

From Barrier to Opportunity

**A Toolkit for supporting multicultural learners,
jobseekers, and workers**



About this Toolkit

Participation in employment enables wellbeing, security, social cohesion, and supports better settlement outcomes. However, people from multicultural backgrounds, particularly refugees and migrants from non-English speaking backgrounds, experience challenges to participating and accessing appropriate and sustainable employment. This means they are over-represented in both under-employment and unemployment figures.

In 2021, the Victorian Government's Multicultural Learning Partnership (MLP) initiative brought together key organisations to work on improving engagement of multicultural learners in core skills training to strengthen their pathways to employment. The MLP commissioned a research project which found that while traditional core skills (language, literacy, numeracy, digital, and employability skills) remain important, additional skills are needed to support economic participation. These skills – career, financial, health and workplace cultural literacy – are termed *Participation Skills* to reflect the impact of acquiring these skills on employment participation.

Building from this research, the *From Barrier to Opportunity* Toolkit and webinar series provide practical tools and strategies to support multicultural learners, jobseekers, and workers. The Toolkit is designed for ease of navigation – six sections each with a distinct focus – and is flexible for organisational staff to customise for their multicultural learners, jobseekers, and workers.

The project team extends its gratitude to all service providers, organisations and individuals who engaged with the intent of this project and the development of this Toolkit.

The Toolkit was overseen by a Reference Group representative of the Department of Jobs, Skills, Industry and Regions, AMES Australia, Migrant Workers Centre, the Victorian Multicultural Commission, and the Victorian Trades Hall Council.

This Toolkit has been produced by AMES Australia supported by funding from the Victorian Government Department of Jobs, Skills, Industry and Regions.

June 2024

Access the full Toolkit, individual tools, and further resources at www.ames.net.au/barrier-to-opportunity



Jobs, Skills,
Industry
and Regions

Disclaimer

The information contained in this Toolkit is general in nature and does not take into account an organisation's particular circumstances. Please review the content to determine suitability for your needs in engaging with and providing programs and services to multicultural learners, jobseekers, and workers. Resources included in the Toolkit do not represent an inclusive list for each topic, rather, they provide a sample of relevant and accessible resources.

Content is currently accurate and links active. Should you have any feedback please contact research@ames.net.au

Acknowledgement of Country

We acknowledge the Traditional Aboriginal Owners of Country throughout Victoria and pay our respects to them, their connections to land, sea, and community. We pay our respects to their Elders past and present and future Traditional Owners.

Why this Toolkit is important

Participation in education, employment, and mainstream community enables individual and family well-being, security, social cohesion, and supports settlement outcomes.

However, people from multicultural backgrounds, particularly refugees and migrants from non-English speaking backgrounds, experience challenges to participating and accessing appropriate and sustainable employment, and are over-represented in both under- and unemployment figures.

Applied research undertaken with jobseekers from multicultural backgrounds, service providers, and subject matter experts has identified the need to build participation skills beyond the core skills of language, literacy, numeracy, digital and employability skills, to strengthen pathways to employment and/or further study for jobseekers from

multicultural backgrounds. These skills – career literacy, financial literacy, health literacy, and workplace cultural literacy - are collectively identified as *core participation skills*.

Acquiring these skills supports enhanced participation in employment for jobseekers from multicultural backgrounds.

The purposeful title of the *From Barrier to Opportunity* Toolkit represents the journey of discovery that emerged through the development of Toolkit content and the narrative shift from 'barrier' that is inherent to the multicultural jobseeker; to 'opportunity' reflecting a change lens that places the solution to participation with the organisations that support multicultural jobseekers, and workplaces and employers that offer sustainable employment opportunities.

How that change can be driven is encompassed in this Toolkit.

Who is this Toolkit for?

Education and service providers

Including:

- Pre-accredited trainers
- Registered Training Organisations
- Providers of employment courses
- Community engagement organisations
- Employment services

How this Toolkit can help service providers

- Service providers can support multicultural jobseekers to build employability skills and connections to employment.
- This Toolkit provides practical strategies to engage multicultural clients, deliver targeted skills training, and build pathways to employment by engaging with employers.

This Toolkit can help you to:

- identify local multicultural communities and their needs.
- identify, test and improve service delivery to better support multicultural clients and learners.
- develop and deliver a pre-accredited education program targeted to building work-related skills.

Employers

Including:

- People managers
- Employers
- Small-medium businesses
- Recruiters

Resources in this toolkit are applicable to any industry.

