

SHARING BEST PRACTICE PROGRAMS FOR WOMEN IN TAFE - 2010



1911 - 2011



International
Women's Day

CELEBRATING THE CENTENARY OF INTERNATIONAL WOMEN'S DAY

Cover Photos: TAFE NSW Archives

© 2011 TAFE NSW

Restricted waiver of copyright. This publication is subject to a restricted waiver of copyright for the NSW Department of Education and Training use. All copies of the printed material shall be made without alteration or abridgement and must retain acknowledgment of copyright

Distribution. This publication is available for download through the TAFE Training and Education Support Intranet site and the Social Inclusion and Vocational Access Skills Unit webpage at:

<http://siandvasupport.sydneyinstitute.wikispaces.net/Gender+Equity>

Foreword

In 2011 we celebrate the centenary of International Women's Day and reflect upon the progress and achievements that have been realised over the last century. We have come a long way as a community and, in recognising this progress, we acknowledge the efforts of those who came before us.

TAFE NSW has made a significant and on-going contribution to addressing women's education and training needs. The way that TAFE's role has changed over time reflects the way that we have grown as a society.

In the early 20th Century, women's only courses were offered in the Women's Handicrafts and Domestic Science Departments. Quite a few of these courses were offered on a weekly basis in small towns and led to the development of many of the colleges found across rural New South Wales.

Nowadays, we encourage enrolments by women across an ever-expanding range of occupational areas. At the same time, TAFE continues to serve as a bridge for those who may have been away from education and employment. The case studies presented in this document provide a very clear illustration of both these points.

I am also very pleased to see case studies that specifically address the needs of Aboriginal women. Initiatives such as these go a considerable way towards explaining why enrolments amongst Aboriginal women have increased by more than 35% over the last five years.

It gives me great pleasure to commend these case studies to you in the hope that you find them to be a source of inspiration for developing new ideas, new programs and new pathways into the future.

Lindsay McGarity
Social Inclusion and Vocational Access Skills Unit
TAFE Training and Education Support
1 March 2011

Contents

PROGRAM	INSTITUTE	AIMS/STRATEGIES	PAGE
ABORIGINAL			
Well-Being Program	Sydney	Improve participation and outcomes for Aboriginal women enrolled in mainstream vocational courses through mentoring and disabilities support	3
Where am I heading? Program	Riverina	Overcome barriers to education and training amongst Aboriginal women in remote areas	4
LEADERSHIP			
Indigenous Women on Boards and Committees	Hunter	Provide Aboriginal women with skills needed to be effective members of boards and committees	5
CORRECTIONAL			
Sunning Hill /Juniperina Girls	Western Sydney	Develop educational and vocational pathways for girls currently detained in correctional facility	6
LITERACY AND NUMERACY			
Connected Families	New England	Improve literacy and numeracy skills of caregivers so as to better support children's homework and study activities	7
Menindee Writing Skills Workshop	Western	Improve confidence in using technology and basic writing skills amongst mature aged women	8
PATHWAYS			
Forklift Operation	Western Sydney	Provide opportunities for women from disadvantaged backgrounds to gain training and a Work Cover licence to operate a forklift	9
Retrenched Workers Pathways Program	Illawarra	Develop customised programs for retrenched women to expand educational and vocational options	10

Contents (Cont')

PROGRAM	INSTITUTE	AIMS/STRATEGIES	PAGE
PATHWAYS			
Women in Mining	Western	Provide better opportunities for disadvantaged women to gain employment in the mining industry	11
Work Opportunities for Women in Childcare	South Western Sydney	Provide pathways into childcare industry for women from language backgrounds other than English	12
REFUGEE WOMEN			
Pathways to Industry – Agriculture	Illawarra	Develop English language and vocational skills amongst newly arrived refugees	13
TECHNOLOGY			
Introductory Computer Course for Women	North Coast	Prepare women experiencing multiple disadvantage for entry into vocational education programs and employment	14
Digi-Girls Green Café	Northern Sydney	Increase career awareness amongst young women through development of technology design skills	15
Digi-Girls Researching your Market	Northern Sydney	Identify niche markets and build marketing and technical skills of women establishing small businesses	16
YOUNG MOTHERS			
Babes with Babes	Hunter	Re-engage young mothers and expectant mothers with education and well-being programs	17
APPENDIX A		Program Contact Details	

Aboriginal Well-Being Program Sydney Institute

The Well-Being Program adopted an integrated approach to student support in order improve participation and outcomes for Aboriginal women enrolled in mainstream vocational courses.

Aim

The aim of the program was to provide mentoring and disabilities support to improve the engagement, participation and course completions of Aboriginal women attending Eora College.

Description

The women were enrolled in 9070 Statement of Attainment in Access to Work and Training and attended part time in this program alongside their chosen vocational course.

