

TAFE NSW Multicultural Plan Progress 2018 - 2020

A Designated Multicultural Policy and
Services Program Agency Report



Contents

| | |
|--|-----------|
| Foreword | 2 |
| Introduction | 3 |
| Progress report | 5 |
| 1. Focus Area 1: Service Delivery | 5 |
| 1. Mainstream services deliver for everyone | 5 |
| 2. Targeted programs fill the gaps..... | 5 |
| 3. People from culturally diverse backgrounds are aware of NSW Government (funded) services, programs and functions..... | 13 |
| 2. Focus area 2: Planning | 16 |
| 4. Plans to deliver services..... | 16 |
| 5. Evidence-driven planning | 16 |
| 3. Focus area 3: Leadership..... | 18 |
| 6. Demonstrated leadership in culturally inclusive practices | 18 |
| 7. Increased recognition of the value of cultural diversity..... | 19 |
| 4. Focus area 4: Engagement | 21 |
| 8. Collaboration with diverse communities..... | 21 |
| 9. Understanding the needs of people from diverse backgrounds | 22 |
| Additional reporting themes for 2020 | 24 |
| 1. COVID-19..... | 24 |
| 2. Increasing the proportion of women from CALD backgrounds in leadership positions | 24 |
| Key Learnings | 26 |
| Definitions and acronyms | 27 |
| References | 28 |
| Appendix 1: TAFE NSW Multicultural Plan 2016 – 2017 | 29 |

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Acknowledgement of Country

TAFE NSW would like to pay our respects and acknowledge Aboriginal and Torres Strait Islander peoples as the traditional custodians of the land, rivers, and sea. We acknowledge and pay our respects to the Elders, past, present, and emerging, of all nations.

Foreword

At TAFE NSW, we are committed to putting our customers first, providing a working and learning environment where dignity, trust and respect are valued. We embed cultural diversity and inclusion in all that we do. Our aim is to strengthen intercultural understanding, promote positive relationships, embed a true sense of belonging and enable all people to participate, both socially and economically, in our society.

TAFE NSW is recognised by Multicultural NSW as a Designated Multicultural Policy and Services Program (MPSP) Agency due to the importance of our function in the NSW community.

In August 2020, the CEO of Multicultural NSW requested the delivery of a Designated MPSP Agency Report, covering from 30 June 2018 to 1 July 2020. The report was to detail TAFE NSW's progress against the TAFE NSW Multicultural Plan, our support for diverse communities under COVID-19 and the status of women in leadership positions at TAFE NSW.

I am proud to present this progress report, which demonstrates our commitment to culturally and linguistically diverse students and communities. In doing so, I would also like to sincerely thank our staff for all their hard work and dedication.

Steffen Faurby

Managing Director

Introduction

TAFE NSW is committed to creating a workplace and educational space which values dignity, trust and respect and which promotes diversity and inclusion. TAFE NSW recognises the diverse communities of NSW, of whom 28 per cent were born overseas and 21 per cent speak a language other than English at home. ¹We aim to ensure our culturally and linguistically diverse students and employees are supported and reflect the NSW community.

Our requirements

All public sector agencies, including TAFE NSW, have a responsibility to plan for and report annually to the NSW Parliament on initiatives undertaken to meet the needs of a culturally diverse society. This includes embedding the Multiculturalism Principles under the *Multicultural NSW Act 2000* to ensure they are a part of TAFE NSW's core business.

One of the functions of TAFE NSW, as stated in the *Technical and Further Education Commission Act 1990* (the *TAFE Act 1990*), is to:

provide educationally or vocationally disadvantaged groups (such as women, Aborigines, persons of non-English speaking background, persons with disabilities and persons in rural areas) with access to technical and further education services, including a range of appropriate specialised services.

TAFE NSW Multicultural Plan 2016 - 2017

In 2016, TAFE NSW developed the *TAFE NSW Multicultural Plan 2016 – 2017* as an interim plan while it finalised its separation from the NSW Department of Education (Appendix 1). This plan provided a framework for meeting TAFE NSW's legislative requirements and outlined our commitment to meeting the education and training needs of a culturally and linguistically diverse NSW.

Our objectives under this plan were to continue to play a leading role in contributing to high levels of social and economic participation by students and clients from a culturally diverse background in NSW by:

- enabling students from culturally diverse backgrounds to transition to higher level qualifications and secure employment outcomes through the provision of specific programs and services
- enhancing staff and leader capacity to meet the needs of TAFE NSW's diverse student and client base
- planning, promoting and delivering flexible, high quality education and training that is relevant to industry, based on evidence and consultation with communities and business
- recognising and promoting the value of cultural diversity and social inclusion
- countering racism, intolerance and discrimination.

In 2019, TAFE NSW submitted its *TAFE NSW Multicultural Plan 2020 – 2022* to Multicultural NSW. Implementation of this plan began in July 2020.

Designated MPSP Agency report

TAFE NSW is recognised by Multicultural NSW as a Designated MPSP Agency as it provides critical services to the people of NSW. As a Designated MPSP Agency, the agency is required to provide a progress report against its Multicultural Plan to Multicultural NSW approximately every two to three years when requested by Multicultural NSW.

This year, Multicultural NSW requested a progress report against the *TAFE NSW Multicultural Plan 2016 – 2017* for the period of 30 June 2018 to 1 July 2020. Multicultural NSW also requested an update against

two additional reporting themes: COVID-19 and Increasing the proportion of women from CALD backgrounds in leadership positions.

The structure of this progress report follows the Focus Areas and Outcomes of the *TAFE NSW Multicultural Plan 2016 – 2017*:

| Focus Areas | Outcome |
|--------------------------------|--|
| Focus Area 1: Service Delivery | <ol style="list-style-type: none"> 1. Mainstream services deliver for everyone 2. Targeted programs fill the gaps 3. People from culturally diverse backgrounds are aware of NSW Government (funded) services, programs and functions |
| Focus Area 2: Planning | <ol style="list-style-type: none"> 4. Plans to deliver services 5. Evidence driven planning |
| Focus Area 3: Leadership | <ol style="list-style-type: none"> 6. Demonstrated leadership in culturally inclusive practices 7. Increased recognition of the value of cultural diversity |
| Focus Area 4: Engagement | <ol style="list-style-type: none"> 8. Collaboration with diverse communities 9. Understanding the needs of people from diverse backgrounds |

Please refer to Appendix 1 for a full copy of the *TAFE NSW Multicultural Plan 2016 – 2017*.

Following this, the two additional themes requested by Multicultural NSW are addressed:

1. COVID-19
2. Increasing the proportion of women from CALD backgrounds in leadership positions at TAFE NSW

Finally, key learnings from the *TAFE NSW Multicultural Plan 2016 – 2017* are outlined.

Progress report

FOCUS AREA 1: SERVICE DELIVERY

1. Mainstream services deliver for everyone

TAFE NSW offers hundreds of courses, with a wide range of study options ranging from Statements of Attainment to Higher Education Degrees and Diplomas, at campuses and connected learning centres across NSW and Australia via TAFE Digital.

