning etc 	<ul style="list-style-type: none"> Year 10 -12 	<ul style="list-style-type: none"> Ph; Kerri Hilton 94573203

BOOKLETS

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Job Search Guide	<ul style="list-style-type: none"> Detailed information about getting a job – skills, abilities, preparation, applying for work, job interviews, coping with knock backs, etc... 	<ul style="list-style-type: none"> Job seekers 	<ul style="list-style-type: none"> EDN Geraldton ph: 99641022
Homework, Study and Review Guidelines	<ul style="list-style-type: none"> Includes School, Parents and Student's responsibilities. 	<ul style="list-style-type: none"> All secondary students 	<ul style="list-style-type: none"> Kalbarri DHS Ph:99371051
Year 12 – What Next?	<ul style="list-style-type: none"> Information to help with planning for post school education and training 	<ul style="list-style-type: none"> Year 12 	<ul style="list-style-type: none"> DEST ph: 94644000 Or 18 00682133or www.year12whatnext.gov.au
Homework, Review or Study? The Mystery Unfolded	<ul style="list-style-type: none"> Includes the differences between homework, review and study and offers different techniques for each. 	<ul style="list-style-type: none"> All secondary students 	<ul style="list-style-type: none"> Kalbarri DHS Ph; 99371051
Job Outlook	<ul style="list-style-type: none"> Analytical and statistical information about a huge range of occupations, job prospects, current and future trends, wages etc 	<ul style="list-style-type: none"> Senior students 	<ul style="list-style-type: none"> Department of Employment & Workplace Relations DEWR ph: 94644200 or (02)61215900
School Leavers Guide	<ul style="list-style-type: none"> Sent to students upon completion of year 12 Outlines the next stages of life, offers contacts 	<ul style="list-style-type: none"> Year 12 	<ul style="list-style-type: none"> Barry Hasse Ph:1300301876
Chamber of Mineral and Energy (& disc)	<ul style="list-style-type: none"> Industry specific booklet and disc (pretty visual) covering all occupations in the mining industry 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> The Minerals Information centre Ph: 92208537 or Careers Info Centre on 1800999167
Investing in Western Australia's Future	<ul style="list-style-type: none"> A guide for employers of Apprentices and Trainees 	<ul style="list-style-type: none"> SWL Employers 	<ul style="list-style-type: none"> Apprenticeship and Traineeship Support Network Ph: 92295450
Investing in Your Future	<ul style="list-style-type: none"> A guide for the job seeker wanting to become an Apprentices or Trainee. 	<ul style="list-style-type: none"> Year 10 -12 	<ul style="list-style-type: none"> Apprenticeship and Traineeship Support Network Ph: 92295450 or 13 19 54
CCI Employfast Hot Options	<ul style="list-style-type: none"> A list of registered Apprenticeships and Traineeships by Industry plus an information service 	<ul style="list-style-type: none"> Year 10-12 	<ul style="list-style-type: none"> Ph: 1800224224

No Shame Job-	<ul style="list-style-type: none"> Aimed at indigenous students, careers in health, scholarships etc 	<ul style="list-style-type: none"> Years 10-12 	<ul style="list-style-type: none"> DEST ph: 94644000 or 18 0068213 www.year12whatnext.gov.au
How to Get Yourself a Job, handy hints	<ul style="list-style-type: none"> Aimed at indigenous students 	<ul style="list-style-type: none"> Years 10 -12 	<ul style="list-style-type: none"> DEST Ph: 180068213 or email wamarketing@dewr.gov.au
TAFE courses and careers 2005	<ul style="list-style-type: none"> Pathways brochure, courses, career quiz, career options, applying to TAFE, which TAFE? 	<ul style="list-style-type: none"> Years 10-12 	<ul style="list-style-type: none"> TAFE Ph: 1800999167
Getting A Job Future Directions	<ul style="list-style-type: none"> Career information about: finding a job, employers perspective, applying to advertisements, letters, resumes, portfolios Series of 9 worksheets are available 	<ul style="list-style-type: none"> Year 11 Career and Industry Awareness, Work Studies Job seekers 	<ul style="list-style-type: none"> DEST ph: 94644000 or 18 0068213 www.dest.gov.au/schools/careers/ci oducts.htm
I can Do That Too - Future Directions (How to count your work skills)	<ul style="list-style-type: none"> Checklists for identifying personal skills 	<ul style="list-style-type: none"> Years 9 -12 	<ul style="list-style-type: none"> DEST ph: 94644000 or 18 0068213 www.dest.gov.au/schools/careers/ci oducts.htm
Parents Help with Careers –Future Directions	<ul style="list-style-type: none"> Issues teenagers will face during the high school years. Suggestions how parents can help children make career decisions 	<ul style="list-style-type: none"> Parents and Guardians and students 	<ul style="list-style-type: none"> DEST ph: 94644000 or 92645732 or 18 0068213 or www.dest.gov.au