All participants were paired with Aboriginal mentors. This enabled them to become more empowered and take control of individual issues and circumstances that had previously presented a barrier to their further education and employment.

The program included a strong health focus on maintaining student well-being. In so doing, it linked students with resources and health services that would contribute to their own health management.

Partnerships

The program was conducted in partnership with Sydney Institute Yulang Aboriginal Education and Training Unit and the Disabilities Unit.

Outcomes

Eight women enrolled in the program with 100% course completions.

Student outcomes included:

- ★ acknowledgment that a healthy body and a healthy mind can lead to positive education and training outcomes
- ★ improved self esteem and motivation
- ★ greater understanding of the impact of individual health issues and strategies for self management

- ★ commitment to complete vocational goals
- ★ confidence to become an active job seeker.

Community outcomes included:

- ★ Aboriginal students became community health role models
- ★ Aboriginal communities were empowered with new ideas about health management.

Factors for success

- ★ mentoring by Aboriginal mentors and teachers
- ★ focus on individual health issues
- ★ links to culturally appropriate community health services with an established history of successful support for Aboriginal women
- ★ the program was designed, driven and delivered by Aboriginal mentors for Aboriginal students
- ★ experience and empathy of Eora College staff
- ★ emphasis on individual empowerment and building self esteem.

Aboriginal Where am I Heading? Program Riverina Institute

The Where Am I Heading? Program provided support to the people of Coomealla and Buronga. It included retail, creative and visual arts components and was delivered in facilities adjacent to the Buronga Public School.

Aim

The aim of program was to raise awareness of vocational education and training and the opportunities it can provide to many of the isolated women living in the lower far-west region of New South Wales.

Description

The participants were mostly Aboriginal women who had experienced long term unemployment and poor socio-economic status. They were enrolled in 19102 Certificate II in Aboriginal or Torres Strait Islander Cultural Art.

The women were provided with individual and group learning opportunities which enabled them to:

- ★ develop and foster artistic creativity
- ★ learn employability skills
- ★ discover opportunities for employment and for establishing their own small businesses
- ★ manage resources and work as a member of a larger team, as well as work individually
- ★ develop time management strategies
- ★ acknowledge and work to overcome barriers to self esteem, further education and/or employment
- ★ promote this program widely throughout their extended family and community.

All women had strong communal and learning bonds and effectively supported each other.

The program also included non-Aboriginal participants and primary school-aged children, working together to develop a cultural learning and meeting site adjoining the Buronga Public School. This helped to develop stronger relationships across the community.

A follow-up program was provided soon after the first group completed their training. Several participants from the earlier group acted as mentors for the women in the second program.

This strategy proved to be highly effective in improving participation and program completion rates. The follow-up program offered a similar format and included “hands-on” skills, team building, confidence building, goal setting and personal presentation skills.

Partnerships

Partnerships were developed between Riverina Institute’s Coomealla campus and Buronga Public School, local retailers, the Coomealla, Buronga, Wentworth and Mildura communities. In addition, links were also developed with private high schools in Mildura as students visited regularly to participate and develop the Buronga cultural learning site.

Outcomes

A total of 11 women enrolled in the pilot program. Outcomes of this program were:

- ★ increased enrolments and completions
- ★ increased student progress, satisfaction, self-esteem, and well-being
- ★ development of familiarity and understanding of the TAFE learning environment
- ★ recognition of a variety of learning styles and reduction of barriers to learning
- ★ discovery of employment and educational pathways and opportunities
- ★ employment found by two students.

Factors for success

- ★ the creative and supportive leadership of teaching staff
- ★ appropriate blend of practical and theoretical content
- ★ Aboriginal Elders were participants and mentors for the others and helped to forge stronger links with communities.

Boards Leadership Indigenous Women on Boards and Committees Hunter Institute

The Women on Boards and Committees Program assisted with the promotion of Aboriginal women in leadership positions and focused on the skills, knowledge and confidence required to effectively become a member on a board or committee including Land Councils.

Aim

The program aimed to provide Aboriginal women with the necessary skills and knowledge to become effective members of boards or committees.

Description

The program was conducted each Wednesday evening (to cater for working women and those with other day-time commitments) and was delivered through TAFE Outreach, Glendale campus at Yamuloong.

The women were enrolled in a Statement of Attainment under 32000 Selected Study Program which drew on relevant units and allowed them to seek recognition towards a Governance course certificate in the future.

The program was funded through the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) and sought to encourage Aboriginal women to access relevant information when nominating for boards and committees, identify barriers to Aboriginal women's participation and promote self confidence.

The women worked in the community services sector or they had acted as volunteers within their communities. They represented a mix of mature aged and younger women.