TAFE NSW recognises that different communities may require specific programs or supports to be able to engage in vocational training. As such TAFE NSW offers dedicated services and targeted teaching programs to meet the needs of students and clients from CALD backgrounds.

In 2018 and 2019, TAFE NSW data on students who identify as having a language background other than English (LBOTE) found that:

- They accounted for 21 per cent (89,800) of TAFE NSW enrolments in 2018
- A higher proportion were unemployed (28 per cent) compared to the average across TAFE NSW (23 per cent)
- A higher proportion were enrolled in non-Australian Qualifications Framework (AQF) courses (39 per cent) compared to the average across TAFE NSW (35 per cent).

TAFE NSW continues to identify and address barriers to enhance educational and employment outcomes for students from CALD backgrounds.

2. Targeted programs fill the gaps

TAFE NSW offers targeted education and training programs as well as dedicated teaching and support staff to ensure CALD communities are supported to engage in, complete training and gain employment.

The TAFE NSW Community Services Obligation funding stream and guidelines set out targets and reporting measures for meeting the needs of disadvantaged students. It includes programs, services and reporting metrics for CALD communities and students, as set out in this Report.

a. Targeted programs

TAFE NSW offers a wide range of targeted programs that aim to meet the needs of CALD students. These include English language programs, foundation skills programs and pre-vocational skill sets and other part-qualifications.

The 2019 *NCVER VET Outcomes Survey*² shows that of the NSW LBOTE graduates who studied with TAFE:

- 75 per cent were employed or in further study after training. This compares to 87 percent of graduates who only speak English at home
- 91 per cent were satisfied with the overall quality of training received. By comparison, 90 per cent of graduates who only speak English at home felt the same

This data is based on student residential address. Therefore, these responses are based on NSW graduates who attended TAFE.

English language programs

In 2018 and 2019, TAFE NSW continued to deliver high quality English language programs to LBOTE students ranging from beginner to vocational and advanced levels.

In 2018 and 2019, over 30 percent of the LBOTE student enrolments were in English and ESOL courses.

English language programs delivered by TAFE NSW include:

- Adult Migrant English Program (AMEP)
- Skills for Education and Employment, including contextualised language training with embedded employability skills
- NSW Adult Migrant English Service (AMES) Skillmax jobseeker courses
- Elementary English Language
- English for Vocational Purposes
- Language Pathways for Employment and Training
- Certificate in Spoken and Written English
- English for Further Studies
- Academic English

The detail of these programs and their outcomes are outlined in later sections of this Report.

Foundation Skills

Foundation skills include reading, writing, numeracy, oral communication, study skills and employability skills such as communication, teamwork and problem solving.

In 2018 and 2019, an estimated 7 per cent of LBOTE enrolments were in the Smart and Skilled identified Foundation Skill qualifications.

Prevocational skill sets and other part-qualifications

In 2018 and 2019 TAFE NSW continued to offer prevocational and part-qualifications for LBOTE students as 'tasters' for different vocational careers, and to help them gain skills and transition into mainstream qualifications. TAFE NSW delivered many of these programs in consultation with community groups.

In 2018 and 2019 almost a quarter of the LBOTE enrolments were in prevocational and part qualifications.

Prevocational qualifications included:

- Certificates (I to III) in Spoken and Written English
- Certificate I in Automotive Vocational Preparation, Business, Construction, Maritime Operations, Engineering, Retail Services, Tourism, Hospitality and Logistics

Community Service Obligation (CSO) Part Qualifications included:

- Vocational and Community Engagement
- TAFE Statement in Vocational Support and Pathways (for students requiring tutorial support)
- TAFE Statement in Education and Employment Pathways

b. Teaching and support staff

Dedicated teaching and support staff are available to assist students from CALD backgrounds across all regions and TAFE Digital. These include:

- Specialist TAFE NSW teaching staff who offer tutorial support for CALD students
- Bilingual support through the Community Language Allowance Scheme and the Bilingual Staff Register. The register includes 75 bilingual staff members and 45 languages
- Staff assist in engaging professional interpreters through Telephone Interpreting Service or the Multicultural NSW Interpreting Service for more complex situations
- Education Support Officers
- Education Administration Support Officers
- Pathway Guidance Officers available through the AMEP program
- Language Literacy and Numeracy support teachers
- AMEP Customer Service Officers
- AMEP Volunteer Tutors
- Digital Product Management team supporting AMEP with online English products (formerly known as AMES)
- TAFE Services Managers and TAFE Services Coordinators assist with the on-campus experience in the South, West and North regions
- CALD Coordinators assist multicultural communities to access TAFE NSW initiatives, programs, products and services that enable students to compete for local job opportunities in Western Sydney and Sydney regions
- The Multicultural Community Engagement Officer assists multicultural communities to access TAFE Digital initiatives, programs, products and services that enable students to compete for job opportunities in NSW
- Career Pathways; Aboriginal Languages and Employability Skills Teams (CPALES), including head teachers of Career Pathways and employability skills and teachers
- After-hours support service is available to all TAFE NSW students through Smarthinking
- Team Leaders ESOL
- Qualified ESOL Teaching Staff

c. Support services

TAFE NSW offers a range of dedicated support services to CALD students including tutorial support, language support, mentoring, career and transition support and work-readiness programs. These are in addition to the student services provided to all students, and include:

- **Career Pathways, Aboriginal Languages and Employability Skills (CPALES) Foundation Skills** support courses and community-based engagement programs aimed at support, mentoring and

progression towards employment. Language support by the CPALES Skills Team is available to eligible students across all vocational programs under Community Service Obligation funding

- **The Commonwealth-funded Adult Migrant English Program** includes embedded pathway guidance and offers a Pathways to Employment program
- **Community-based engagement programs:** This includes collaboration with local government, social housing and migrant resource centres
- **AMEP Volunteer Tutor Program** is a subprogram of the AMEP and offers informal language support by way of a trained volunteer
- **Regional support services** are available including metro-based CALD coordinators on request, Counsellors, Disability Consultants and Library Staff
- **TAFE Digital support services** are available through the Equity Unit which comprises Multicultural Support, Counselling, and Disability Consultants

d. Partnerships with industry and community organisations

From 2018 to 2020, TAFE NSW continued to partner with industry and community organisations to deliver specialised programs to address the needs of CALD students and communities. TAFE NSW engaged with the following:

- NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS)
- Settlement Services International
- Refugee Council of Australia
- Multi Interagency Network at Wagga Wagga
- Green Connect
- The Australian Red Cross
- Team 4 Refugees
- Strategic Community Assistance for Refugee Families
- Anglicare
- Junee Keeping Them Safe
- Centrecare
- Argyle Housing
- Job Actives including MAX employment, MBC, Konekt, Campbell Page
- Illawarra Multicultural Services
- MAX Solutions
- Kiama Community College
- International Forum for Organic Agricultural Movements in Delhi
- North Coast Multicultural Group
- Mid Coast Multicultural Group
- Northern Settlement Services
- The Bread & Butter Project
- Cabravale Diggers
- Western Sydney Airport
- Social Outfit
- Fairfield Emerging Communities Action Partnership
- CORE Community
- Life Without Barriers
- Metro Assist
- Dharma Karta
- Commonwealth Bank of Australia
- African Women Australia Inc
- Meditech Staffing
- Internships Australia

- Housing Trust
- Multicultural Communities Council Illawarra
- NAVITAS
- Migrant resource centres
- Local community aged care providers
- Recruitment agencies

The following case studies highlight outcomes of these partnerships and engagements:

Case Study 1: Skilled Migrant Employment Program (SMEP)

The Skilled Migrant Employment Program (SMEP) is a tailored Skillset course which assists overseas qualified migrants and refugees to find suitable employment. This TAFE Digital program was developed in partnership with Metro Assist following the success of SkillME pilot project which was funded by Multicultural NSW. It has been delivered to over 120 students in the last two years.