BROCHURES

RESOURCE	CONTENT/PURPOSE	PRIMARY AUDIENCE	SUPPLIER
Parents as Career Partners	<ul style="list-style-type: none"> Information about a workshop for parents that will help them help their children plan their future careers 	<ul style="list-style-type: none"> Parents 	<ul style="list-style-type: none"> DET – Employment directions Network Ph:13 64 64 or
Employment Directions Network	<ul style="list-style-type: none"> Information about what this free service provides 	<ul style="list-style-type: none"> General 	<ul style="list-style-type: none"> DET – Employment Directions Network 13 64 64
School leaver Program	<ul style="list-style-type: none"> Information about services offered to young people to make the transition from school to the next phase of their careers 	<ul style="list-style-type: none"> School Leavers 	<ul style="list-style-type: none"> DET – Employment Directions Network ph 136464
Leaders in Careers	<ul style="list-style-type: none"> Working together to support schools, career advisors, teachers, parents and community 	<ul style="list-style-type: none"> Parents and staff 	<ul style="list-style-type: none"> DEST ph: 94644000 or 18 0068213 or www.dest.gov.au
Occupational Health and Safety Fact Sheets	<ul style="list-style-type: none"> Various industries –health, mining, retail, construction primary etc dealing with workplaces, compensation claims, types of injuries yearly comparisons etc. 	<ul style="list-style-type: none"> Year 10-12 SWL 	<ul style="list-style-type: none"> National Occupational Health and Safety Commission (NOHSC) Lara Morgan PH: (02)6291000
Occupational Health and Safety	<ul style="list-style-type: none"> An OHS guide for employers Student work placement 1 	<ul style="list-style-type: none"> Staff and employers 	<ul style="list-style-type: none"> (NOHSC) Lara Morgan PH: (02)6291000
Occupational Health and Safety	<ul style="list-style-type: none"> An OHS guide for educational authorities and educational practitioners Student work placement 2 		
Apprenticeships - Traineeships Fact sheets	<ul style="list-style-type: none"> A set of 20 different sheets on a range of apprenticeships/traineeships including “What is being a bricklayer, a boilermaker, a business administrator, call centre operator etc all about”, and “what is involved in each of the jobs”. 	<ul style="list-style-type: none"> Year 9-12 	<ul style="list-style-type: none"> Workplace Connect ph 1300656461 or 1300760099

Labour Relations Fact Sheets	<ul style="list-style-type: none"> 4 sheets covering types of employment, making a compliant because of unsafe products, REVS –buying cars and boats 	<ul style="list-style-type: none"> Year 10-12 	<ul style="list-style-type: none"> Dept of consumer and Employment protection ph: 1300304054
Training Opportunities in Light manufacturing Industry	<ul style="list-style-type: none"> A set of 12 brochures on pre-apprenticeships, apprenticeships, traineeships in different light industries – cabinet making, floor covering, canvas and sail, soft furnishings, footwear, dry cleaning etc 	<ul style="list-style-type: none"> Year 10 -12 	<ul style="list-style-type: none"> Light Manufacturing industry council ph 92401048
Auto careers	<ul style="list-style-type: none"> St of brochures on the automotive industry in panel beater, auto electrician, motor mechanic, apprentice motor mechanic, vehicle painter 	<ul style="list-style-type: none"> Year 10-12 	<ul style="list-style-type: none"> Automotive Training Australia Ph: 1800442266

Appendix G

Review of existing packages (CSCR)

The criteria used for assessment of the packages were derived from the seven good practice principles underpinning the provision of Reconnect services, a community-based intervention service. Not all criteria were however, assessed at this stage. These principles are:

- accessibility of services
- client driven service delivery
- holistic approaches to service delivery
- working collaboratively
- culturally and contextually appropriate service delivery
- ongoing review and evaluation; and
- building sustainability.

The tables below relate to each of these criteria.