Partnerships

Partnerships were developed with the Aboriginal Justice Group, the Attorney Generals Department, Milabah (Schools as Community Centre Windale Public School), and Lake Macquarie High School.

Outcomes

Outcomes for the 18 women included:

- ★ 100% completion
- ★ 100% of participants confirmed that the

program had provided them with skills and knowledge to better manage their participation on committees in the future

- ★ women who had never participated in community meetings became confident about attending and becoming actively involved in community meetings
- ★ 100% of students surveyed at the end of course were very satisfied with the content, outcomes, trainers and venue for this program
- ★ 55% expressed an interest in gaining a full Governance qualification
- ★ an increased awareness of access to roles in local priority setting and Government funding activities
- ★ strengthened women's networks and organisations
- ★ increased support for Aboriginal women's cultural traditions
- ★ 65% of the women were planning to attend further training.

Factors for success

- ★ cultural awareness and community involvement of program presenters
- ★ timetabling and scheduling appropriate to the learning needs of the target group
- ★ appropriate blend of practical and theoretical content
- ★ more experienced women acted as mentors and shared personal experiences with other women
- ★ the use of a local Aboriginal facility to deliver the program
- ★ a light supper was provided each week and was welcomed by all women, especially those who came straight from work each evening
- ★ program addressed issues identified by Aboriginal women as priorities in their communities.

Correctional Sunning Hill/Juniperina Girls Program Western Sydney Institute

These programs provided flexible learning for girls attending the Sunning Hill Education Training Unit (ETU) at Juniperina Juvenile Justice Centre at Lidcombe. The girls were either serving a custodial sentence or were remanded in custody awaiting sentencing.

Aim

The aim of the program was to:

- ★ provide a positive educational experience for girls at Juniperina
- ★ assist the girls to gain confidence in their ability to complete an accredited course
- ★ develop the skills needed to identify educational/vocational and training/employment options.

Description

The program was flexibly delivered by the OTEN Outreach Unit and ran on a continuous basis throughout the year.

Students enrolled in 9070 Statement of Attainment in Access to Work and Training.

The program involved one-on-one educational case management of each student which continued after the students completed their Outreach courses and enrolled in further TAFE programs.

The initiative was able to:

- ★ provide girls who were/had been marginalized from formal education with a positive learning experience
- ★ develop a targeted course which students were able to complete successfully within a short timeframe
- ★ give high priority to early intervention and prevention by providing accessible, achievable courses
- ★ build students' self-esteem, confidence and motivation
- ★ support students with one-on-one case management.

Partnerships

The program required a close working partnership with the Juniperina Juvenile Justice Centre to help the young girls in custody achieve more positive educational outcomes.

Outcomes

A total of 40 girls from Juniperina enrolled in various TAFE programs.

Most successfully completed 9070 Statement of Attainment in Access to Work and Training and, on completion, a high percentage of students went on to complete further training with OTEN.

- ★ 20 students articulated into 9071 Certificate I in Access to Work and Training and 7 course completed
- ★ 17 students articulated into 6512 Certificate II in CGVE and 2 course completed
- ★ 7 students articulated to 9072 Certificate II in Access to Work and Training and 2 course completed
- ★ 2 students subsequently enrolled in 9073 Certificate III in Employment, Education and Training
- ★ 3 students are enrolled in 18111 Certificate I in Hospitality
- ★ 1 student is enrolled in 18169 Certificate III in Home and Community Care
- ★ 1 student has enrolled in 19362 Higher School Certificate.

Factors for success

- ★ one-on-one educational case management
- ★ design of introductory/foundation flexible learning course
- ★ provision of a clear articulation plan for further study, enabling/empowering students to continue their studies at OTEN when they have moved to other support programs or have been released.

Literacy and Numeracy Connected Families New England Institute

The origin of the *Connected Families Program* came from studies showing the critical importance of learning in the home as a way of developing strong foundational skills in language, literacy and numeracy.

Aim

The aim of the program was to provide a safe non-threatening environment where families, particularly mothers and grandmothers, could meet with pre-school aged children and form supportive networks to improve their own and their children's language, literacy and numeracy skills.

Description

The program was developed by New England Institute under the banner of the DEEWR Foundation Skills Taster Program and was delivered at Wee Waa.

10 students enrolled in 4962 Statement of Attainment in Vocational and Community Engagement.

At the start of the program, the literacy levels of participants were screened and each was informally interviewed to determine their needs which were then addressed as part of the program.

Participants were provided with dictionaries, atlases and newspapers. These resources formed the basis of language, literacy and numeracy activities in which the participants worked together to create activities to engage their own children. The resources were also used to consolidate basic knowledge and skills of the participants and to increase their confidence in using these study tools.

All participants assessed their own skills and training needs and devised a plan to meet these needs.