SMEP assists students through the complex process of having their overseas skills and qualifications recognised and obtain gap or further training and local experience through an internship. The SMEP team engaged with various industry groups and employers including the Commonwealth Bank of Australia and recruitment agencies for employment opportunities, contributing to workforce diversity.

This TAFE Digital program and the SkillME project team were previously selected as a finalist for the 2017 NSW Premier’s Awards for Public Service. This program was widely promoted and attracted new partnerships with Settlement Services International, migrant resource centres and African Women Australia Inc.

Case Study 2: Partnership with the Bread & Butter Project

TAFE NSW is the long-term training partner of The Bread & Butter Project, a social enterprise training refugees and asylum seekers. For the period 1 July 2019 – 30 June 2020, 40 trainees completed the Certificate II in Food Processing pre-traineeship/employment program.

Case Study 3: Partnering with local businesses in Western Sydney

The lack of local experience and references is a barrier to employment for many refugees and asylum seekers. In this program, TAFE NSW CALD Coordinators work with employers and businesses to provide work experience opportunities and establish networks. Businesses included Cabravale Diggers, South West Local Health District, Western Sydney Airport, Social Outfit, and local community aged care providers.

e. Strategies for increasing participation of Vocational Education and Training (VET)

TAFE NSW identifies barriers and implements strategies on an ongoing basis to increase the participation of CALD students in vocational education and training.

Staff work directly with various community groups, stakeholders and individuals to identify learning needs and possible barriers to accessing TAFE NSW education and training programs. The following case studies demonstrate TAFE NSW strategies developed as a result:

Case Study 1: Statement of Attainment in Food Handling

In September 2019, TAFE NSW Maitland and Hamilton in collaboration with the Maitland Council participated in the Maitland Multicultural Riverlights Festival. This program provided new, LBOTE and long-time unemployed migrants the opportunity to complete a Statement of Attainment in Food Handling Certificate. The program was funded through Training Services NSW and included over 120 students with a 100 per cent completion rate.

On completion of this course, a large number of these students progressed into the Certificate II in Kitchen Operations or Certificate III in Commercial Cookery or Diploma of Hospitality. Students of the program also benefited from expanding their employment opportunities.

Case Study 2: Introduction to Horticulture

The course Introduction to Horticulture was delivered to Boronia Multicultural Services, with 15 participants enjoying the combination of practical, hands on learning in the community garden, plus theory classes in the space provided at the community centre. All the learners were from a refugee or migrant background with little or no work experience in Australia. The aim of the course was to provide equal access to opportunities whilst enhancing knowledge, skills and capacities. There were some challenges as the decision was made to move from face to face to a connected learning environment due to the impacts of COVID-19.

Students were introduced to work and study opportunities, completed a horticulture vocational taster and increased their awareness of workplace practices. As a result of the pandemic, they also expanded their IT skills and knowledge by adapting their learning into online and developed other ways to connect, study and learn. Students also developed resilience and flexibility skills which will better prepare them for their next steps into learning or work environments. The program was completed on 16 June 2020.

Case Study 3: Statement of Attainment in Volunteering in Community Services

Statement of Attainment in Volunteering in Community Services was customised and delivered in May 2019 in response to training needs identified by NSW Public Library Services to address some of the cultural and language barriers CALD students faced which impacted their confidence and job opportunities.

The pilot program started in partnership with Parramatta Library. This volunteering skill set is for people who are providing a volunteer service in a structured volunteer program in a community organisation. This pilot was a twelve-week course offered online and included four face-to-face workshops delivered at the Library and via skype. The course is a direct pathway to the Certificate III in Community Services.

Of the 12 students enrolled in this program, 10 achieved completion and at least four obtained jobs as a result. The program concluded with a small graduation ceremony. Life Without Barriers has subsequently referred 20 new applicants to TAFE NSW for this program.

Case Study 4: Feeding Language program

Feeding Language is a nine-week program providing English language skills combined with basic cooking classes, allowing students to practice English in context. Graduates from various countries shared dishes and stories from their cultures during a graduation event in September 2019.

Many graduates were inspired to continue their education, with some enrolling in additional courses to pursue a career in cookery. Due to the success of the program, it was replicated in three other locations.

f. Promotion of tertiary pathways

TAFE NSW continues to offer the following courses as pathways to tertiary education for LBOTE communities:

- **Certificate IV in English For Academic Purposes:** A nationally recognised qualification that offers a pathway for students to study at the higher education level
- **TAFE Statement in HSC studies:** This course is for students who want to study for all or part of the NSW Higher School Certificate in an adult learning environment
- **Certificate IV in Tertiary Preparation:** This nationally accredited course prepares students for Diploma level and university study or entry into the Australian Defence Force

Tertiary pathways were promoted from 2018 to 2020 to students from CALD backgrounds to support their journey to tertiary education. These case studies highlight strategies used:

Case Study 1: Webinar for high school students from refugee and refugee-like backgrounds

People from a refugee and refugee-like background often need personalised support to understand and navigate school and post-school options. In 2020, TAFE NSW and a range of partners jointly hosted a webinar for people from a refugee and refugee-like background on the topic of how to access TAFE NSW and university. These partners included the Refugee Council of Australia, University of Technology, Western Sydney University, Charles Sturt University, Macquarie University and NSW Department of Education.

The webinar discussions included:

- Different ways to get access to TAFE NSW and university courses
- Scholarships and grants, including where they are available and how to apply for them
- Support services for students from refugee and refugee-like background across different TAFE NSW and university
- Perspectives and experiences of current students from refugee backgrounds studying at TAFE NSW and university

It aimed to inform senior high school students from a refugee and refugee-like background, their parents or guardians and educators about different pathways and degrees available. The webinar recorded 250 participants.

Case Study 2: Fee-free English for Further Study courses

TAFE Digital offers two fee-free English for Further Study courses: Certificate III in Advanced English for Further Study and Certificate III in English for Further Study.

Leaflets promoting these courses were circulated using community networks as part of the TAFE Digital marketing campaign. The enrolment numbers at TAFE Digital have been increasing, with 30 to 40 enrolments per month in each in of the two courses.

