

EVALUATION REPORT

“TRAINING OF CALD DISABILITY  
SUPPORT WORKERS”

APRIL 2005

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## Acknowledgements

We wish to acknowledge our project partner, ELBA and thank members of the project steering committee for their substantial input and support throughout all stages of the project. The steering committee members are:

- Jenny Au Yeong – Executive Officer of EDAC
- Catena Calanna – Chief Executive Officer of ELBA
- Carlo Calogero – Executive Officer of ACROD
- Lyn Selepak – Senior Policy Officer of DSC
- Sue White – Co-ordinator of HACC, Multicultural Services
- Sheryl Stone – Multicultural Aged Care Services
- Carmen Harrison – Project Officer
- Thuan Geh – Evaluation consultant

The support and participation of the following TAFE Institutions were very much appreciated:

Central TAFE,  
Swan TAFE,  
West Coast TAFE and  
Challenger TAFE.

Special thanks are due to all students and lecturers who provided feedback to the evaluation process.

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# 1 REPORT ON THE PROJECT

## **INTRODUCTION**

The Ethnic Disability Advocacy Centre (EDAC) received a non-recurrent grant from the Disability Services Commission (DSC) to pilot a project in facilitating training of bi-lingual and bi-cultural people to undertake Certificate III Community Services specializing in Disability. The aim of the project was to increase the number of workers in the disability field especially in the areas of caring and supporting younger people with disabilities from Culturally and Linguistically Diverse (CALD) backgrounds. This was a partnership project between ELBA (a non-profit organisation assisting people with Spinal injuries in accommodation support) and EDAC (an independent advocacy service for people with disabilities from CALD backgrounds.)

ELBA, in particular, had experienced problems in recruiting and attracting appropriately trained workers in the accommodation support area. Consultations with a cross section of disability/aged care service providers prior to the funding application also revealed that it was difficult to locate appropriately trained Support Workers from CALD backgrounds to provide care to younger people with disabilities from the same or similar CALD backgrounds. A further need to have an accessible, central listing of a pool of CALD Support Workers was also identified.

### Governance of the Project

A Project Steering Committee was established to guide the implementation of the project. Members were drawn from various organizations including the funding body, Disability Service Commission, Multicultural Aged Care Services, ACROD (National Industry Association for Disability Services), ELBA, and the North Perth Multicultural Day Centre. The Committee met regularly to receive progress reports and deliberate on issues arising.

A Project Officer was appointed part-time to implement the project activities as outlined in DSC-EDAC Funding Agreement Schedule B. The tasks included:

- Project work
- Community Development and Systemic Advocacy
- Administration

## **ASCERTAINING COMMUNITY NEEDS**

Two surveys were carried out by the Project officer.

### Employers Survey

This survey was designed to gain information on CALD clients, CALD staff, whether the employer has any difficulty in attracting staff with specific language and cultural background, and their willingness to offer work experience and or employment to people from CALD backgrounds. A Questionnaire was sent to disability agencies via ACROD and Council of DSC Funded Agencies' (COFA) mailing lists to circulate among the disability networks. 18 organisations replied. The results are presented in APPENDIX (I)

### Accommodation Survey

A brief questionnaire was posted to disability accommodation services to determine whether they had a special need for bi-lingual, bi-cultural workers. The result of the survey was presented to the Steering Committee.

## **TRAINING PROVIDERS AND THE QUALIFICATION**

### Public vs Private Training Providers

Initially Central TAFE was selected in line with the project proposal submitted to DSC as the preferred training provider, however, Swan, Challenger and West Coast TAFE were later added which enabled participants to attend their nearest TAFE College. The TAFE Colleges were also able to provide candidates for consideration from their student base especially from groups studying literacy and other qualifications specifically for or useful to newly arrived migrants. The Colleges were able to accept selected students into the course and were agreeable to provide additional support in terms of literacy training for the students sponsored by EDAC.

Generally Private Training Providers were found to cost more than Public Providers. For example, fees quoted by TAFE Colleges were in the region of \$600 while Austral College (private College) quoted \$880.00. Most training providers offer government subsidized places for the qualification.

### The Qualification

TAFE publications describe the Qualification as:

*The S275 Certificate III in Disability and provides the specific skills and knowledge necessary to provide a wide range of disability services in residential and community settings. This qualification is designed to reflect the role of employees who perform a range of skilled operations in the industry sector with the need to apply discretion and judgment and some multi-skilling. It also equips graduates with professional ethics appropriate to the provision of disability care and provides the theoretical framework required in order to practice community work.*

The course can be completed within one semester full-time or equivalent part-time.

This is an entry-level qualification drawn from the National Training Package. Prerequisites are the Completion of Year 10 with an average level of 3.5 in four Learning Areas including English or equivalent. The TAFE Colleges accepted Certificate III in Spoken and Written English as sufficient to meet the literacy requirement.

## **RECRUITMENT**

### Attracting eligible participants

The selection criteria were developed by the Steering Committee and used in the pamphlet designed for recruitment. This pamphlet was available in electronic format and hard copies were also sent with a covering letter to various agencies. All services (APPENDIX (II)) which cater for CALD people were approached.

Special emphasis was placed on personally contacting the workers in the employment programs and with workers who had ongoing contact with CALD clients. Wherever possible or practical, the Project Officer would deliver talks about the project to students and workers. As well as ethnic organizations, various agencies were contacted, including Local Councils, especially their welfare workers or their disability workers, Local Area Coordinators, CALD workers in Centrelink, Women’s Health Centres, migrant services and all the Multicultural HACC services. Potential participants came from a variety of different agencies or through word-of-mouth.

All prospective students were interviewed using the same criteria set out by the Steering Committee. A number of prospective candidates were not successful because of a lack of English language skills or educational background.