Partnerships

Partnerships were developed with families across the local community who recognised the importance of developing skills in these areas.

Outcomes

- ★ Improvements in language, literacy and numeracy skills within the family unit achieved through a range of practical learning activities. These included:
 - positive parenting skills and constructive communication skills
 - healthy family eating ideas (cooking for everyday and special occasions)
 - ideas for growing vegetables at home
- ★ transport and childcare identified as significant barriers to further education and training for some participants.

Factors for success

- ★ initial contact was made with the local Centrelink officer and the Community Centre providing them with flyers to publicise the project
- ★ personal contact with potential participants was made through referrals from these contacts
- ★ close attention was paid to the comments of the participants during the program to ensure their needs and interests were met
- ★ morning tea and lunch were provided for the participants.

Literacy Numeracy

Menindee Writing Workshop Program

Western Institute

The Menindee Writing Workshop Program provided technology and literacy skills to support mature aged women and led to the establishment of a local community newspaper.

Aim

The initial aim of the program was to improve the women's confidence in using technology and develop basic writing skills amongst participants. As the program progressed, students showed an interest in developing a community newspaper for Menindee.

Description

Delivery originated in Dubbo in the Interactive Distance Learning (IDL) studio and teaching was via video conference technology.

The women enrolled in 9071 Certificate I in Skills for Work and Training. The student group included Aboriginal and non-Aboriginal women who were predominantly retired, working part time or seeking work. A number of students were active community volunteers.

The women felt that participating in training would motivate other community members to see the benefits and value in VET programs, particularly those offered on a flexible basis.

The women were provided with individual and group learning opportunities which enabled them to:

- ★ become familiar with a formal learning environment
- ★ develop confidence in writing in a range of contexts
- ★ become more empowered to take control of individual issues that previously presented barriers to education and training
- ★ work collaboratively towards designing, producing and distributing a community newspaper
- ★ build relationships and establish networks to benefit the community.

The group bonded together effectively and supported each other throughout the program.

A small group of women from Weilmoringle participated in the program via satellite technology, but were not involved in the newspaper.

Partnerships

This program was developed by Western Institute in partnership with the Rural Transaction Centre in Menindee and individual community members.

Outcomes

Six of the eight women enrolled completed the program. These women planned, developed and distributed the Menindee News to interested community members. Initial copies were free and the Menindee News is now recovering the production costs through funds raised by the paper.

Five women requested further training via video conference due to the success of the program. Five women also completed units towards the Certificate II in Fine Arts and Contemporary Crafts using this mode of delivery. Two students have started selling their work.

Factors for success

- ★ extensive experience and empathy of staff with the target group
- ★ appropriate blend of practical and theoretical content
- ★ emphasis on empowerment and building self-esteem.
- ★ ongoing verbal evaluation to gain regular feedback from students
- ★ delivery of skills to enable women to study remotely, use technology and develop other learning strategies.
- ★ development of relationships and rapport between teacher and students
- ★ key contacts were active in the community assisted with recruitment of other students and participated in the training themselves.
- ★ clear instructions provided to women about outcomes and expectations.

Pathways

Forklift Operation Course

Western Sydney Institute

The Forklift Operation Course promoted opportunities for women to increase their employment opportunities across a range of industry growth areas, including traditionally male dominated industries.

Aim

The aim of the program was to provide opportunities for women from educationally and socially disadvantaged backgrounds to gain forklift training and a Work Cover Licence to operate a Forklift. This would ensure that graduates were in a position to confidently access employment opportunities in this growing vocation within Western Sydney.

Description

The women enrolled in 9070 Statement of Attainment in Access to Work and Training and attended two days a week for three weeks. Due to OH&S requirements only eight students could be enrolled in the program.

Participants were provided with ongoing support throughout the duration of the course. The Nirimba College Outreach Coordinator and a representative from Lawrence David Training Group met regularly to discuss emerging issues and student progress.

Delivery was modified as necessary by providing additional training and support to those students not ready to complete their WorkCover practical and/or theory assessment.

Anecdotally, local employers voiced a need for women to complete the course and gain their licence as they were keen to offer full-time and part-time employment. They noted that women can become valuable employees in what is perceived as a male-dominated non-traditional vocation for women.

Generally, the women who enrolled in the course had no previous history with further education. Many were interested in entering

the Transport and Logistics field and knew having a forklift licence would help to gain employment. Others wanted a job that gave them flexible working hours or part-time opportunities so that they could pursue further study.

Partnerships

This program was developed in partnership with a private provider Lawrence Davis Training Group in a simulated warehousing environment.

Outcomes

Seven of the eight women who enrolled completed the course and gained their licence to operate a forklift from WorkCover.

All the completing students plan to work in the industry and are exploring opportunities. Four are already working as part time and temporary forklift operators. All the women confirmed that having their licence has opened up more employment opportunities for women in a male dominated industry.