Staff support students enrolled in these courses through innovative techniques by providing:

- Content and order of units and assessments ensure student engagement from the start
- Prioritised phone orientations for all new students giving guidance and support in the functions of Online Learner Support and how to manage online study
- Weekly progress reports to get an overview of student progress and identify which students may need an extension or encouragement. Targeted support is provided to students experiencing difficulties with certain units or assessments.
- A survey to all 'non-starters' (students who do not submit assessments in the first three-month period) to find out how to better support them.

g. Refugee and humanitarian programs

TAFE NSW offers a range of refugee and humanitarian entrant programs across the state, including through TAFE Digital. These programs address the unique needs of CALD students to support them socially and economically in starting a new life in NSW. Many of these are provided in partnership with community organisations or with the State or Federal governments.

NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS)

TAFE NSW has a long-standing relationship with the STARTTS to provide support to students with a refugee or humanitarian entrant background. STARTTS is a specialist, non-profit organisation that provides 'culturally relevant psychological treatment and support and community interventions to help people heal the scars of torture and refugee trauma and rebuild their lives in Australia'.³ Activities include:

- STARTTS clients are referred to TAFE NSW to gain skills
- Students on bridging and temporary visa subclasses who identify as living with a mental health condition are assisted by the TAFE NSW Counsellors and the Disability Consultants and, when necessary, may be referred to STARTTS
- Providing Professional Development and training workshops run by STARTTS for teachers and other staff dealing with clients suffering from torture and trauma
- Workshops are provided to STARTTS clients at TAFE NSW
- STARTTS counsellors provide onsite services in various English language and vocational programs
- Development of trauma-informed training for staff and service providers
- Engagement with STARTTS for information sharing on refugee training and access issues, scholarships, and research updates

Adult Migrant English Program (AMEP)

The AMEP program plays a profound role in supporting newly arrived refugees and migrants in developing English language skills so they may participate socially and economically in Australian society. AMEP is Commonwealth-funded and provided in several locations across NSW. Clients are referred by community organisations including Settlement Services International and Migrant Resource Centres under the Commonwealth-funded Humanitarian Settlement Program.

Benefits of the AMEP program include:

- provision up to 510 hours of free English lessons and childcare to newly arrived eligible migrants and refugees
- specialised assistance to several refugee communities in NSW
- students may be eligible for the Pathways to Employment Program. This program helps students to improve their English language skills for employment and develop work preparation skills. 40 hours of work placement are included
- support for entire refugee communities such as the Yazidi refugees resettling in Armidale
- AMEP through Distance Learning is delivered by TAFE Digital across Australia to migrants who may have barriers and choose not to attend face-to-face classes.

Refugee Employment Support Program (RESP)

RESP is a NSW Government initiative in partnership with the community organisation Settlement Services International. The aim of this program is to help participants develop careers plans and link them to employers, education and training. Specialist CALD staff at TAFE NSW work with Settlement Services

International to deliver customised courses for the participants of RESP. Courses have included CSO Non-Nationally Recognised courses to Certificate II qualifications in various vocational training areas.

Skilled Migrants Employment Program (SMEP)

SMEP is a TAFE Digital tailored Skillset course delivered to over 120 students in the last two years. This program was offered as an alternative to the Skillmax program which assisted skilled migrants to enter the workforce through training programs such as Jobseekers' Course, English for Employment and Public Sector Online. SMEP provided an added benefit of a three-month internship option for students to gain local work experience.

Other activities

In addition to these programs, a range of other activities are undertaken across the state to address the needs of refugees and humanitarian entrants. These include:

- tailored workshops and programs providing skills to enhance employment outcomes
- courses with tailored language support to improve educational outcomes
- referrals to outreach services and programs that seek to support refugee and humanitarian entrants
- professional development training to staff who regularly engage with refugees and humanitarian entrant communities

3. People from culturally diverse backgrounds are aware of NSW Government (funded) services, programs and functions

a. Promotion of inclusive and accessible services

TAFE NSW promotes inclusive and accessible services to CALD students and communities, as outlined in the *TAFE NSW Strategic Plan 2016 – 22*. TAFE NSW also promotes other NSW Government and community organisation services available to CALD students and communities to ensure they are aware of these services. A wide variety of outlets are used to promote these, including industry and community networks, and digitally via TAFE NSW campuses and various other communication channels.

Industry and community networks used to promote services include:

- Community expos and forums
- Ethnic press and media
- Community network Facebook groups
- Community language groups
- Community special interest groups
- Community and interagency meetings
- Refugee community organisations
- New migrant community organisations
- Service providers
- Health care facilities
- Community centres
- Multicultural Advisory Forums
- Business groups
- Multicultural interagency networks
- Ethno-specific groups
- Multicultural advisory forums

TAFE NSW also uses community-facing digital media to engage with multicultural communities, including social media platforms, radio stations, community language e-signs, online community newspapers.

The following are provided on TAFE NSW campuses:

- Posters and signage around campuses, customer services centres, libraries and other areas in multiple languages
- Flyers and other materials, such as multilingual posters, the Learner Support booklet and TAFE NSW Student Guide
- Class activities, including guest speakers from relevant community networks.
- Promotion of programs and services through education consultations, Skills Teams, library staff and student support services.

Case Study: Promotion of the Adult Migrant English Program (AMEP) by Distance Learning

TAFE NSW implemented an overall operational marketing plan to successfully promote AMEP by distance learning. The TAFE NSW AMEP website provides updates about this program, which is widely promoted using:

- Social media content regularly uploaded on the TAFE NSW AMEP Facebook
- Google AdWords: Words have been added to the google search engine so that TAFE NSW Adult Migrant English Program locations appears first in the search results
- Postcards and flyers (available in English, Arabic, Chinese and Vietnamese) widely disseminated, targeting both clients and service providers
- Distance learning banners used at several events
- Presentations and updates at meetings and forums

b. Community engagement activities and events

TAFE NSW hosts and participates in community engagement events and activities to promote programs, services and functions of TAFE NSW and other relevant CALD community service providers in metropolitan and regional NSW.

Events TAFE NSW has delivered or engaged in over the Report period include:

- Harmony Day
- World Refugee Week
- Court Open Day/Law Expo
- R U OK Day
- TAFE NSW Showcase
- TAFE NSW Infofest
- Multicultural March
- Multicultural Day
- Diversity Day
- Unity in Diversity
- Annual Maitland Riverlights Festival
- TAFE NSW Orientation week
- Hunter Multicultural Services Expo
- International Women's Day
- Premier's Iftar at Parliament House
- Iftar for Ramadan
- Camden Cultures
- Multicultural Volleyball competition
- Cake making workshop for multicultural families
- Taste of Harmony luncheon at Multicultural Council office
- Family Fun Sports day
- TAFE Mini-Olympics
- Yazidi New Year celebration
- Greengate Organic Farm Annual Open Day
- World Friendship Day
- Multicultural White Ribbon Day

Community forums and meetings TAFE NSW has attended include:

- Multicultural Youth Affairs Network
- National Ethnic Disability Alliance
- National Youth Settlement Framework
- Refugee Communities in Cultural Transitions Forums
- Settlement Services International community refugee welcome centre
- The Multicultural Hub in Canberra and region
- The Jesuit Refugee Service for women Australia
- Focus Connect - Youth Settlement
- St. Vincent Society of NSW
- Advance Diversity Services
- The Northern Settlement Services International services in the Hunter
- Multicultural Council of Wagga Wagga
- Griffith Community Interagency
- Friendly Nation Initiative
- NSW Refugee Support Network
- Multicultural Advisory Forum
- Inner West Interagency Network
- Multicultural Coordinators' forums
- Regional Advisory Council forums
- Multicultural Youth Affairs Network
- Settlement Services International
- Cumberland Community Sector Networking Forums
- Inclusive and Cohesive Communities two-day conference
- Multicultural Disability Interagency
- African Cultures Festivals
- CALD-specific employment and information days and expos

FOCUS AREA 2: PLANNING

4. Plans to deliver services

TAFE NSW has a legislative responsibility to provide access to education and training to disadvantaged groups, including people from language backgrounds other than English under the *TAFE Commission Act 1990*. This includes through the provision of a range of support services.