How this Toolkit can help employers

- Multicultural workers represent a diverse range of skills and experience which can benefit any workplace or industry.
- This Toolkit has practical strategies to identify the strengths of multicultural jobseekers and ways to support them to succeed in the workplace.

This Toolkit can help you to:

- learn about local multicultural communities and understand how to support jobseekers and workers.
- build an inclusive and supportive workplace to progress workplace inclusion practices.
- empower multicultural jobseekers and workers with important skills and knowledge for success and wellbeing in the workplace.

Table of Contents

Resources can be used on their own or collectively.

Toolkit users are recommended to consider using the website to assist in navigation.

Section 1. Understanding and engaging multicultural learners, jobseekers and workers.....8

Who is arriving in Australia?	
Knowing your community	
Engaging multicultural community members to inform your services	
Understanding mature-age jobseekers from multicultural backgrounds	
Understanding women from multicultural backgrounds	
Understanding regional workers from multicultural backgrounds.....	

Section 2. Building an inclusive and supportive workplace28

Building a culturally inclusive workplace	
Supporting multicultural workers to know their rights	

Section 3. Learning about and sharing good practice.....34

How to write a story of change	
Practice-sharing networks	

Section 4. Identifying and progressing service improvements and workplace practices.....43

Measuring impact through monitoring and evaluation (M&E).....	
M&E tool: Designing a program logic	
M&E tool: Monitoring and evaluation framework	
M&E tool: Surveying multicultural community members	
M&E tool: Focus groups with multicultural community members.....	
M&E tool: Ethical considerations	

Section 5. Essential employability skills for multicultural jobseekers 62

Participation skills for employment – a guide to the career, financial, health, and workplace cultural skills needs of jobseekers from multicultural backgrounds.....	
Career literacy: How to find a job.....	
Career literacy: Career pathways - more than a job	
Career literacy: What is a resume	
Financial literacy: Common types of employment.....	
Financial literacy: What is superannuation?.....	
Financial literacy: How are workers paid?	
Health literacy: Occupational health and safety	
Health literacy: Who to see when you are sick	
Health literacy: Understanding mental health.....	
Workplace cultural literacy: Getting local work experience.....	
Workplace cultural literacy: Digital communication at work	

Section 6. Participation skills training program..... 85

Training program user guide	
Career literacy course plan.....	
Career literacy session plan	
Career literacy information kit	
Financial literacy course plan	
Financial literacy session plan.....	
Financial literacy information kit.....	
Health literacy course plan	
Health literacy session plan.....	
Health literacy information kit.....	
Workplace cultural literacy course plan	
Workplace cultural literacy session plan.....	
Workplace cultural literacy information kit.....	

Appendix A: Source references 135

Section 1. Understanding and engaging multicultural learners, jobseekers and workers

Tools in this section can support users to understand the experiences and needs of multicultural learners, jobseekers and workers, to connect and support them to succeed in learning, gaining work and participating in the workplace.

Tools in this section include:

- ⇒ Who is arriving in Australia?
- ⇒ Knowing your community
- ⇒ Engaging multicultural community members to inform your services
- ⇒ Understanding mature-age jobseekers from multicultural backgrounds
- ⇒ Understanding women from multicultural backgrounds
- ⇒ Understanding regional workers from multicultural backgrounds



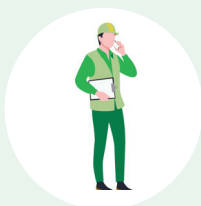
Who is arriving in Australia?

The Census provides a point-in-time snapshot of Australia's population demographics. The 2021 Census found that the proportion of Australian residents born overseas (first generation) or who have a parent born overseas (second generation) is now over 50 per cent of the population. So, who is arriving in Australia?

Migration streams

Australia has over 100 types of visas which enable people to enter and live in the country. Skilled, Family and Humanitarian visas are the most common migration visa streams.

Skilled



This stream is designed to improve the productivity of the economy and fill skill shortages in the labour market, including those in regional Australia.

To be eligible for a skilled visa, individuals must be qualified to work or train in occupations on the [skilled occupation list](#).

Family



This stream is predominantly made up of Partner visas, enabling Australians to reunite with family members from overseas and provide them with pathways to citizenship.

Did you know?

Skilled migration made up 63% of all migrant streams from 2012 to 2021.

Refugee & Humanitarian



There are several visa options for people in need of protection due to being subject to persecution or substantial discrimination that violates human rights.