Factors for success

- ★ ongoing support for students
- ★ constant liaison between TAFE and the private provider
- ★ modified delivery to meet student needs
- ★ timetabling and scheduling appropriate to the learning needs of the target group
- ★ Learner Support provided on a daily basis at the factory
- ★ teachers with specialist knowledge, skills and abilities selected to work with students.

Literacy Numeracy Retrenched Workers Pathways Program Illawarra Institute

This was a broad initiative that sought to address the changing economic conditions in the Illawarra region. The focus was on women facing redundancy and the need to equip them with the skills they required to help them retrain and be in a better position to find further employment.

Aim

The aim of the *Retrenched Workers Pathways* program was to develop customised training programs for retrenched workers in the clothing manufacturing sector.

Description

Participants were from language backgrounds other than English and were mainly mature aged women with a long history of service with the companies involved.

Workplace assessments were conducted at a large number of workplaces and a suite of suitable programs identified including the Certificate IV in Financial Services Accounting, Certificate III in Children's Services, Certificate III in Aged Care and various programs in the hospitality area. As a result, participants were able to identify a range of vocational and educational pathways such as further study with TAFE and new job/employment opportunities in new industry areas that would address their emerging needs and interests.

Strategies that underpinned design and delivery of the program included being responsive and approachable. Teachers had expertise within Faculties, an understanding of cultural diversity, and an understanding of the issues faced by retrenched workers. There was commitment and clear communication, both written and oral, to ensure easy transition from work to training.

All participants were provided with individual and group learning opportunities

One point of contact was established for management, unions, workers and external customers.

Partnerships

This program was developed in partnership with the Department of Education, Employment and Workplace Relations, Centrelink, DET State Training Services, the Textiles Clothing and Footwear Union of Australia and various employers including Pacific Brands.

Outcomes

The initiative led to a wide range of outcomes for those involved. For example:

- ★ over 200 students improved their language, literacy and numeracy skills through the delivery of the Workplace English Language and Literacy Program at Bonds
- ★ over 50 retrenched workers had individual learning plans developed that led to their enrolment at Illawarra Institute
- ★ 9 participants completed the Aged Care Course at Shellharbour and were able to find work in that industry – successfully changing their careers
- ★ 3 participants who completed the Certificate II in Retail found employment in that sector
- ★ many of the women expressed a great deal of satisfaction with their workplace skills assessment and training plan and indicated a willingness to explore opportunities at TAFE in 2011.

Factors for success

- ★ the students were motivated and had a good work ethic
- ★ one student from the Aged Care Course won the Outstanding Student Achievement Award for Illawarra Institute in 2010.
- ★ interpreters were used where necessary
- ★ many workers became aware of educational and jobsearch services that were available to them
- ★ job service providers were provided with more relevant information about individual clients
- ★ Career Expos on site were valuable as workers were introduced to TAFE staff at their work environment.

The Women in Mining Program provided opportunities for rural women in Orange to gain qualifications in the mining industry – a non-traditional occupational area for women that is currently experiencing significant skill shortages.

Aim

The aim of the program was to provide an opportunity for disadvantaged women to obtain skills and knowledge to assist them in gaining employment in the mining industry.

Description

The women enrolled firstly in 6096 Statement of Attainment in Skills for Work and Training. Completion of this program led to their enrolment in 19848 Certificate II in Resources and Infrastructure Work Preparation.

Participants were referred from local job agencies, family support and other interagency contacts. They were provided with individual and group learning opportunities which enabled them to:

- ★ become familiar with a formal learning environment
- ★ develop an individual education and employment plan
- ★ better understand the expectations of training providers and employers
- ★ improve their self-esteem and motivation
- ★ develop skills and knowledge of requirements to gain and maintain employment in the mining industry
- ★ become more empowered to take control of individual issues and circumstances that have previously presented a barrier to further education and/or employment.

The women participated in hands-on learning using the Institute's new mining simulator.

Partnerships

This program was developed as part of a Working Together Project in partnership with

the mining industry in Orange.

Outcomes

Eight women enrolled and completed 9069 Statement of Attainment in Skills for Work and Training. Seven students participated and completed 19848 Certificate II Resources and Infrastructure Work Preparation.

One student has since gained work at Cadia Mines, while others exercised their job seeking skills and sought employment with local industry.

All students confirmed that the program provided them with the skills and knowledge to gain meaningful employment in the future, both in the mining industry and within other industry sectors.

The program also prompted Institute staff to focus more consistently on the progress of the student group throughout their whole training experience at TAFE, particularly supporting women from pathway courses into completion of higher level industry qualifications.