Table 1 General information about packages

Name of Package	Details of author/publisher	Website	Computer Package	Paper	Other	Focus*
Career Builder	Career Solutions		Yes			Long
Career Voyage 2006	JHIG-CAL Australia		Yes			Long
OZJAC (Feb 2006)	Curriculum Corporation		Yes			Long
My Future (Job Guide) http://www.myfuture.edu.au/	DEST	Yes				Long
Job Juice http://www.jobjuice.gov.au/default.htm	Commonwealth of Aust.	Yes				Short
Job Guide 2006 http://www.jobguide.thegoodguides.com.au/	DEST	Yes				Long
Australian Job Search						
Career Quiz http://jobsearch.gov.au/careersearch.aspx	Commonwealth of Aust.	Yes				Long
Getaccess http://www.getaccess.wa.gov.au/	WA Goct	Yes				Long
Job Search Guide	DET WA	Yes				Short
TAFE WA Career Prospectus 2006	TAFEWA			Yes		Long
Getting a Job futuresdirections series	DEST			Yes		Short
Parents Help with Careers futuresdirections series	DEST			Yes		Long
"Words that Work. Tips in easy English to help you get a job"	PEP Employment Service TAFE Grant 1990			Yes		Short
Bullseye posters	DEST			Yes		Long
Job Sheets	Centrelink			Yes		Short
ReCap	DEST	Yes				Long
Real Game http://www.realgame.gov.au/index.htm	DEST			Yes		Long
A guide for newly arrived young people, understanding the	Centre for Multicultural			Yes		Long

Victorian Ed and training system	Youth Issues					
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* Does the package have a short term or long term focus?

Table 2 Description of packages and presumptions made

Name of Package	Description of package	Presumptions made
Career Builder	Designed to help users identify suitable career options and outlines career and education pathways	Degree of computer literacy required, individualistic, reasonable literacy required.
Career Voyage 2006	Focus on building interest profile and identifying suitable jobs	Computer literacy required, focus on individual, reasonable literacy required.
OZJAC (Feb 2006)	Provided information on education required for specific jobs	Computer literacy required, assumes basic understanding of education system, individualistic, high literacy required
My Future (Job Guide)	Build personal profile and match with jobs, work and education pathways identified.	Computer literacy required, high literacy level required section called 'assist others' for parents to help.
Job Juice	Helps secondary students identify career options and gives advice about how to look for a job.	Assumes computer knowledge, high literacy required, individualistic
Job Guide 2006	Provides information on careers and education pathways No building profile part	High literacy level required, section for parents.
Australian Job Search Career Quiz	Identifies interests, suggests possible jobs, provides education pathways, descriptions of jobs.	High literacy level required, computer literacy required, individualistic
Getaccess	Provides links to career and education services, career profiles.	High literacy required, computer literacy required, individual
Job Search Guide	Information of job seeks - applying for jobs, resume, telephone skills, letter writing (not career development)	High literacy level, encourages links with family and friends. Paragraph on cultural sensitivities
Challenger TAFE Career Prospectus 2006	Description of TAFE courses with career links	High literacy level required, assumes knowledge of jobs

Getting a Job futuredirections series	Information for job seekers, finding a job, how to apply for it, resume, telephone skills, interview. (Not career development)	High literacy level required, high level of literacy required.
Parents Help with Careers futuredirections series	Information for parents on helping children with career education pathways	High literacy level required. Although for parents, emphasis is placed on student's choice
"Words that Work. Tips in easy English to help you get a job"	Developed specifically for NESB job seekers to help find a job, understanding newspaper ads, contacting employers, letter writing, resume, filling in forms, interviews	Developed specifically for migrants.
Bullseye posters	Information sheet linking jobs with education levels in a diagrammatic way	Assumes knowledge of particular jobs and education system
Job Sheets	Provides basic job descriptions arranged under headings such as 'Animals', 'Hospitality' and 'Personal Services'	Appears to be designed for people with basic language skills
ReCap	Resource for career practitioners to help students/clients with career development with career development	Assumes mainstream clients, although attempts to address diversity with sections on individual needs, indigenous students and involving family and community.
Real Game	Career and life skills education program designed for teachers to use with students. Paper based and designed for group work in classrooms. Different levels ranging from primary to secondary students.	Unable to test
A guide for newly arrived young people, understanding the Victorian Ed and training system	Resource explaining education and training systems in Vic. Includes information on income support	High literacy level required

Table 3 Accessibility of service

This table includes whether the resource is available in languages other than English, if terms are explained, how easy the format is to use and what level of assistance a newly arrived young person to Australia would require.