Recruitment to the disability area was quite difficult because there appeared to be little understanding of disability among the CALD community. The cultural groups most in need of workers were those from the ‘oldest’ by migration, namely Italian, Polish, Greek etc., but they were already in employment. The ‘new’ arrivals, African, Middle East and Southern Asian groups were easier to recruit as they were most in need of work or retraining.

47 applications were assessed as suitable for training and Table I shows the range of languages spoken by the applicants. It needs to be noted that most of the applicants speak more than one language other than English. A high proportion of the applicants were female.

Table 1: Languages spoken by applicants

FREQUENCY	LANGUAGES OTHER THAN ENGLISH
6	Mandarin , Indonesian, Spanish
4	German
3	Arabic, French, Hindi, Italian
2	Bosnia, Cantonese, Dari, Dutch, Japanese, Polish, Portugese, Singhilese
1	Afghanistani, Amharic, Filipino, Greek, Khmer, Kinyarwanda, Kirundi, Lingala (Congo), Macedonian, Marathi, Persian, Pidgen, Russian, Serbian, Swahili, Thai, Turkish, Ukrainian, Vietnamese

## PARTICIPANTS

As indicated earlier, 47 people from diverse cultural backgrounds were accepted (Table 2). Unfortunately, eight people did not start for various reasons and circumstances – either due to finding employment or qualifications being inadequate for TAFE entry.

Table 2: Participants by College

		<b>CENTRAL Sem 1</b>	<b>CENTRAL Sem 2</b>	<b>SWAN Sem 2</b>	<b>WEST COAST Sem 2</b>	<b>CHALL- ENGER Sem 2</b>	<b>TOTAL</b>
DID NOT START		8					8
STARTED							
	WITHDRAWN	2	5		1	1	9
	EXTENDED		2				2
	<b>COMPLETED</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>1</b>		<b>28</b>
		8	16	12	2	1	47

In the first semester 2004, a group of eight students started at the Mount Lawley Campus of Central TAFE. Of these, two withdrew from the course, one for a medical reason and the other who found full-time employment. Therefore, six completed the course successfully in the first semester.

After negotiating for changes to the funding agreement with the DSC funding directorate, participants were allowed to enroll with other facilities in the second semester, including, Central TAFE, Swan TAFE, Challenger TAFE and West Coast TAFE. It enabled students to enroll at their nearest TAFE colleges and of their choice. Subsequently sixteen were enrolled with Central and twelve with Swan TAFE, two with West Coast TAFE and one with Challenger TAFE.

Subsequently, out of the 31 Second Semester Two students, seven participants withdrew. The reasons given for dropping out included:

- obtaining full time work before the course even started,
- realizing that it was not what they wanted to do,
- interfering with their home life too much or
- finding the course too difficult.

22 students successfully completed their course of study and two students were granted an extension to complete the program beyond the “normal” six month period as they had not achieved the required competencies.

A total of 28 students (from both semesters) graduated from the TAFE *Certificate III in Disability* Course in second semester with two students still to finish.

EDAC's Support to funded students included the following:

- Availability of the Project Officer to all participants via the telephone to provide support and counseling to students when needed,
- Visits to various Campuses to meet with Lecturing and Management staff,
- Organised group sessions of participants at the campuses,
- Attended social get-togethers organized by the participants,
- Encouraged the use of EDAC's library,
- Semester 1 students met with members of the Steering Committee during morning tea at EDAC and
- Encouraged students to form study groups to help each with assignments and moral support.

EDAC maintained continuous contact with all selected TAFE facilities to provide the very necessary support and assistance. The project officer also conducted cross-cultural training with students at one of the TAFE facilities.

After the completion of the course, EDAC staff continue to support graduates who are looking for employment by providing relevant information on job vacancies and developing a list of CALD, trained support workers for a new website for WA Training Exchange for Disability Staff (TEDS- *tedswa.net*)

The demographics of graduated students include:

- Some of the graduates spoke more than one language other than English. Table 3 illustrates the number of trained support workers and languages spoken.
- 93% were female.
- 60% reside in the northern suburbs, 32 % in eastern suburbs and 8% in the southern metropolitan area.
- After graduation, 14% decided to enroll in the Certificate IV in Disability.

Table 3: Languages spoken other than English.

FREQUENCY	LANGUAGES
6	Mandarin
5	Indonesian
2	Arabic, Cantonese, Hindi, Japanese, Spanish
1	Afghanistani, Dutch, Filipino, French, German, Greek, Italian, Khmer, Kinyarwanda, Kirundi, .Macedonian, Persian, Polish,Russian, Singhilise, Ukrainian, Vietnamese

**OUTCOMES**

Table 4 provides a summary of the outcomes achieved against the agreed strategies in the Funding Agreement.

Table 4: Agreed Strategies by Outcomes

AGREED STRATEGIES	(ACTION STATEMENTS)	OUTCOMES
(a) Ascertain real need by Service Providers, by language, culture and geographical location	Collate data/ statistics on consumer needs as applicable to the project.	Surveyed: List of Service Providers (obtained from ACROD). 17 replies. Report presented at the June 2004 meeting. Survey to Accommodation providers occurred in October. Results reported to Committee during the November meeting.
(b) Facilitate suitable training provision and coordinate intake and outcomes		Meeting with TAFE Program Managers and lecturers. Group sessions with students: Central (Aug and Oct), Thornlie (Oct), Joondalup (Sep). Sessions with students include presentation of multicultural and disability issues. Also undertook advocacy work by liaising with lecturers and providing on-call support for students.