This responsibility is also outlined in the NSW Government's *A Vision for TAFE NSW (July 2016)*, which states under section 4.4 that TAFE NSW 'be a significant provider in regional NSW and to people facing disadvantage'.⁴

The agency's plan to address these responsibilities is stated in the *TAFE NSW Strategic Plan 2016 – 22*. Priority initiative 3.5 states that TAFE NSW 'provide inclusive and accessible services to culturally and linguistically diverse learners and those experiencing disadvantage (including the unemployed and those with disability)'.⁵

In 2019, TAFE NSW developed its *TAFE NSW Multicultural Plan 2020 – 2022* to deliver on its ongoing commitment to culturally diverse students, staff and communities. This plan is publicly available on the TAFE NSW website.⁶ Planning for implementation began in 2020. Further information on the development of the Multicultural Plan 2020 – 2022 and its primary initiatives is outlined in the Key Learnings section below.

5. Evidence-driven planning

TAFE NSW undertakes research and analysis to inform training and service delivery planning and reporting. The planning process ensures alignment of training to growth areas and changing industry skill needs at a local and State level. It also ensures TAFE NSW is responsive to the diverse needs of students and communities.

Key sources of information used for planning and reporting purposes include:

- Labour market insights and emerging trends, including population, employment and training demand forecasts
- Migration patterns and skilled migration lists
- Demographic data analysis, including LBOTE individuals and regional breakdowns
- Training activity data, including enrolment and completions. Key enrolment data on LBOTE students is analysed and reported every year in the TAFE NSW Annual Reports.
- Student and client satisfaction surveys conducted in English and community languages
- Student outcomes and learner engagement surveys
- Humanitarian priorities such as marginalised minority groups

Additional data is collected and used to inform planning on a local level including:

- Emerging training demands from students and informal community feedback
- Student enrolment data
- Reports by community organisations
- Feedback from community organisations
- Internal feedback from staff. For example, counsellors
- Internal and external intelligence from local communities on emerging opportunities and needs
- Student feedback
- Graduate feedback
- Local council, NSW Government and Federal data and reports
- Department of Home Affairs initiatives, changes and focus areas
- Recommendations and research from CALD community peak bodies such as Settlement Services International and the Refugee Council of Australia
- Input from community non-government organisation specialists on local needs

Data analysis and research is conducted to deliver the following:

- Targeted student recruitment and marketing strategies
- Targeted engagement with under-represented cultural groups through community organisations, information stalls at events, presentations at relevant meetings and through regional networks
- Specialised student support services. This includes engaging interpreters and bilingual teachers, if necessary, to provide information and improve services to CALD students
- Customised products including connected learning, inclusive teaching, learning and assessment tools. This includes courses delivered in the community in collaboration with a community organisation.
- Customised programs through specific Smart and Skilled targeted priority skillsets, CSO programs or external funding sources. These aim to address specific barriers to training and employment for groups such as asylum seekers, detained people or recently arriving refugees and overseas qualified professionals.

FOCUS AREA 3: LEADERSHIP

6. Demonstrated leadership in culturally inclusive practices

TAFE NSW is committed to building a culture that promotes diversity and enhances the skill of staff in culturally inclusive practices. This commitment is captured in the following written directions published between September 2018 and July 2020:

- Diversity and Inclusion Policy
- Multifaith / Quiet Room Guidelines
- Preventing and Resolving Unacceptable workplace behaviour
- Anti-Discrimination – Equal Opportunities at TAFE
- Working Flexibly

TAFE NSW undertakes an Organisational Health Survey each year to understand how the agency is performing and the views of its employees to inform planning. The survey includes several questions relating to leadership, inclusivity and how culturally safe the environment is. Employees were also invited to share feedback at the Be Engaged sessions in 2020. These are online sessions for staff to learn about and contribute to actions to improve organisational health.

Professional development

Professional development is available to staff to enhance cross cultural awareness and improve understanding of student barriers to learning. Specialised professional development is also provided to staff that have high levels of student or community engagement. Available professional development opportunities include:

- Discrimination, Bullying and Harassment – Compliance Moodle
- In-house online Cultural Diversity and Inclusion resource
- AMEP/SEE Annual Conference
- Cultural Awareness Training AMEP Rural
- Cultural Awareness Arabic Background
- Cultural Awareness Moodle
- AMEP Assessment writing workshops conducted by CMU to contribute to the Linda Wyse Associates (LWA) AMEP and SEE assessment task bank
- SkillsPoint assessment writing and resource development workshops
- STARTTS training
- NSW Adult Literacy & Numeracy Conference
- STARRTS ‘Accidental Counsellors’ Workshop Training
- Cultural Competency Training
- Mental Health First Aid
- Accredited First Aid Training
- Lynda.com online resources for staff
- Anti-discrimination workshops delivered by Anti-Discrimination NSW
- Ethno-specific cultural awareness workshops held by Community Resource Network and Migrant Resource Centres
- Training sessions for AMEP/ESOL staff at TAFE Digital
- Cultural Awareness Lunch and Learn sessions focused on inclusive learning environments

- All delivery staff are members of the Adult Learning Australia and can access their resources

Internal staff awareness and learning opportunities are also facilitated by specialist staff including:

- Provision of advice and support including on cultural appropriateness and issues identification and resolution
- Distribution of resources to staff in support of CALD student learning and appropriate teaching strategies
- Provision of support for initiatives that enhance and develop staff cultural competence and awareness of contemporary strategies to continually improve CALD student engagement, participation, learning experience and outcomes
- Sharing of knowledge, resources, strategies and initiatives with peers across the region and state-wide as required
- Sharing of information, important updates and policy changes that are relevant to teaching sections and other staff such as counselling and disability consultants.
- Facilitation of a Multicultural Specialist Community of Practice to promote best practice and build capabilities in multicultural engagement across the agency

Internal support is available to staff including:

- Provision of advice, coaching and support to employees and managers who may be experiencing unacceptable behaviour
- Formal complaints process and a team that investigate and reach resolution

7. Increased recognition of the value of cultural diversity

TAFE NSW continues to foster respect for CALD communities and maintain community support for diversity. The agency makes clear its public commitments to diversity in public documents such as the TAFE NSW Annual Report and the *TAFE NSW Strategic Plan 2016–22*.