Factors for success

- ★ cross-faculty and cross-unit cooperation within institute
- ★ inclusion of the Mining Simulator
- ★ target group were highly motivated in gaining employment
- ★ timetabling and scheduling appropriate to the learning needs of the target group
- ★ appropriate selection of staff on program.

Pathways

Work Opportunities for Women Program

South Western Sydney Institute

The Work Opportunities for Women in Childcare Program targeted jobseekers from language backgrounds other than English.

Aim

The aim of the program was to provide a pathway into employment in childcare via:

- ★ an opportunity to gain work experience thereby giving participants a deeper insight into the field and a greater understanding of the culture of the Australian workplace
- ★ development of skills and knowledge with a view to pursuing further study in a Certificate III in Child Studies.

Description

Most of the women in this program had come to Australia in recent years as migrants or refugees. They were enrolled in 9069 Statement of Attainment in Skills for Work and Training with an emphasis on:

- ★ following policies, procedures and programs of the organisation
- ★ providing care for children
- ★ preparing and writing job application documents
- ★ preparing for an interview
- ★ participating in work experience
- ★ evaluating work experience
- ★ applying First Aid.

The women were provided with individual and group learning opportunities and had a thorough introduction to the child care industry in Australia. They worked together in class on group projects and produced material for use during their work experience.

Attendance was for five hours per day, two days per week during school hours.

Mandatory child protection training was included in the course and work placement was for 5 days.

Partnerships

The program was developed in partnership with local childcare centres.

Outcomes

15 students were enrolled and 11 completed the program.

- ★ four students applied to undertake Certificate III in Child Studies
- ★ two students gained full time employment
- ★ four students planned to pursue other further study options
- ★ two other students planned to delay further study or seek employment after Semester 1, 2011.

Factors for success

- ★ course delivery was scheduled within school hours to factor in family commitments of target group
- ★ teaching staff who worked with the target group had extensive experience in catering to individuals' needs and sensitivities.
- ★ work placement enabled immediate application of practical skills and theoretical knowledge
- ★ strong partnerships were established between TAFE and community childcare enterprises
- ★ there was an appropriate blend of practical and theoretical content
- ★ first aid training was included.

Refugee Women Pathways to Industry - Agriculture Illawarra Institute

The Pathways to Industry – Agriculture Program drew on existing skills amongst women from other countries to develop local education and vocational pathways.

Aim

The program aimed to provide newly arrived refugees with skills in agriculture, and work experience as well as further develop English language skills in a vocational area.

Description

Fifteen women were selected to participate in the program. They were largely refugees from Burma and several African countries.

All were enrolled in 9071 Certificate I Introduction to Horticulture (Access to Work and Training) which was delivered at Yallah Campus. The program was tailored to lead the participants into work experience and eventually into paid employment in the rural sector.

The women had experience in farming in their own countries but had only limited knowledge of farming techniques in Australia. As a result, the program focused on the development of horticultural skills as these could be utilized on small organic farms and nurseries in the local area.

There were many challenges in teaching such a diverse range of women from so many different countries whose first language was not English. With the help of an English language support teacher, all the students managed to complete the course.

The program took place over 14 weeks and the women felt that it had increased their knowledge and skills, and opened up the possibility of new worlds that would have been inaccessible to them. The women were very committed and their attendance levels were very high, despite the day-to-day challenges they faced building a new life in Australia.

Partnerships

The program relied on partnerships with Centrelink, Illawarra Multicultural Services, the Adult Migrant English Program, (AMEP), the Institute Multicultural Education Coordinator, Wollongong City Council and the Dapto Calderwood Farm, Mountain Range Nursery and the Farmers Association.

Outcomes

All 15 participants successfully completed the program.

4 participants were employed at local nurseries as a result of the program.

Self-esteem and language skills were enhanced.

Factors for success

The partnerships developed created the opportunity for the women to participate in this program. These partnerships focused on pooling resources to create a program that students enjoyed and led to formal qualifications.

The students were aided by Wollongong Police Citizens Youth Club, which donated the use of a minibus to take the participants to Yallah Campus for the duration of the course.

Technology

Introductory Computer Course for Women Program

North Coast Institute

The Introductory Computer Course for Women with Disabilities sought to develop basic computer skills, self confidence and employability skills amongst participants. The need for this training became evident through a previous course delivered at Cabarita Aboriginal Settlement at Forster.

Aim

The aim of the program was to prepare women who were experiencing multiple disadvantage for entry into vocational education programs and employment.

The program focused on providing the women with service awareness and on-going support. It also provided a safe haven and facilitated the development of a network amongst those involved.

The origins of the program lay in a previous course during which a number of health issues were uncovered, including mental health and domestic violence. As a result, TAFE was asked by the local Aboriginal Community to provide awareness training around Domestic Violence and Mental Health First Aid.