(c) Promote and market the project to any group where CALD background people are likely to be found	Identify all relevant stakeholders	Identified all relevant stakeholders. (Appendix I).
	Determine and negotiate access to target population through 3 Metropolitan Service Providers and 1 in the rural/ regional area.	Meeting with TAFE ESL and NOW students and employment agencies. Approached both Government and non-government agencies and community groups and attended networking meetings. Did not include Regional participants.
	Develop and co-ordinate publicity materials	Promotion through flyers and Community Radio. Actions completed successfully as evidenced by good attendance at the sessions.
(d) Seek expressions of interest from potential participants.	Identify individuals and canvass their willingness to participate.	Received 47 expressions of interest. Eight did not proceed as they found employment, did not meet the selection criteria or decided against the career. 39 enrolled.
	Organise focus groups with qualified interpreters as necessary	Focus groups organized at TAFE colleges to discuss interest, especially from students studying English as a second language.
(e) Coordinate a Steering Committee		Steering Committee established: Jenny Au Yeong (Chair-EDAC), Sheryl Stone (MACS), Lyn Selepak (DSC), Carlo Calogero (ACROD), Tena Calanna (ELBA), Sue White (NPMDC), Paul Kelly (ELBA). The first meeting was held in Dec 2003. Regular meetings were held.
(f) Coordinate and be part of the selection and screening process to nominate the most suitable candidates for training. It is anticipated that a panel will be formed by representatives from the service providers group		Criteria set by Steering Committee and implemented by Project Officer. List of recommended candidates presented to Steering Committee for deliberation and confirmation.
(g) Monitor, evaluate and report on the project	Produce monthly report to the Project's Coordinator	Regular reports were presented to the Project officer. Term of employment completed in December 2004.
	Produce Interim reports for submission to the Project's Steering Committee	Interim Report was presented at each Steering Committee. Actions arising were attended to.
	Regular report to DSC	Regular reports were sent to DSC. Met reporting requirements.
	Provide a final report including viable long term provision of Training and Employment outcomes for the target group within the time frame given by the funding body.	Strategies for supporting participants upon completion of project: provide list of possible employers and ensure current newspaper cuttings are made available to participants; EDAC staff to provide linkages between people looking for carers and project participants, data on participants to be entered into TEDS. Noted that four students continued on to study Certificate IV Disability.

<p>(h) Appoint and supervise a Project Officer, who will carry out this pilot project</p>		<p>Appointed Carmen Harrison as Project Officer in December 2003. An external evaluator was appointed to evaluate the Project for EDAC in Oct 2004. The evaluation plan was presented and accepted by the Steering Committee. An evaluation report is to be presented in March 2005.</p>
<p>(i) Facilitate establishment of a partnership to ensure the long term availability of this training for people from a CALD background</p>	<p>Develop strong networks with other stake-holders to identify and develop collaborative relationships to ensure long term viability of this project</p>	<p>Established a good working relationship with TAFE Colleges especially Central and Swan TAFE. Colleges are aware of developing pathways for ESL provisions to mainstream courses such as Cert III Disability. Current Qualifications are developed from Training Packages and provided by Public and Private Training Providers. EDAC has established working relationship with the WA Chamber of Commerce and Department of Education and Training. Representatives of the above mentioned organizations contributed valuable information about training to the Steering Committee at the November 2004 meeting.</p>
	<p>Facilitate the establishment of a partnership to provide ongoing training focusing on the changing CALD profile according to community needs.</p>	<p>TAFE is a public funded training provider. EDAC may play a role by referring students and provide TAFE and the Department of Education and Training with information on training needs of people with CALD background..</p>
<p><b>AGREED PROJECT OUTCOME</b></p>		
<p>The Grant recipient shall be responsible for establishing a central pool of suitably trained support workers via an associated website</p>		<p>Models for establishing a database via website were presented to Steering Committee at the October meeting. The Steering Committee resolved that TEDS be used and EDAC to provide the data. The Grant recipient is now in position to transfer data on the participants to TEDS.</p>

## 2. EVALUATION METHODOLOGY

The project was already in the completion phase when the evaluation proposal was developed and presented to the Steering Committee for approval (Appendix II). The evaluation span a period of six months.

The methodology adopted included:

- 1 Document review
  - Minutes of Steering Committee meetings
  - Project Agreement
  - Promotion materials
  - Reports to Steering Committee and DSC
  - Applications from Participants
- 2 Interviews using structured questionnaires
  - Project officer
  - Project manager
  - Managers/ Lecturers (Training Providers)
  - Participants
- 3 Questionnaires
  - Members of the Steering Committee
  - Participants
  - Lecturers
  - Employers (TAFE)

### **QUESTIONNAIRES**

The Questionnaires used can be found in Appendix (IV).

#### Members of the Steering Committee:

There was 100% response rate from Steering Committee members representing DSC, ACROD, ELBA, Multicultural Aged Care Services and EDAC.

#### Project participants:

The Questionnaire for the participants was trialed with a small group of Thornlie students. The questionnaire was further refined and posted to all 30 participants in the project including the two participants who were required to extend their studies.

Of these 22 replied, representing a response rate of 79%.

#### Lecturers:

Seven responses were received, three from Central TAFE, one from West Coast and three from Swan TAFE (included Thornlie Campus).

#### Employers from work placements, through TAFE

Students in the course were required to complete a work placement arranged by TAFE. The questionnaire for work placement employers was sent to TAFE Managers to administer but no response was received.

### 3. DESCRIPTIVE FINDINGS

#### **TOTAL PROJECT MANAGEMENT**

Although the Steering Committee approved the criteria for the selection of students, all the interviews with the participants were conducted by the Project Officer with final approval given by the Executive Officer of EDAC as the Project Manager. This was due to the urgency of recruitment for the first semester and the prior commitments of Steering Committee members. Regular progress reports were provided to the Steering Committee at meetings during the project duration. The first semester students also had the opportunity of meeting the Steering Committee members on several occasions and were presented with certificates of appreciation after their graduation.

#### Role of EDAC

Responses from the questionnaires (from which group) indicated that EDAC played an important role in;

- raising awareness within TAFE colleges and disability and CALD communities, about the importance and value of trained CALD disability support workers,
- forging links with and understanding training initiatives in the aged and disability sectors, and
- contributing towards the number of trained CALD support workers in the disability sector so that consumers with disabilities from CALD backgrounds can receive appropriate support/assistance from those who are aware of their cultural and disability needs.