As part of this commitment, a range of learning opportunities and experiences are delivered to promote intercultural understanding, counter racism, intolerance and discrimination and to recognise staff and student achievement, including:

Promotion of intercultural understanding and social harmony:

- Hosting and participating in cultural events and activities
- Provision of learning materials that are culturally inclusive and foster attitudes that promote respect for others and acknowledge the diversity of the Australian society
- Assessment tools are monitored for cultural and linguistic biases

Countering racism, intolerance and discrimination:

- Professional development opportunities
- Dissemination of discrimination and racism awareness resources
- Specialist staff assist students and staff to resolve cross cultural miscommunication when required

Recognition of staff and student achievement

- 2020 Diversity & Inclusion Champion Award
- Graduation ceremonies for students completing programs targeted to CALD students. For example, the Skilled Migrant Employment Program
- International Student of the Year by TAFE NSW's National Environment Centre
- Five Cultural Diversity Scholarships (valued at \$500 each) are awarded annually to eligible TAFE NSW CALD students of the Hunter and Central Coast Regions. This is sponsored by Northern Settlement Services and the Hunter TAFE Foundation

FOCUS AREA 4: ENGAGEMENT

8. Collaboration with diverse communities

TAFE NSW collaborates with diverse communities through engagement with industry, community groups and other government agencies. This includes the following key external agencies:

Multicultural NSW

TAFE NSW has a long-established relationship with Multicultural NSW. Multicultural NSW provides guidance to TAFE NSW to ensure that it meets its legislative requirements under the *Multicultural NSW Act 2000*. This includes the development of Multicultural Plans and associated reporting requirements.

TAFE NSW is also a member of Multicultural NSW's MPSP State Coordinators' forum and Regional Advisory Council. The agencies work collaboratively on an ongoing basis to address the needs of culturally diverse people in NSW.

Anti-Discrimination NSW

Anti-Discrimination NSW is the state government body that administers the *Anti-Discrimination Act 1977* in NSW. The agency has a range of functions including, but not limited to, conciliating complaints and raising awareness about discrimination and its impacts. ⁷ TAFE NSW engages with Anti-Discrimination NSW to deliver professional development training to staff. These are delivered to raise awareness about discrimination and its impacts, and to create change.

Refugee Council of Australia

TAFE NSW engages regularly with the Refugee Council of Australia to identify and address the needs of refugee and humanitarian entrant programs, including:

- Sharing of information on current issues regarding this cohort
- Targeted communications of TAFE NSW services and programs
- Information gathering and consultation to inform TAFE NSW programs and services
- Partnerships and collaboration to deliver joint targeted services

Federation of Ethnic Communities Councils of Australia (FECCA)

TAFE NSW uses and distributes resources from FECCA as appropriate and has regular contact with the NSW state body, the Ethnic Communities Council of NSW.

In addition, TAFE NSW engages with the following government agencies to address the needs of CALD students and communities:

- Multicultural NSW
- Services Australia
- Legal Aid NSW
- Department of Education, Skills and Employment (DESE)
- Local JobActive employment service providers – run by DESE
- NSW Department of Education
- NSW Coordinator-General for Refugee Resettlement
- Centrelink
- NSW Department of Communities and Justice
- NSW Health
- Multicultural Health Service
- Regional Health Districts
- Local councils
- NSW Police Force
- National Disability Insurance Agency (NDIS)
- NDIS providers
- Translating and Interpreting Service
- NSW Fair Trading
- Disability Employment Service Providers
- Medicare
- Australian Human Right Commission
- Service NSW
- Victim Services
- Housing
- Department of Home Affairs
- Training Services NSW
- Transport for NSW
- Regional NSW North Coast Regional Leadership Executive
- Regional NSW Hunter and Central Coast Regional Leadership Executive
- Interagency forums including the Multicultural Advisory Forum and Multicultural Youth Advocacy Network.
- Local multicultural advisory committees
- Local migrant interagency groups
- Universities and schools
- Public Library Services across Australia

9. Understanding the needs of people from diverse backgrounds

TAFE NSW seeks to understand the needs of people from diverse backgrounds at many levels of the agency. At the highest level, the TAFE NSW Commission Board (the Board) provides leadership in communicating the value and achievements of TAFE NSW to government, industry and the community and engage with and respond to their needs. The *Technical and Further Education Commission Act 1990* requires Board members to have experience in, among other things, community service and when appointing members, consideration must be given to the need to appoint people with knowledge or expertise in the education and training of women, Aborigines, persons from non-English speaking backgrounds, persons with disabilities and persons from rural areas.

The Board has arrangements in place to discharge this responsibility, including the Regional Advisory Councils, whose members liaise with industry and the community in their respective regions. CALD community representation at TAFE NSW primarily takes place through these Regional Advisory Councils. For example, the Western Sydney Regional Advisory Council's membership includes a representative from community organisation Settlement Services International. Community consultation is also sought for major projects such as the *TAFE NSW Multicultural Plan 2020 – 2022*.

Local, state and federal government bodies, community organisations and networks, and industry are regularly engaged to understand and address the needs of CALD communities.

Additional reporting themes for 2020

1. COVID-19

The specific needs of CALD students, communities and staff have been embedded in the TAFE NSW response to the COVID-19 pandemic.

TAFE NSW provided information regarding COVID-19 to CALD students in a range of languages, including information about campus restrictions, changes to their individual learning plan and hygiene controls to ensure their safety.

TAFE NSW offered 21 fee-free online short courses to upskill participants during the COVID-19 pandemic. These courses were promoted through targeted multicultural networks and gained a high proportion of enrolments from students from CALD backgrounds.

Communication strategies were put in place to create and maintain relationships with diverse communities during the pandemic. Online platforms were used to promote TAFE NSW in collaboration with local service providers. For example, the Virtual Walk & Talk programs provided information about TAFE NSW to potential Mandarin-speaking students in Northern Sydney. The TAFE NSW Managing Director provided regular updates to students, employers, industry and other stakeholders.

TAFE NSW staff transitioned from working on-site to working from home wherever possible. Resources were provided to all staff to safely transition working environments and guidelines were developed to communicate best safety practices. TAFE NSW maintains regular communication to all staff regarding updates as the pandemic continues.

During this challenging and uncertain time, TAFE NSW continues to adjust its response in accordance with the latest advice from NSW Health.

2. Increasing the proportion of women from CALD backgrounds in leadership positions

TAFE NSW collects demographic data about its employees to develop plans and strategies for all including women from culturally and linguistically diverse backgrounds.

Employee response rate against metrics related to cultural diversity is currently low. TAFE NSW plans to develop strategies to increase this, as outlined in the *TAFE NSW Multicultural Plan 2020 – 2022*. Table 1 highlights the self-identified cultural diversity of female leaders within the agency.