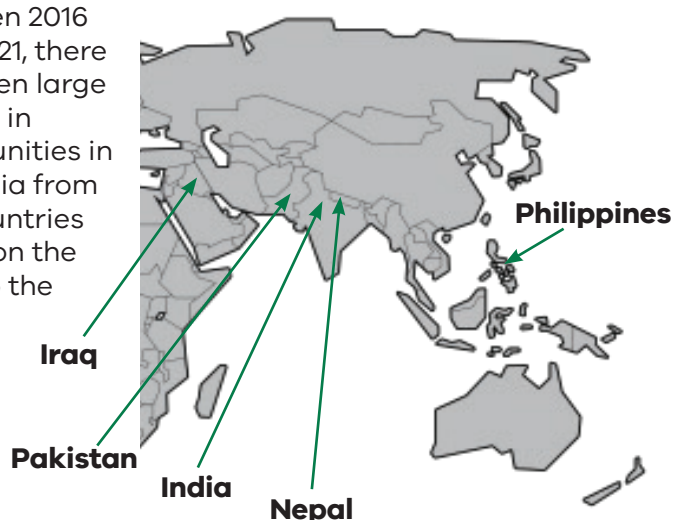
Did you know?

Refugee and humanitarian entrants made up less than 10% of all migrants in 2022-23.

Visit the [Department of Home Affairs](#) find up-to-date information on migration in Australia

A snapshot of Australia's multicultural society

Between 2016 and 2021, there has been large growth in communities in Australia from the countries noted on the map to the right.¹




Top countries of birth, other than Australia (2021)


England (3.6%)
India (2.6%)
China (2.2%)
New Zealand (2.1%)
Philippines (1.2%)

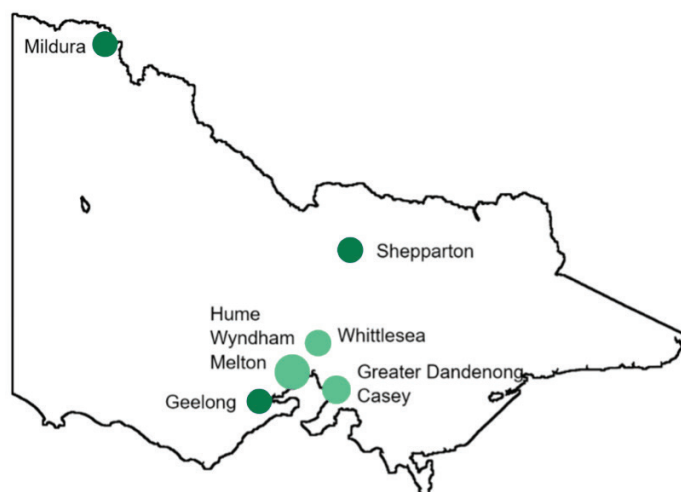
Top languages spoken at home, other than English (2021)

Mandarin (2.7%)
Arabic (1.4%)
Vietnamese (1.3%)
Cantonese (1.2%)
Punjabi (0.9%)

The map on the right shows where the majority of humanitarian entrants settle in Victoria.

 Major areas of metropolitan settlement of humanitarian entrants.

 Major areas of regional settlement of humanitarian entrants.



Contribution to Australia

Population planning

Overseas migration drove Australia's population growth in 2022, when the population grew by 1.9 per cent.²

As a driver of population growth, migration is an important offset to Australia's ageing population.³

"The contribution of migrants has built the richly diverse, dynamic and multicultural Australia of today... Migration has also been critical to driving economic prosperity."

– [Review of the Migration System 2023](#)

Economy, skills and jobs

On average over their lifetime, each skilled migrant makes a **positive contribution of \$198,000** to Australia's economy, compared to \$85,000 for the general population.⁴

Migration helps fill current and projected critical labour and skill shortages in many key industries including construction, healthcare, clean energy workforces and digital skills.⁵

Where to learn more

To learn more about local multicultural community groups see:

- [Tool - Knowing your community](#)
- [ABS Census data](#) for recent data on top countries of birth and languages spoken at home in Australia and your local area.

[Source references can be found here](#)

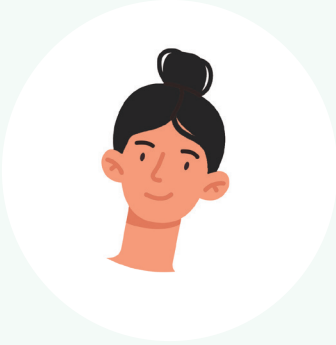
Additional resources

The following resources can support employers who are interested in engaging migrant jobseekers:

- [VEVO visa check](#) – Department of Home Affairs website that allows visa holders, employers, education providers and other organisations to check visa conditions, for example around work rights.
- [Pacific Australia Labour Mobility \(PALM\) Scheme Countries](#) – provides details on all the countries PALM scheme workers arrive from.
- [Deakin Centre for Refugee Employment, Advocacy, Training and Education](#) – provides resources about refugees and asylum seekers for employers and jobseekers.