Whilst 80% of respondees from the steering committee felt that they were contributing to the decision-making process and were kept well-informed about the project, 20% (one respondee) commented that it was sometimes necessary to prompt in order to receive reports and believed that Project Management could be more efficient.

#### **TRAINING OF CALD WORKERS**

##### The Project

59% of the project participants found out about the project from TAFE Colleges while the rest found out from ethnic organisations, newspapers or from friends. The majority cited “to get a job” as a reason for participating in the project. All participants were interviewed before being accepted into the project.

##### Training Provider

The choice of Central TAFE appeared to be limiting initially but other TAFE Colleges were included in the second semester, following a negotiation with the funding body, DSC. This flexibility allowed more participants to be involved by enrolling at their nearest TAFE Colleges. Since the qualification is nationally accredited and the quality standards determined by the Australian Qualifications Training Framework, other training providers (private) could be involved.

### Comments on Entry Requirements and student performance

68% of the participants agreed that they have sufficient background for the course. Only one of the seven TAFE lecturers who responded to the questionnaire considered Certificate III Written and Spoken English was sufficient and three commented that *“we feel the level needs to be increased to Level IV. Not just the language, but the ‘concepts’ that make it difficult for people with English as a second language”*. The lecturers expressed that some of their students had difficulty understanding the content of the course and also the myriad of technical terms. There was a belief that language and comprehension of concepts were equally important for entry to this course.

Another group of lecturers commented that *“... students who struggled with written work, thus their performance were below general requirements.”* However, 50% of the participants claimed they did not have any difficulty in understanding the Lecturer whilst the rest claimed that they had some difficulty understanding or comprehending their lecturers.

### Course of Study

73% of the project participants reported that full-time studies impacted on home-life probably because 36% of the participants were also employed on a part-time basis. Most (68%) were satisfied with the course arrangements in terms of days and time. 59% considered the length of the course to be appropriate, the rest preferred it to be longer.

A large majority (89%) said that the course content was appropriate whilst 78% indicated that there was a balance between theory and practical, although a small percentage of participants would like more practical experience. Thornlie Campus students, in particular, suggested a variety of assessment techniques instead of mainly written assessments. They would like to see practical experience in-between lectures, perhaps once a week, rather than the current single block approach. They said the course as a whole was very difficult but found that the lecturers were helpful in modifying their presentations in order that they could keep up with the course.

The lecturers were forthcoming in their suggestions which included:

- Students committing themselves to the full-time course
- Students receiving training in study techniques and class note taking
- Incorporating field trips in the course
- Rearrangement of placement e.g. integrating language teaching into course delivery one day a week
- Reducing the amount of written assessment

### Understanding and supporting students of CALD backgrounds.

Two of the seven lecturers had previous involvement in teaching migrants and they were all aware that TAFE provided Multicultural Awareness training.

The Project officer provided the following feedback, *“It is most important that lecturers at TAFE receive training in cultural diversity so that they can prepare their learning materials to meet the learning styles of students of CALD backgrounds. Whilst some CALD students need intensive language support, they also need mentoring and support in their learning process.”*

Additional language support was available to students though one College, however it was quite limited. West Coast College had a specialized Literacy Unit at the Library which provided additional support to students. Some participants felt that they did not need it but a few accepted and others refused because of having to pick up their children from school. Perhaps

this support and assistance could be built into the course structure or be flexible, so that it does not clash with family commitments.

69% of the participants indicated that the Training Providers (TAFE) had provided additional support. 89% of participants also received additional information and support from the Project Officer at EDAC.

#### Positive Outcomes of the Project

- An increase of 28 trained CALD support workers who are immediately available to work for the disability sector.
- Through its promotion and networking, the project is giving opportunities to disability agencies to employ trained CALD workers who could assist by providing cultural and language support to their clients with disabilities from CALD backgrounds.
- CALD consumers with a disability benefit directly from having trained support workers with whom they could communicate and understand their cultural needs.
- The project also has had an impact on the training providers (TAFE) in raising awareness of the needs of students of CALD backgrounds, especially in the areas of language training, when developing a variety of delivery and assessment techniques and in multicultural awareness.
- Promoting and raising awareness in the disability sector and training providers (TAFE) about the needs of people with disabilities a CALD background.
- Participants and graduates benefited by being accredited with a Certificate 3 in Disability studies which could assist them in seeking employment with disability agencies. They also gained friends and developed networks with disability agencies such as EDAC, gained additional knowledge and skills about service delivery principles in disability and came to value the positive aspects of disability and differences.

#### Areas for improvement:

- The project did not identify fully the extent of needs and demands for CALD support workers prior to commencement. Although a forum and workshop was conducted by EDAC and ELBA which raised sufficient interest and support for this project, the number of recruits readily available was possibly over-estimated.
- The initial promotion and recruitment was very time consuming and the full impact and requests for participation was only realized towards the end of the project. It would have been better if the project was for 2 years.
- Initially there was little flexibility in terms of recruitment as one TAFE facility only was identified in the funding agreement.
- The project should be more flexible to reduce the stress among some participants who had work and family commitments. There should be a combination of part-time and full time studies allowed in this project. New migrants are often compelled to work immediately after arrival because of financial circumstances, but they also need to gain skills and professional accreditation.
- Service providers in the disability sector were reluctant to communicate their needs and preferences in employing CALD support workers. This was indicated by the low level of response to the two surveys conducted. It appears essential that more research and perhaps cross-cultural education should be undertaken in this area to improve the status and relationship between disability and ethnicity sectors.

### Recommended Changes to the Project by respondents

Comments and suggestions obtained from the responses are reported below.