Description

In Semester 1, the women were enrolled in 4962 Statement of Attainment in Vocational and Community Engagement . In Semester 2 they were enrolled in 9070 Statement of Attainment in Access to Work and Training.

The program included many 'hands-on' practical units that integrated information about basic computer skills, nutrition, cultural awareness, information about service providers and organisations, project planning skills and tourism skills.

Partnerships

Partnerships were developed with the Neighbourhood Centre, Tobwabba Medical Centre, Forster Local Aboriginal Land Council and Tobwabba Art Studio.

Outcomes

17 women enrolled and completed the first semester course, and 11 enrolled and completed the second semester course.

The women also learned how to access support in relation to rent, finance, transport and housing and mental health.

Some pursued further training and employment opportunities.

The women developed basic computing and employability skills. In addition, they developed individual and team building skills.

Factors for success

- ★ extensive experience and empathy of staff with the target group
- ★ appropriate blend of practical and theoretical content
- ★ use of appropriate activities for mature women, Aboriginal women, and women with disabilities
- ★ timetabling and scheduling appropriate to the learning needs of the target group
- ★ provision of one-to-one support where needed, including Disability support, and support from the Aboriginal Student Support Officer
- ★ emphasis on empowerment and building of self-esteem.

Technology Digi-Girls Green Cafe Program Northern Sydney Institute

The Digi-Girls Green Café Program was an initiative for National Career Development Week and the DET Year of Learning for Sustainability.

Aim

The program aimed to broaden girls' career selection options, develop skills in relation to the technology of design and discover how this is applied in the built environment. This was delivered within a context of sustainability principles.

Description

The girls were enrolled in 28157 TAFE Plus Statement in Digi-Girls Interior Design and Construction.

Those involved were provided with individual and group learning opportunities which enabled them to:

- ★ measure their ecological footprint using an online program via laptops provided
- ★ look at business applications of sustainability via the internet, for example, a café project in Melbourne
- ★ design a café using Sketchup and a template prepared for them for a building which was the room the girls were working in at the time
- ★ place a tea box or chocolate box into their design.

The class then looked at design from the built perspective by moving into the Shopfitting section of North Sydney College where their task was to build the box they had placed into their virtual café designs.

Most of the girls had not had any experience looking at the many stages of design and certainly not from the perspective of the construction industry. This exposure gave girls several career directions to consider – environmental sciences, design, and construction.

Partnerships

Partnerships were developed with Bunnings Hardware and local high schools.

Outcomes

- ★ 25 girls enrolled and completed the 2 day program
- ★ 8 schools participated in the program – 7 schools from Northern Sydney Region and 1 school from Sydney Region
- ★ 9 girls were in Year 9 or 10
- ★ 16 girls were in Years 11 and 12
- ★ the girls learned about sustainability and applied these concepts to an industry area, both through technology and design and hands-on production.

Factors for success

- ★ exposure of the girls to a variety of expert teachers who work in design, the environment and construction
- ★ pre-course planning to ensure the program succeeded
- ★ program linked to National Career Development Week, which assisted schools to link in with this initiative. The girls also received 'give-aways' from this program eg t-shirts, pens etc
- ★ program linked with the DET Year of Learning for Sustainability which assisted schools meet these objectives
- ★ the box the girls each completed had appeal and status to this age group
- ★ the program was delivered under the Digi-girls Program which has an established relationship with schools
- ★ fees covered course costs freeing the course from budget constraints.

Technology

Digi-Girls Researching Your Market Program

Northern Sydney Institute

The Digi-Girls - Researching Your Market Program provided advice, support and learning opportunities for women who manage, or intend to develop, home businesses.

Aim

The aim of program was to build the marketing and technical skills of women establishing their own small businesses and to assist these women with the identification of niche markets. The program also helped determine what marketing research information is available in relation to niche market targets.

Description

The women were enrolled in 27190 TAFE Plus Statement in Digi-Girls Researching Your Market.

The program involved applying computer technology to researching marketing information and was delivered at Freshwater Education Centre, Harbord in a computer lab.

The women refined and clarified their ideas for business products and/or services and how to target their marketing efforts and resources. In so doing, the women identified many on-line sites where relevant information could be located.

A number of the women were in start-up phases of their home-based business and were keen to build their skills and knowledge to make their businesses viable.

The women were provided with individual and group learning opportunities which enabled them to:

- ★ become familiar and confident about working in a computer lab/classroom
- ★ develop an individual marketing search plan and think critically about their marketing ideas and initiatives
- ★ link to women with similar markets to work together to develop their searches and share the outcomes.

Outcomes

14 women attended the first course and a second offering was made for an additional 9 women. All 23 women completed the program.

The women learned:

- ★ to use technology to locate business intelligence relating to their own small businesses
- ★ to identify niche markets
- ★ marketing skills.