Name of Package	Language 2	Language 3	Layout	Name of Package
Career Builder	English	Complex terms, not explained	Confusing at first, not as bad as some	Extensive guidance
Career Voyage 2006	English	Technical terms not explained	Many steps, wordy	Extensive guidance
OZJAC (Feb 2006)	English	Technical terms not explained	Busy, many options	Extensive guidance
My Future (Job Guide)	English	Terms not explained	Very confusing with many steps	Extensive guidance
Job Juice	English	Technical terms not explained	Busy, many options	Extensive guidance
Job Guide 2006	English	Glossary of terms	Confusing difficult to navigate	Extensive guidance
Australian Job Search Career Quiz	English	Terms not explained	Confusing difficult to navigate	Extensive guidance
Getaccess	English	Terms not explained	Too much reading	Extensive guidance
Job Search Guide	English	Terms not explained	Busy, too much information, too many sections	Extensive guidance
Challenger TAFE Career Prospectus 2006	English	Terms not explained	Clear and not too confusing	Extensive guidance
Getting a Job futuredirections series	English	Terms not explained	Busy, many sections	Extensive guidance
Parents Help with Careers futuredirections series	English	Glossary of terms	Clear section headings	Some guidance depending on English level

"Words that Work. Tips in easy English to help you get a job"	English	Terms explained	Clear	Some guidance depending on English level
Bullseye posters	English	Some terms explained	Clear	Some guidance
Job Sheets	English	Terms not explained but simple terms used	Clear with pictures	Some guidance
ReCap	English			Extensive guidance
Real Game	English		Unable to test	Extensive guidance
A guide for newly arrived young people, understanding the Victorian Ed and training system	English	Terms explained	Clear	Some guidance required depending on English level

Table 4 Holistic approaches to service delivery

This table explore whether the packages provide a range of options education (Ed) and/or employment (Em); whether the pathways to these options are clearly outlined; if there is clear information on who to contact for more information and how to contact them; and finally how comprehensiveness of the package.

Name of Package	Options	Pathways	Contact points	Comprehensiveness
Career Builder	Em & Ed	Clear	Yes	Thorough
Career Voyage 2006	Em	Clear	Yes	Thorough
OZJAC (Feb 2006)	Ed	Clear	Yes	Thorough
My Future (Job Guide)	Em & Ed	Clear	Yes	Thorough
Job Juice	Em	No specific pathways	Yes	General
Job Guide 2006	Em & Ed	Clear	Yes	Thorough
Australian Job Search Career Quiz	Em & Ed	Clear	Yes	Thorough
Getaccess	Em & Ed	Clear	Yes	Thorough
Job Search Guide	Em	Job search steps outlined	Yes	Thorough
Challenger TAFE, Career Prospectus 2006	Ed	Clear with diagrams	Yes	Thorough
Getting a Job	Em	Job search steps outlined	Yes	Thorough
Parents Help with Careers	Em & Ed	Basic info about pathways	Yes	Thorough
"Words that Work. Tips in easy English to help you get a job"	Em	Clear outline of job seeking steps	Yes	Thorough
Bullseye posters	Em & Ed	Rough guide to ed pathways	No	Basic
Job Sheets	Em	No pathways	No	Basic
ReCap	Em & Ed	Clear	Yes	Thorough
Real Game	Unable to test			Unable to test
A guide for newly arrived young people, understanding the Victorian Ed and training system	Ed	Clear	Yes	Thorough