Table 1. Female leaders at TAFE NSW who identify as having been born overseas or speak a language other than English at home.

| | Number | | Proportion of all female leaders | | Proportion of all leaders | |
|--|---------|---------|----------------------------------|---------|---------------------------|---------|
| | FY18/19 | FY19/20 | FY18/19 | FY19/20 | FY18/19 | FY19/20 |
| Female leaders born overseas | 47 | 44 | 12.2 % | 11.1 % | 6.8 % | 6.1 % |
| Female leaders who speak a language other than English at home | 30 | 34 | 7.8 % | 8.6 % | 4.3 % | 4.7 % |

TAFE NSW adopts the 70/20/10 framework regarding training and development. Formal leadership training falls in the 10 per cent category. TAFE NSW spent a total of \$25,900 across these two financial years:

- FY18/19: 13 women from culturally diverse backgrounds attended formal leadership training at TAFE NSW. Spend of \$20,000 AUD
- FY19/20: Five women from culturally diverse backgrounds attended formal leadership training and TAFE NSW. Spend of \$5,900 AUD

Leadership programs are available at TAFE NSW to the following cohorts:

- Leadership Essentials and Development program, open to all leaders and aspiring leaders
- Two leadership programs for Senior Leaders by nomination and expression of interest

Key Learnings

TAFE NSW key learnings during the 2018 to 2020 period were incorporated into the development of the *TAFE NSW Multicultural Plan 2020 – 2022* which was delivered to Multicultural NSW in December 2019.

The Multicultural Plan 2020 – 2022 was developed through extensive stakeholder consultation with students, staff, community organisations and Multicultural NSW. It was also informed by data and research to identify and incorporate best practices in inclusion and diversity.

TAFE NSW Multicultural Plan 2020 – 2022 identifies gaps in meeting the needs of students, staff and communities from culturally diverse backgrounds and puts in place mechanisms to address these.

Key elements of the Multicultural Plan 2020 – 2022 include but are not limited to:

- Develop a Multicultural Policy for staff and students
- Improve data quality for better planning
- Identify strategies to increase representation of culturally and linguistically diverse employees in positions of leadership
- Develop strategies to retain and increase cultural diversity at TAFE NSW
- Update TAFE NSW's Interpreting Policy and maximising the use of the Community Language Allowance Scheme to support students
- Strengthen the ability of staff to identify and address racism and discrimination in learning and working environments
- Develop a OneTAFE process to provide recognition of overseas qualifications, experience and skills

TAFE NSW will continue to identify and incorporate key learnings into future plans.

Definitions and acronyms

| Term | Meaning |
|---|--|
| Community Service Obligation (CSO) funding | The NSW Government provides TAFE NSW with Community Service Obligation (CSO) funding to support services for disadvantaged students in those areas of the community not traditionally served by the private sector. ⁴ |
| Cultural diversity | The variation between people in terms of how they identify on a range of dimensions including ancestry, ethnicity, ethno-religiosity, language, national origin, race, and/or religion. ⁸ |
| Culturally and linguistically diverse (CALD) background | The cultural and linguistic characteristics of a person. In Australia, this is indicated using multiple core indicators including country of birth, main language other than English spoken at home, proficiency in spoken English and Indigenous status. Other indicators include ancestry (ethnic/cultural heritage), birthplace of parents, first language spoken, religious affiliation and year of arrival in Australia. ⁹ |
| English for Speakers of Other Languages (ESOL) | TAFE NSW offers several courses related to English for Speakers of Other Languages. |
| Language background other than English (LBOTE) | This term is used for those who identify that English is not the main language that they speak at home. ¹⁰ |
| Multicultural Policies and Services Program (MPSP) | The Multicultural Policies and Services Program is the mechanism for agencies to show how they are planning effectively for people of culturally and linguistically diverse backgrounds, and to report on progress. ¹¹ |
| Refugees | <p>The 1951 Convention relating to the Status of Refugees (the 1951 Refugee Convention) is the key international legal document defining who is a refugee, their rights and the legal obligations of countries that are signatories to the 1951 Refugee Convention. ¹² Article 1A of the 1951 Refugee Convention defines a 'refugee' as:</p> <ul style="list-style-type: none"> • a person who is outside his country of nationality or habitual residence • has a well-founded fear of persecution because of his race, religion, nationality, membership in a particular social group or political opinion, and • is unable or unwilling to avail himself of the protection of that country, or to return there, for fear of persecution <p>Australia is a signatory to the 1951 Refugee Convention. ¹³</p> |
| Refugee-like background | Refers to people who are affected directly or indirectly by circumstances similar to refugees. Examples include asylum seekers and the children of refugees who are born in Australia. |
| Smart and Skilled | Smart and Skilled is a reform of the NSW Vocational Education and Training (VET) system provided by the NSW Government. The aim of Smart and Skilled is to help people in NSW get the skills they need to find a job and advance their careers. ¹⁴ |

References

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- ² NCVET 2019, *Australian vocational education and training statistics: VET student outcomes 2019*, NCVET, Adelaide.
- ³ STARTTS 2020, *About STARTTS*, NSW Services for the Treatment and Rehabilitation of Torture and Trauma Survivors, viewed 10 November 2020, <https://www.startts.org.au/about-us/>.
- ⁴ TAFE NSW 2016, *A Vision for TAFE NSW*, TAFE NSW, p.9.
- ⁵ TAFE NSW 2016, *TAFE NSW Strategic Plan 2016 – 22*, TAFE NSW, p.10.
- ⁶ TAFE NSW 2020, *TAFE NSW Multicultural Plan 2020 – 2022*, TAFE NSW, viewed 10 November 2020, [https://www.tafensw.edu.au/documents/60140/62840768/TAFE+NSW+Multicultural+Plan+2020-2022.pdf/7c1a994c-4016-5d3b-698a-e6050560a0f5?t=1589244584203.](https://www.tafensw.edu.au/documents/60140/62840768/TAFE+NSW+Multicultural+Plan+2020-2022.pdf/7c1a994c-4016-5d3b-698a-e6050560a0f5?t=1589244584203)
- ⁷ Anti-Discrimination NSW 2020, *What we do*, Anti-Discrimination NSW, viewed 10 November 2020, https://www.antidiscrimination.justice.nsw.gov.au/Pages/adb1_aboutus/adb1_aboutus.aspx.
- ⁸ Diversity Council of Australia 2019, *Culture & Religion*, viewed 26 April 2019, www.dca.org.au/topics/culture-religion.
- ⁹ Australian Bureau of Statistics 2014, *Cultural and linguistic diversity (CALD) characteristics*, viewed 16 July 2019, [www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4529.0.00.003~2014~Main%20Features~Cultural%20and%20Linguistic%20Diversity%20\(CALD\)%20Characteristics~13.](http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4529.0.00.003~2014~Main%20Features~Cultural%20and%20Linguistic%20Diversity%20(CALD)%20Characteristics~13)
- ¹⁰ TAFE NSW 2020, *TAFE NSW Annual Report 2018-19*, viewed 20 October 2020, [https://www.tafensw.edu.au/documents/60140/0/TAFE+NSW+Annual+Report+2018-19.pdf/0ff7d3a9-83d6-a8ff-6cd2-b4c646e75e59?t=1574836633208.](https://www.tafensw.edu.au/documents/60140/0/TAFE+NSW+Annual+Report+2018-19.pdf/0ff7d3a9-83d6-a8ff-6cd2-b4c646e75e59?t=1574836633208)
- ¹¹ Multicultural NSW 2020, *What is the Multicultural Policies and Services Program?*, viewed 20 October 2020, <https://multicultural.nsw.gov.au/policy>.
- ¹² United Nations High Commissioner for Refugees, *Convention relating to the Status of Refugees*, viewed 27 October 2020, <https://www.unhcr.org/en-au/about-us/background/4ec262df9/1951-convention-relating-status-refugees-its-1967-protocol.html>.
- ¹³ *States Parties to the 1951 Convention relating to the Status of Refugees and the 1967 Protocol*, viewed 27 October 2020, <https://www.unhcr.org/en-au/protection/basic/3b73b0d63/states-parties-1951-convention-its-1967-protocol.html>.
- ¹⁴ Smart and Skilled 2017, *About Smart and Skilled*, viewed 20 October 2020, <https://smartandskilled.nsw.gov.au/about>.