- 35% of the participants wanted more practical work, while 15% wanted less assessments/assignments. A few suggested more guests lecturers be invited and the course include more understanding of Western culture and team building activities.
- There is a need for more systemic support to the concept of CALD disability workers – not only from the Disability Industry but also from the funding body and from TAFE as the training provider.
- Systemic changes include requesting that the funding body support Certificate III Disability as the minimum requirement for work in the Disability Industry.
- Information which clearly establishes the extent of need and the number of trained workers from a CALD background currently engaged in the sector.
- Greater flexibility in the choice of training providers.
- Research into industry demand for appropriate carers i.e. which cultures? Which languages?
- Some areas of project coordination could be improved.
- To include Carers already working in the disability field.
- Cross-cultural training for:
  - a. Middle and top Managers of all service provider agencies.
  - b. TAFE lecturers
  - c. A cultural diversity course which includes Indigenous issues to be included in all the TAFE Community Services courses, and especially in the Disability course.
  - d. Diversity training is not just about cultural diversity but diversity in personality, knowledge acquisition etc. Disability courses especially should have lecturers who understand diversity – physical, intellectual, cultural etc.

### Comments regarding the project's effectiveness

The Project Officer commented that the *"....project broke 'new ground'. The knowledge acquired since the project first started would enable the project consultant to develop further possibilities in the area given more funding."*

Generally, the lecturers found the experience to be very positive and successful. Thornlie Campus lecturers commented that *"The students performed exceptionally well in their field placements and their host employers' were keen to take further CALD students, with some students being offered employment."* At another College it was recognized that additional language support should be made available and take measures to ensure that such literacy support is funded and made accessible CALD students studying within that portfolio.

Most of the responses from the Steering Committee members indicated that the project met the project objectives, though one commented that it met only some of the project objectives. Over 80% of the students considered that the project was successful.

### Facilitating the Employment of Graduates

In addition to promotion strategies like placing the database of available CALD workers on TEDS, other suggestions included sending out letters/emails to major disability service providers. In response to the request for assistance in the job search, EDAC staff regularly sends out current lists of major service provider and current newspaper advertisements to the graduates.

## 4. DISCUSSION AND RECOMMENDATIONS

### CALD and the Disability Industry

As identified by some of the members of the Steering Committee, there is a lack of statistical datum on CALD workers in the Disability Industry. The two surveys carried added some value to this crucial need but more rigor needs to be embodied in research methodology. The low number of responses from the postal surveys unfortunately presented a patchy picture.

**Recommendation 1: That EDAC form a partnership with universities and encourage post graduate students to undertake research projects in this area.**

### Training Institutions

With the introduction of the Australian Training Qualifications Framework, Training Qualifications obtained from accredited Institutions (public or private) are gained and nationally recognized in a quality assured environment. Both public and private providers offer the specific qualification subsidized by the Government.

The negotiation of obtaining the payment of lower Fees and Charges and additional provider support for literacy become crucial. Another point to the selection of provider is the ready base of CALD students in their existing literacy program. This provided a vocational outcome for such students in the same familiar academic environment. It is noted that about 60% of the project participants found out about the project from TAFE.

The agreement of the funding agency to allow other TAFE Colleges to participate played an important part in ensuring the success of the project.

### Entry Level

In general terms, the Certificate III SWE or equivalent can be considered as the minimum requirement for entry into Certificate III vocational entry courses. However, from the experiences gained, at least 50% of the participants required additional support.

**Recommendation 2: Where entry to vocational courses requires Certificate III SWE or equivalent, additional literacy support should be made available to CALD students to ensure higher retention and course success.**

### Promotion and Marketing of Project

This was carried out successfully. It was also a deliberate decision to market mainly new comers in the disability industry. Since the course was delivered in full-time mode, there was little opportunity for existing full-time workers to participate in such initiatives.

**Recommendation 3: Opportunity exists to up-skill and “credentialise” existing CALD workers in the Industry perhaps by partnering with TAFE for a Recognition of Prior Learning project.**

### Training Course

The Certificate III Disability is an entry-level course.

Concerns raised by students were mainly attributed to language skills exhibiting as “too many written assessments”, and understanding and communicating with the lecturer. Discussions were held between students, lecturers and the project officer. The lecturers at Thornlie Campus responded favourably and immediately to the request in utilising more varied assessment techniques.

While there is a need for all lectures to understand multiculturalism and how it applies to them, the students also need training to understand the western culture.

**Recommendation 4: Consideration be given for lecturers to be trained in aspects of cross-cultural awareness and communication skills and training provided for CALD students on Australian culture.**

### Additional Support

Training providers are aware that written statements proclaiming that additional support is available is not sufficient. Mt Lawley Campus is now including this qualification in their pathway program for migrants. Thornlie Campus lecturers make themselves freely available to CALD students and West Coast TAFE has a specialized Literacy Unit located in the Library.

The Project Officer met with the students in groups and made herself available to students individually.

It is interesting to note that in Thornlie Campus the students formed themselves into a social group and supported one another. These students are more vocal and confident and all successfully completed their course of study.

**Recommendation 5: There is a need to liaise with training provider to ensure that the literacy support provided is appropriate.**

**Recommendation 6: Strategies need to be developed to facilitate the formation of social groups.**

### Steering Committee

The Committee was well represented, however, the addition of a representative from the Department of Education and Training might have been useful in providing expertise in training, funding and contacts in the TAFE Colleges. This would also facilitate any long term linkages with the training industry.

**Recommendation 7: The Steering Committee should be inclusive of all key stakeholders with initial skills and experiences analyses being carried out to ensure availability of skills and experiences to facilitate the successful conclusion of the project.**

It is noted that some minor criticisms were expressed concerning the quality of reports. There appears to be different expectations among members.

**Recommendation 8: A reporting framework be established by the Steering Committee.**

## 5. Conclusion

The project was completed within the renegotiated timeframe, met all its objectives (though some could have been improved) and achieved the required outcomes.

The project had 47 applicants interested in the training, eight did not start, nine withdrew, two had their program extended and 28 successfully completed their qualifications. Of these 28 graduates, four continued with Certificate IV and two gained full time employment. These graduates form the basis of a pool of trained disability CALD support workers with a background of diverse culture and languages.