Table 5 Culturally and contextually appropriate service delivery and conclusion

Name of Package	Culturally and contextually appropriate service delivery	Conclusion
Career Builder	No	Steps are complex but job information is explained in simple terms layout is confusing for first time users. Best computer resource however still difficult for refugee/ESL person to use.
Career Voyage 2006	No	Steps are complex, many questions which are confusing and very wordy, provides career advice only - no education pathways (works in conjunction with OZJAC which focuses on education) takes a long time to complete, difficult for refugee/ESL user.
OZJAC (Feb 2006)	No	Good overview of jobs and education pathways, specific courses outlined. High level of literacy required., difficult for refugee/ESL person to use.
My Future (Job Guide)	No	A comprehensive resource however one of the most difficult to use - very confusing.
Job Juice	No	Good resource for getting started and tips on job seeking. Specific information not provided.
Job Guide 2006	No	Difficult for refugee/ESL.
Australian Job Search Career Quiz	No	Good job information and education pathways, not as complex as others but still difficult for ESL person to use
Getaccess	No	Comprehensive information but difficult to navigate. Not suitable for refugee/ESL person.
Job Search Guide	No	Comprehensive information but high level of literacy required. Not suitable for refugee/ESL person.
Challenger TAFE – Prospectus 2006	No - but diagrams are good	A good resource for identifying TAFE education pathways. Clearly set out but guidance still required depending on English level
Getting a Job	No	Not suitable for refugee/ESL person.
Parents Help with Careers	No	Not suitable for parents with limited English skills.
"Words that Work. Tips in easy English to help you get a job"	Yes - language appropriate may still require some guidance	Culturally appropriate resource however short term job finding focus (quite old)

Bullseye posters	Presented in diagrammatic for - could be adapted for CaLD use.	A good resource, simple, not too wordy, could be used by refugee/ESL person with modifications.
Job Sheets	Has potential - simple job descriptions with pictures	Provides basic information, needs to be used in conjunction with other resources for education pathways.
ReCap	No	Has potential to be used with refugee/ESL person.
Real Game	Unable to test	Could be modified by practitioner to be used for refugee/ESL clients.
A guide for newly arrived young people, understanding the Victorian Ed and Training System	Partly - assumes no prior knowledge of ed system, info provided in a clear way and not too wordy, however a high level of English still required.	Teachers may be able to deliver in a culturally appropriate way. Lower levels used with ESL students. Good source of information, assumes no prior knowledge, explained in a clear way (compared to other resources), but would still require a reasonable level of English.

Appendix H Needs analysis (Bates)

The needs of refugee youth in relation to career guidance as identified in the literature review, consultation with stakeholders and the survey of steering committee, are complex and numerous.

In order to present these needs in a useable format, they have been arranged in table form.

The needs can be divided into three levels of experience:

- **Personal/Individual:** Needs or issues that are faced by the individual in the experience of relating with the self;
- **Relationships:** Needs or issues that may arise in relationships and communication with others, including peers, networks, service providers including trainers and case workers, employers and the community in general;
- **Societal/Structural:** Issues that arise because of the systems of Australia society.

Within each of these hierarchies of experience, the needs and issues are sorted according to category. Categories were determined according to their relevance within a career guidance program. The six categories of needs are:

- Career guidance
- Employment
- Learning and skills acquisition delivery methods
- Self exploration
- Networks/ contacts
- Family, peers, community

Needs Analysis Summary Table

Personal	In relation to: career guidance	In relation to: employment	In relation to: learning and skills acquisition delivery methods
At an individual level, the youth may experience..	<ul style="list-style-type: none"> • Lack of understanding of the labour market; • Lack of understanding of career pathways; • Lack of awareness of services provided; • Lack of understanding of relevance of information provided; • Lack of awareness of career choices • Lack of cultural role models to achieve career goals • Lack of understanding of entire concepts related to career development 	<ul style="list-style-type: none"> • Lack of interview skills; • Lack of information on job search process; • Lack of job experience; • Lack of understanding of Australian Workplace culture • Lack of understanding vocational language (terminologies); • Lack of drivers license/and or vehicle; • Lack of understanding of entire concepts related to employment in Australia; • Lack of understanding of Australian laws: • (workplace relations, and occupational health and safety) 	<ul style="list-style-type: none"> • Lack of language literacy skills; • Lack of computer literacy skills • Time is required to integrate new knowledge; • Life skills are important: • listening, understanding emotions, cooperation, problem solving, team work, communication skills expressed in their Australian context <p><u>Best practice methods</u></p> <ul style="list-style-type: none"> • Avoid media of instruction that are not readily understood • Use alternative methods of delivery, including visual and experiential methods • Culturally recognisable methods are useful i.e. art, craft, dance and other appropriate engagement activities.