Many of the women discovered how much material they could source from the internet to help them with their marketing.

The women developed networks of other women facing similar challenges in starting up their own small businesses.

Follow-up contact was arranged with Brookvale College for an end of year Technical Skills Morning Tea (on Technology for a Greener Future) with a tour of the computer labs for those students interested in undertaking mainstream TAFE courses in the future.

Partnerships

Partnerships were developed with a local community centre and with informal business networks.

Factors for success

- ★ effective community-based marketing
- ★ an existing program model, Digi-Girls, adapted to the specific needs of this student group
- ★ recognition of learners' needs and lack of technology/research skills
- ★ dedicated team teachers with appropriate experience and expertise
- ★ guest speaker from area business women's network
- ★ fees covered course costs freeing the course from budget constraints.

Young Mothers Babes with Babes Hunter Institute

The Babes with Babes Program was a dynamic Central Coast community partnership which targeted teenage mothers and expectant mothers. It is a unique educational innovation between TAFE NSW Hunter and Western Institutes.

Aim

The aim of the program was to re-engage young mothers and expectant young mothers, with education and well-being programs. Participants worked towards completion of their Year 9, 10 or 12 secondary education or acquiring vocational qualifications.

Description

17 women enrolled in the 9070 Statement of Attainment in Access to Work and Training.

The program facilitated positive learning in a safe and welcoming environment one day a week. The key focus was on education in a holistic, flexible, creative and supportive environment.

The program operated from Child and Family Services Wyong and provided:

- ★ transport
- ★ crèche facilities
- ★ facilitators for self-directed curriculum
- ★ meals and access to community networks.

It also sought to enhance parental confidence, skills, knowledge and family wellbeing and to increase community connectedness and the capacity of families to access support for families and their children.

Partnerships

Partnerships were developed with:

- ★ Child and Family Services, Wyong Shire Council – provided crèche facilities and expertise in parenting issues
- ★ Young Parent's Support Persons' Program – identified advocates and supported the mothers in areas of social, emotional, financial and housing requirements

- ★ Western Institute OTEN – co-enrolled the students in the program
- ★ Young Mums.

Outcomes

- ★ 14 students completed 9070 Statement of Attainment in Access to Work and Training
- ★ 7 students completed 9072 Certificate II in Skills for Work and Training
- ★ 1 student sat for a limited Higher School Certificate
- ★ other students successfully completed Certificates III, IV and Diplomas in areas such as Community Service, Children's Services and Office Administration.

Factors for success

- ★ strong community partnerships underpinned the program
- ★ successful removal of barriers to study and provision of crèche and transport to support students
- ★ peer mentoring
- ★ journal writing
- ★ hard work, passion and commitment of everyone involved.

Appendix A

Program Contact Details

Institute	Project	Contact
Hunter Institute	Indigenous Women on Boards and Committees Babes with Babes	Debra Hescott Manager, Access and Equity T: 02 4930 2949 E: debra.hescott@tafensw.edu.au
Illawarra Institute	Retrenched Workers Pathways Program Pathways to Industry – Agriculture	Maryanne Munro Manager, Equity Services T: 02 4229 0140 E: maryanne.munro@det.nsw.edu.au
North Coast Institute	Introductory Computer Course for Women	Jenny Steinmetz Project Leader Community Partnerships and Inclusion T: 02 6581 6322 E: jenny.steinmetz@tafensw.edu.au
New England Institute	Connected Families	Jacki Neil R/External Programs Coordinator, General Education and Equity Services T: 02 6792 8825 E: jacqueline.neil@tafensw.edu.au
Northern Sydney Institute	Digi-Girls Green Café Digi-Girls Researching your Market	Robyn Woolley Institute Women's Strategy Officer T: 02 9448 4429 E: robyn.woolley@tafensw.edu.au
Riverina Institute	Where am I Heading? Program	Steve Forsyth, Head of Studies Social Inclusion & Vocational Access T: 02 6938 1446 E: steve.forsyth@tafensw.edu.au
South Western Sydney Institute	Work Opportunities for Women in Childcare	Jenny Howard Manager, Social Inclusion T: 02 9825 7326 E: jenny.howard@tafensw.edu.au
Sydney Institute	Well-Being Program	Darryl Griffen Cluster Director, Work & Study Pathways T: 02 9217 4870 E: darryl.griffen@tafensw.edu.au
Western Institute	Menindee Writing Skills Workshop Women in Mining	Denise Smyth Equity Manager T: 02 6883 3460 E: denise.smyth@tafensw.edu.au
Western Sydney Institute	Forklift Operation Sunning Hill /Juniperina Girls	Kerry Evans Director, Equity T: 02 9208 9451 E: kerry.evans@tafensw.edu.au