EDAC has developed adequate strategies to support the 22 graduates seeking employment by EDAC. This included briefing all EDAC staff of the availability of these graduates for employment as EDAC staff frequently deal with service providers.

EDAC has completed the database containing the relevant details of the graduates and the data is available for inclusion into the TEDS Web-site.

APENDIX I

**RESPONDENTS TO EMPLOYERS SURVEY**

	NAME	Q1	Q2	Q3	LANGUAGES	WorkEXP	EMPLOY-MENT
1	<b>A/LAC Morley, DSC</b>	Y	Y	Y	Vietnamese, Cantonese	Y	N
2	<b>Activ Foundation Inc.</b>	Y	Y	Y	Japanese, Indian, Eastern European	Y	Y
3	Adventist Residential Care	Y	Y			Y	Y
4	<b>Autism Association of WA</b>	Y	Y	Y		N	Y
5	<b>Cockburn Community Care</b>	Y	Y	N		Y	Y
6	<b>Heritage Ind. Family Support</b>	Y	N	Y	Aboriginal	Y	
7	<b>LAC – Ballajura, DSC</b>	Y	N	Y	Vietnamese, Cantonese/Chinese, Arabic	Y	Y
8	<b>LGS Family Support Officer</b>	Y	N	N		Y	N
9	<b>Lower Great Southern Community Living Assoc</b>	Y	Y	Y	Aboriginal	Y	
10	<b>Multicultural Services Centre</b>	Y	Y	Y	Somali, Bosnian	Y	Y
11	<b>Multicultural Services Centre</b>	Y	Y	Y	Italian, Chinese, Vietnamese, Greek, (every language other than Serbo-Croatian)	Y	Y
12	<b>Perth Home Care Services</b>	Y	Y	Y	Serbian, Chinese, Italian, Portuguese	Y	Y
13	<b>Senses Foundation</b>						
14	<b>Silver Chain</b>	Y	Y	N		N	
15	<b>The Spina Bifida Association of WA</b>	Y	N	N		N	N
16	<b>Therapy Focus</b>	Y	Y	Y	Somalia, Aboriginal, Vietnamese	N	Y
17	<b>Town of Vincent</b>	Y	Y	Y		Y	
18	<b>Umbrella – The Multicultural Aged and Disabled Care Program</b>	Y	Y	Y		Y	Y

Q1 CALD Clients  
 Q2 CALD Staff  
 Q3 Languages difficult to match

## APPENDIX II

### **LIST OF ORGANISATIONS AND AGENCIES CONTACTED BY PROJECT OFFICER TO PROMOTE THE TRAINING OF CALD DISABILITY SUPPORT WORKERS**

Afghan Islamic Association  
Cambodian Welfare & Cultural Centre of WA  
Burmese Association  
Chinese Community Centre  
Chung Wah Association  
Damayang Filipino  
Dar Al Shifah  
Eritrean Community  
Indonesian Community Association  
Italo-Australian Welfare  
Muslim Women's Support  
Russian Social Club  
Salvadorean Association  
Vietnamese Community in WA  
WA Croatian Association  
WA Portuguese Club

Centrelink  
ASETTS  
Multicultural W's Advocacy  
Independent Living Centre  
Subiaco Council  
Vincent Council  
Fremantle  
Cannington  
Gosnells  
Balga Joblink  
DOME Inc.  
ECCRU  
South Metropolitan Migrant Resource Centre  
ISHAR  
Gosnells W's Health  
Fremantle W's Health  
Catholic Migrant Centre  
Communicare  
Edmund Rice Centre  
Multicultural Services of WA  
Northern Suburbs Migrant Resource Centre  
Ethnic Communities Council  
Polish Community Council of WA  
AMES  
AMEP  
Student Counsellors at TAFE  
Students enrolled in New Opportunities for Women Course at TAFE Colleges

## PROJECT EVALUATION PLAN

### PROJECT BRIEF

The Ethnic Disability Advocacy Centre (EDAC) was successful in obtaining funding from DSC to develop a project in recruiting and supporting bi-lingual and bi-cultural people to undertake an appropriate training program, aimed at increasing the number of workers in the disability field, especially in the areas of caring and supporting younger people with disabilities from CALD backgrounds.

Consultations with a cross section of disability/aged care service providers prior to the funding application revealed that it was difficult to locate appropriately trained Support Workers from CALD backgrounds to provide care to younger people with disabilities from the same or similar CALD backgrounds.

The consultations with service providers also identified the need for an accessible listing of a central pool of CALD Support Workers.

### PROJECT GOVERNANCE

A Steering Committee was established to coordinate the project.

### PROPOSED OBJECTIVES

Stated by the Project Submission:

- 1 Identify candidates from a culturally and diverse (CALD) background, who would be suitable as potential Support Workers to work with people with disabilities; and
- 2 Identify and facilitate appropriate training, in consultation with a cross-section of stakeholders from services providing care to people who have disabilities.

Project Evaluation Objectives

- 1 To evaluate the success of the objectives as stated by the Project Submission
  - 1.1 Is the identification process appropriate?
  - 1.2 Is the identification of an appropriate training process successful?
  - 1.3 Is the facilitation process sufficient?
- 2 To evaluate the achievement of strategies as outlined in Schedule 2 of the Grant Agreement
- 3 To evaluate the appropriateness of the identified training course
  - 2.1 Course requirements
    - 2.1.1 Entry requirements e.g. English level
    - 2.1.2 Length of course
    - 2.1.3 Recognition of Prior Learning
  - 2.2 Impact of studying
    - 2.2.1 Home life
    - 2.2.2 working
  - 2.3 Course evaluation as perceived by participants  
Dimensions: Course arrangements, course content, theory vs practical.
    - 2.3.1 What are the positive things?
    - 2.3.2 What are the negative things?
    - 2.3.3 What changes would you like to make of the course?
- 4 Outcomes of Training
  - 4.1 Working in the industry?
  - 4.2 Looking for opportunities in the Industry?
- 5 Evaluate the project process

- 5.1 Project Management
  - 5.1.1 Steering Committee
  - 5.1.2 Coordination
- 5.2 Support for participants
  - 5.2.1 Is the support provided sufficient?
  - 5.2.2 Additional support required?
- 5.3 Reporting
  - 5.3.1 Sufficient?
  - 5.3.2 Timeliness?
  - 5.3.3 Adequate funding?