Personal	In relation to: self exploration	In relation to: networks /contacts	In relation to: family, peers and community
At an Individual level, the youth may experience..	<ul style="list-style-type: none"> • Low self esteem / self worth; • Cultural differences that need to be explored; • Physical health issues; • Mental health issues; • The need to expand coping skills / life skill development to the Australian context; • Feelings of safety, support and participation are positive; • Difference in pace of life in Australia; • May not be aware of their own styles of learning; • Lack of understanding of entire concepts related to self exploration. 	<ul style="list-style-type: none"> • Lack of awareness of services available; • Difficulties accessing post- arrival services; • Peer support is successful; • Social isolation issues; • Religious faith can provide support; • Involvement in sport and recreation improves outcomes; • Lack of awareness and understanding of available recreational activities. 	<ul style="list-style-type: none"> • Intergenerational conflict resulting from more “freedom” for youth; • Issues related to conflict in their country of origin; • Family breakdown; • Limited parental supervision; • Unrealistic family expectations in relation to career/education; • Families may lack the skills and experience needed to support and advocate on behalf of their children; • Living in large families; • Youth may have lost parents and other family members; • Being older than other school students; • Lack of understanding of Australian laws.

Relationships	In relation to: career development	In relation to: employment	In relation to: learning and skills acquisition delivery methods
In the refugee youth's relationships with other people and networks the following may be experienced..	<ul style="list-style-type: none"> • Use of bi lingual workers or interpreters is strongly recommended; • Limited networks reduce exposure to a variety of careers; • Limited networks result in reduced awareness of opportunities; • A long term commitment is required from service providers; • Time is required to integrate knowledge; • Informing/ up-skilling parents; • No understanding that they may have "transferable skills". 	<ul style="list-style-type: none"> • Most jobs are gained through contacts and networks; • Limited networks are a barrier to employment; • Providing assistance with individual job applications is useful; • Mentoring can be successful; • Training work place supervisors to understand and mentor refugee employees has been successful; • Racism and discrimination; • Strong accent even if they can speak English OK. 	<ul style="list-style-type: none"> • Case management, individual attention and practical assistance is most successful; • Translators and interpreting services are useful; • Using peer/bilingual workers is successful; • Involving community in all stages of program development is successful; • Service providers need to be informed about the needs of the client; • Involving parents and informing parents is successful; • Clients may need support and motivation to continue to attend classes.

Relationships	In relation to: self exploration	In relation to networks /contacts	In relation to: family, peers and community
In the refugee youth's relationships with other people and networks the following may be experienced..	<ul style="list-style-type: none"> • Lack of feedback from others about talents; • Differing ability to trust and form relationships with others; • Clients have diverse developmental stages. 	<ul style="list-style-type: none"> • Attendance at ESL classes improves awareness of other services available; • Early intervention is recommended; • Service providers lack of understanding/awareness of the issues faced by the youth (lack of training). 	<ul style="list-style-type: none"> • Community involvement improved outcomes; • Access to Centrelink benefits allows the youth to act autonomously from family authority.

Societal	In relation to: career development	In relation to: employment	In relation to: learning and skills acquisition delivery methods
The following may be experienced as a result of our society's structures..	<ul style="list-style-type: none"> • Bridging courses from ESL courses to "Employment" courses – i.e. apprenticeships and traineeships are requested; • Program continuity is important, as time is required to develop relationships, understanding and the integrate new skills, concepts and awareness. 	<ul style="list-style-type: none"> • Recognition of prior skills and application to WA workplace can be difficult; • Employers perceptions and requirements may be barriers to employment; • Job focused English language courses are useful. 	<ul style="list-style-type: none"> • Recognition of O/S qualifications may be difficult; • Age-ability fit into WA Education system can be a barrier to education; • Refugees may experience generational lack of literacy; • Diversity of clients required diversity of services; • Individual's are at diverse developmental stages; • Data collection and research can help develop robust service delivery models. •
Societal	In relation to: self exploration	In relation to: networks /contacts	In relation to: family, peers and community
The following may be experienced as a result of our society's structures...	<ul style="list-style-type: none"> • Limited framework for self exploration, (have not experienced much in Australian society); • Youth is a time of transition and discovery of self identity. 	<ul style="list-style-type: none"> • Service providers require expert knowledge or access to those with expert knowledge in refugee issues; • Partnerships between service providers to support holistic service provision and transfer between service; • Partnerships between Govt, Career Development Agencies and Training Providers are important; • Service providers lack of training in dealing with refugee (and CALD) youth. 	<ul style="list-style-type: none"> • Community involvement and training bilingual workers increases community capacity.

Appendix I Career Development Package for Refugee and Migrant Youth Facilitator's Guide and Workbook

These packages accompany this report as separate documents or if in electronic form in a separate file.