Appendix 1: TAFE NSW Multicultural Plan 2016 – 2017

In 2016, TAFE NSW submitted its *TAFE NSW Multicultural Plan 2016 – 2017* (Table 2) to Multicultural NSW. This was developed as an interim plan while the agency finalised its separation from the NSW Department of Education. Prior to this, TAFE NSW was included under the multicultural plans of the NSW Department of Education.

The *TAFE NSW Multicultural Plan 2016 – 2017* was developed in accordance with Multicultural NSW's MPSP Framework. This framework guides all NSW Government agencies in the development of their Multicultural Plans to ensure the consistency of outcomes across the NSW Public Service Sector. The TAFE NSW Targets and Contributing Strategies (Table 2) were developed using the framework.

Table 2. TAFE NSW Multicultural Plan 2016 – 2017.

| | Outcome | TAFE NSW Targets | Contributing Strategies |
|--|---|---|--|
| Focus Area 1 – Service delivery | | | |
| 1 | Mainstream services deliver for everyone | Number of enrolments of students from language backgrounds other than English (LBOTE) by various profile measures including employment status, previous highest qualification, award level | High quality teaching programs that meet the needs of students and clients from culturally diverse backgrounds |
| 2 | Targeted programs fill the gaps | <p>TAFE NSW CSO Funding Framework will provide strategies for reporting outcomes and support services against funding for meeting the needs of disadvantaged students</p> <p>LBOTE enrolments in targeted programs including:</p> <ul style="list-style-type: none"> ▪ English as a Second or Other Language (ESOL) ▪ Foundation and study skills training ▪ Prevocational and CSO foundation skills part qualifications ▪ Skill sets <p>National Centre for Vocational Education Research (NCVER) Student outcomes survey measures for TAFE NSW LBOTE graduates including employment, satisfaction, further study and training</p> <p>Description of relevant partnerships with industry and community organisations</p> | <p>Commonwealth and state refugee and humanitarian entrant programs such as:</p> <ul style="list-style-type: none"> ▪ Skillmax ▪ Treatment and Rehabilitation of Torture and Trauma Survivors <p>Support services including tutorial support, mentoring, career and transition support, and work-readiness programs</p> <p>Range of teaching and support staff</p> <p>Strategies for increasing participation in VET including identifying barriers</p> <p>Promotion of tertiary pathways such as English for Academic purposes</p> <p>Case studies highlighting innovative strategies</p> |

| | Outcome | TAFE NSW Targets | Contributing Strategies |
|----------------------------------|---|--|---|
| 3 | People from culturally diverse backgrounds are aware of NSW Government (funded) services, programs and functions | <p>Relevant CSO data and reports on community engagement</p> <p>Estimated number of community engagement activities/events</p> <p>Other communications targeting people from culturally diverse backgrounds (e.g. promotion of government services across campuses via websites)</p> | <p>Promote inclusive and accessible services through:</p> <ul style="list-style-type: none"> ▪ TAFE NSW Strategic Plan 2016–22 ▪ industry and community networks ▪ TAFE NSW website ▪ TAFE NSW social media |
| Focus Area 2 – Planning | | | |
| 4 | Plans to deliver services | <p>The TAFE NSW Strategic Plan 2016–22 promotes inclusive and accessible services to culturally and linguistically diverse learners and those experiencing disadvantage (including the unemployed)</p> <p>TAFE NSW develops and implements a state-wide Multicultural Plan</p> | <p>TAFE NSW has a legislative responsibility to provide access to education and training to disadvantaged groups including people from non-English speaking backgrounds under the TAFE Commission Act 1990. This includes access to a range of appropriate support services</p> <p>The NSW Government’s A Vision for TAFE NSW highlights TAFE NSW’s role as a significant provider for people facing disadvantage</p> |
| 5 | Evidence driven planning | <p>TAFE NSW analyses and reports key enrolment data on the LBOTE students</p> <p>TAFE NSW accesses and analyses data, conducts research to improve delivery, assessment and services to culturally diverse students</p> | <p>Data used to inform planning and reporting at a local and state level including population demographics, student learning needs and outcomes</p> |
| Focus Area 3 – Leadership | | | |
| 6 | Demonstrated leadership in culturally inclusive practices | <p>Staff undertake professional development to improve TAFE NSW capacity to meet the needs of culturally diverse students. Professional development may address cross cultural awareness and barriers to learning</p> | <p>Guidelines and policies reviewed and updated following separation from the Department of Education such as Social Inclusion and Participation Policy</p> |
| 7 | Increased recognition of the value of cultural diversity | <p>TAFE NSW makes clear public commitments to diversity in public documents such as the TAFE NSW annual report and Strategic Plan.</p> <p>Participation in community activities and events such as Harmony Day</p> | <p>Encourage a range of learning opportunities and experiences which:</p> |

| | Outcome | TAFE NSW Targets | Contributing Strategies |
|----------------------------------|---|---|--|
| | | | <ul style="list-style-type: none"> ▪ Promote intercultural understanding and social harmony ▪ Counter racism, intolerance and discrimination ▪ Recognise student and staff achievements |
| Focus Area 4 – Engagement | | | |
| 8 | Collaboration with diverse communities | <p>Community representation on relevant TAFE NSW committees/groups</p> <p>Description of relevant partnerships with industry and community organisations</p> <p>Activities with other government agencies to support students from culturally diverse backgrounds</p> | <p>Engagement with key external agencies including Multicultural NSW, Australian Human Rights Commission, Federation of Ethnic Communities Councils of Australia, Refugee Council of Australia</p> |
| 9 | Understanding the needs of people from diverse backgrounds | <p>The NSW TAFE Commission Board reviews and makes recommendations on policies related to services and provides advice to the Minister</p> <p>Community representation in relevant TAFE NSW committees/groups</p> | <p>Relevant partnerships with industry and community organisations</p> |