**STAKEHOLDERS**

- |   |                             |                                   |
|---|-----------------------------|-----------------------------------|
| 1 | Project Funding body:       | Disability Services Commission    |
| 2 | Project Steering Committee  | EDAC, MACS, ELBA, NPMDC, ACROD    |
| 3 | Participants of the Project | 6 Semester 1; 24 from Semester 2. |
| 4 | Training Providers          | TAFE, Private Providers           |
| 5 | Service Providers           | Employers                         |

**METHODOLOGY**

- 1 Review of Reports produced
- 2 Collection of data from
  - 2.1 Stakeholders:
    - 2.1.1 Process for Identification of participants
    - 2.1.2 Process for Identification of appropriate training
    - 2.1.3 Facilitation process
    - 2.1.4 Support for participants
    - 2.1.5 Adequacy of reporting
  - 2.2 Participants:
    - 2.2.1 Course requirements
    - 2.2.2 Impact of studying
    - 2.2.3 Support
    - 2.2.4 Outcomes

Collection methodology may include Questionnaire and/or Structured Interviews (Grouped and/or Individual). Questionnaire and Structured Interview schedules will be developed for approval before being used. These will be constructed after the acceptance of the proposed Evaluation Objectives.
- 3 Where possible data collection to occur during the meeting between the Project officer and the Participants. Posted questionnaires or telephone interviews may be used if appropriate.

**EVALUATION PROJECT TIME-LINE**

- |  |            |
|--|------------|
| Project Submission and Acceptance              |            |
| Evaluation project commissioned                |            |
| Evaluation framework accepted                  | End Sep 04 |
| Meeting with Participants- (Data collection 1) | Mid Oct 04 |
| Data Collection II                             | End Nov 04 |
| Data Collection III                            | End Feb 05 |

**REPORTS**

- |                         |            |
|-------------------------|------------|
| Project Evaluation Plan | End Sep 04 |
| Evaluation first report |            |
| Second report           |            |
| Final report            | Mar 05     |

# TRAINING CALD SUPPORT WORKERS PROJECT EVALUATION

## 1 DETAILS AND FEEDBACK FROM PROJECT OFFICER

### *Project Fundamentals*

*Select a course (specified by contract)*

*Select appropriate providers (specified by contract)*

*Select appropriate candidates*

*Output- The Grant recipient shall be responsible for establishing a central pool of suitably trained support workers via an associated website.*

#### *Candidates:*

- *Participate in the course*
- *Course fees paid by the project*
- *Additional support from Institution and EDAC*
- *Support for securing employment after graduation*

### **1.1 Process of Identification of Candidates**

*Who were involved in designing the selection process?*

*What is the process?*

*How and where did you find the candidates?*

*Project specifications*

*Course specifications*

*Entry requirements- Completion of Year 10 with an average level of 3.5 in four Learning Areas including English.*

**Selectors**

*Who were involved in the Selection process?*

**Outcomes of Selection**

*First Intake*

*Second Intake*

Feedback:  
*Improvement for process*

*General comments*

1.2 Process of Identification of Training

Course

Public vs Private Providers

Outcomes

Feedback:

*Improvement for the selection process*

*General comments*

1.3 Support/ Facilitation of Learning  
Provider Support

Project officer

Liaison with Provider

Support for Students

How many dropped-out?

Why?

Follow-up

Feedback:  
Improvement for process

General comments

- 1.4 Project Coordination
- a. Submission
  - b. Flexibility
  - c. Costing
  - d. Overall Perceptions
    - i. Positive
    - ii. Negative
    - iii. What changes if any?
    - iv. How would rate the project
      - Successful beyond expectations
      - Successful
      - Met Project objectives
      - Did not meet project objectives
      - Dismal failure
- Please elaborate:

# TRAINING CALD SUPPORT WORKERS PROJECT

PARTICIPANTS: INITIAL

NAME: \_\_\_\_\_

Contact number: \_\_\_\_\_

## ADDRESS

---

---

## LANGUAGES SPOKEN:

---

## SCHOOLING BACKGROUND:

---

---

---

**Permission given to EDAC for the release of my personal information for the purposes of the project only.**

**Signed:** \_\_\_\_\_

## 2 FEEDBACK FROM PARTICIPANTS:

### 2.1 Course

*How did you know about Certificate III Disability?*

*What do you expect to get out of the course?*

### 2.2 Selection Process

*How did you come to be accepted into this project?*

### 2.3 Support/ Facilitation Process

*Did the College provide you with additional help?*

*Did you receive additional information or contact from Carmen Harrison?*

### 2.4 Training Course

a. Course requirement

i. Entry

*Did you have difficulty in understanding your lecturer?*

*Do you think that you have sufficient background for the course?*

ii. Length of course

*The course is completed after six months of studying and work practice, do you find the length of the course appropriate?*

iii. RPL

*Were informed about Recognition of Prior Learning? Did you apply for RPL?*

b. Impact of studying

i. Home-life

*Did your studies impact greatly on your home-life?*

ii. Employment

*Are you currently employed? How many hours?*

*Did the studying impact on your current employment?*

c. Course

i. Course arrangements- flexibility

*Did the course arrangements in terms of day and time suit you? Was there flexibility to suit the group?*

ii. Content

*How did you find the appropriateness of the course?*

iii. Theory vs practical

*How do you find the balance of theory and practice of the course? Is there too much of one than the other?*

## **2.5 Overall Perceptions**

*What are the good things about the course?*

*What are the bad things about the course?*

*What changes would you like to make?*

## **ANY OTHER COMMENTS WELCOMED**

**Please return completed Questionnaire to  
Carmen Harrison  
EDAC, 320 Rokeby Road  
SUBIACO, 6008**

# TRAINING CALD SUPPORT WORKERS PROJECT

## PARTICIPANTS: OUTCOMES

NAME: \_\_\_\_\_

**Permission is given to EDAC for the release of my personal information for the purposes of the project only.**

EMAIL: \_\_\_\_\_

Signed: \_\_\_\_\_

### **OUTCOMES (At least two months after the end of the course)**

*Have you completed all the requirements of the course of study? If not, please provide detail.*

**YES/ NO**

*Are you employed after studying the course?*

*Who is your employer, (NAME AND ADDRESS PLEASE)?*

*How many hours per week of employment?*

*How long did it take you to find a job?*

*Did you receive any assistance from EDAC to find the job?*

*EDAC will place your details on the TEDS website and also provide you will possible employers list. Is there any other avenue that EDAC can facilitate your job search?*

### **Project Participation**

The Project from a participants' point of view involves participation in a Carer's course (Certificate III Disability); funding assistance; support for learning and support for finding employment.

How would rate the overall project? (Please tick one)

- Successful beyond expectations
- Successful
- Met Project objectives
- Did not meet project objectives
- Dismal failure

Please Explain:

**ANY OTHER COMMENTS WELCOMED**

Please return completed Questionnaire to  
Thuan Geh  
EDAC, 320 Rokeby Road  
SUBIACO, 6008

**PROJECT: TRAINING OF CALD SUPPORT WORKERS  
IN THE DISABILITY INDUSTRY**

**FEEDBACK FROM LECTURERS**

**Please take five minutes to complete this questionnaire on CALD workers related to this specific project. Comments made are treated as CONFIDENTIAL and reported comments are treated as a grouped response. Thank you.**

**Training Provider:**

**Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email** \_\_\_\_\_

**1 Language level: Course entry requires Year 10 or Level III in Certificate of Spoken and Written English.**

*Is this requirement adequate?*

**2 Additional support for CALD Students**

*Is additional support in communication available and provided to CALD students?*

**3 Multicultural Awareness Training**

*Do you have access to Awareness Multicultural Training? Is the training adequate in providing you skills and knowledge to support CALD students?*

**4 Course Content**

*Is there a need to modify the course to better suit CALD support workers in the Industry? Please provide detail.*

**5 GENERAL COMMENTS**

Please return completed Questionnaire to  
Jenny Au Yeong  
EDAC, 320 Rokeby Road  
SUBIACO, 6008

**PROJECT: TRAINING OF CALD SUPPORT WORKERS  
IN THE DISABILITY INDUSTRY**

**FEEDBACK FROM SERVICE PROVIDERS/ EMPLOYERS**

Please take five minutes to complete this questionnaire on CALD workers related to this specific project. Comments made are treated as CONFIDENTIAL and reported comments are treated as a grouped response. Thank you.

**1 DETAILS**

Name of Company: \_\_\_\_\_

Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

**2 Employees (Please circle your response)**

2.1 Do you have CALD (Cultural and Language Diverse) workers Y / N

2.2 Do you look for support workers who can speak different languages Y / N

**3 CALD WORKERS (Students)**

*Are the students able to understand the instructions adequately?*

*Are the students able to communicate in English adequately?*

*Is having a culturally and linguistic diverse background an advantage to the support and caring of patients?*

**4 Need for CALD Workers**

*Is there a demand for CALD support workers in the industry generally?*

*Is there any current vacancies in your organization?*

**5 Any Further Comments?**

Please return completed Questionnaire to  
Jenny Au Yeong  
EDAC, 320 Rokeby Road  
SUBIACO, 6008

**PROJECT: TRAINING OF CALD SUPPORT WORKERS  
IN THE DISABILITY INDUSTRY:  
FEEDBACK FROM MEMBERS OF THE STEERING COMMITTEE**

**Please take ten minutes to complete this questionnaire on CALD workers related to this specific project. Comments made are treated as CONFIDENTIAL and reported comments are treated as a grouped response. A detailed response will contribute greatly. Thank you.**

**NAME:**

**AGENCY/ ASSOCIATION:** \_\_\_\_\_

**1 Participation in the**

a. Course and Training Provider

*The Course (Certificate III/IV Disability) and Training Provider (Central TAFE, though this was expanded to include other TAFE Colleges) was specified in the Schedule 2 of the Agreement. Do you wish to comment on the process of Course and Training Provider selection?*

b. Selection of Candidates

*Were you involved in the process of setting out the selection criteria and the selection process?*

c. Support/ Facilitation of Learning

*Reports on Support for the participants had been provided to the Committee regularly. Do you wish to provide further comment?*

d. Employment support for participants

*The Committee has indicated that details of participants looking for employment be placed in TEDS. Are there any other strategies that we can consider?*

**2 Role of EDAC**

*Other than the stated purposes of this project, can you kindly specify any other value added outcomes achieved in this project?*

**3 Project Management**

a. Communication

*Are you kept well informed about the progress of the project? How can it be further improved?*

a. Decision-making

*Do you feel that you are contributing to the decision-making process of the project?*

c. General Comments on Project Management

**4 Overall Perceptions**

*What are the positive things about the project?*

*What are the negative things about the project?*

*What changes would you like to have made to improve the project?*

**Overall, how would rate the project (please tick one of the below statements):**

1. Successful beyond expectations
2. Successful
3. Met Project objectives
4. Did not meet project objectives
5. Dismal failure

Please elaborate.

**5 Any additional comments?**

Please return completed Questionnaire to  
Jenny Au Yeong  
EDAC, 320 Rokeby Road  
SUBIACO, 6008