Journeys to Australia

The following case studies illustrate different reasons why people come to Australia, and how their experiences settling in Australia can vary. Migrants are not defined by their visa stream or demographic categories and they contribute to Australia in their own unique ways.



Louise's journey

Louise (not her real name) arrived in Australia from Hong Kong in 2003. She and her husband, a telecom engineer, both arrived on skilled migrant visas, and were drawn to Australia because Louise's parents-in-law already lived here, having arrived in the 1980s. Louise's family also had visas for Canada, but the possibility of being closer to family made the choice between the two countries easier. Because Hong Kong was a British colony, Louise already spoke English when she arrived in Australia, and with a degree in sociology and a career in public relations, she found employment in Australia within three months of arrival.



Patricia's journey

Patricia arrived in Australia on a 10-month student visa from Colombia hoping to work on her English so she could join her partner in the United States. When her relationship ended, she decided to try and stay in Australia and study at university. While undertaking her English language training she met her now husband, a skilled migrant from Ireland. After becoming pregnant, Patricia pursued a partner visa. After achieving permanent residency status, Patricia became an Australian citizen two years later.



Jalal's journey

In 2021, after the collapse of the Afghan Government, Jalal arrived in Australia as a refugee as part of the effort to evacuate Afghan citizens affiliated with Western governments. After his arrival, Jalal began volunteering as a Pashto and Dari language interpreter with a large organisation that provides services to multicultural communities, supporting the influx of other Afghan refugees. Shortly after, Jalal was recruited by the organisation as a full-time employee. Jalal's skills and qualifications from his Bachelor of Business Administration gained in Afghanistan helped him commence his employment journey in Australia.

Knowing your community

This guide can be used by service providers and employers to build knowledge of multicultural communities in a local area to inform community engagement models. It provides an overview of multicultural identities, how to use data to identify local communities, and how to further engage with community members to deepen knowledge and connection.

Benefits of knowing about your community

By learning about the social lives, interests, ambitions, and challenges in your community you can begin to understand the experiences of a specific community, including different multicultural groups.

This can help engage new people, expand to new markets, hire employees from diverse backgrounds, and ensure your services are addressing community needs.

Knowing about your local community can help inform:

- what services/products local community members may be interested in
- where and how to best advertise services/products
- opportunities for community outreach
- inclusive practices, such as enrolment processes, teaching, hiring and staff management.



How do we identify?

Our characteristics, backgrounds and experiences all influence our identity.

We may find a sense of both identity and community through a shared country of birth, ethnicity, language, religion, migration experience for example.

Other experiences that can influence how we identify include gender, LGBTQIA+ identity, age, parental or disability status.

People may not always find a sense of identity in certain characteristics they have in common with others.

Did you know?

Country of birth is not always where people find their multicultural identity. For example, despite coming from Afghanistan, many people identify with their ethno-linguistic group instead, such as the Hazara or Pashtun communities, and not as Afghan.

Want to learn more about multicultural identities?

The essay '[Why call me that?](#)' explores the different relationships people have with labels including 'person of colour', 'migrant' and 'refugee'.

The website [LGBTIQ Intersect](#) and article [The Intersection of LGBTQ+ and BIPOC Identities](#) explore the dynamics of having both multicultural and LGBT+ identities.

Using data to learn about local communities

There are many data sources and reporting tools that can help identify and gain a snapshot of the major multicultural community groups in your area, understand the diversity of languages spoken, and understand the local economic landscape.

Note that data is limited to being a point-in-time reference and can quickly become outdated. Data is also aggregated, meaning it does not capture the nuance of individual experiences.

The following provides guidance on navigating accessible data sources to identify local community groups.

Australian Census

Link: <https://abs.gov.au/census/find-census-data/search-by-area>

What is this resource?

The Census is held every 5 years by the Australian Bureau of Statistics (ABS). It is a snapshot of Australia's population at the time of data collection.

The ABS publishes reports related to the Census and other data findings.

What information can I find?

- population numbers
- country of birth
- ancestry
- languages spoken at home
- family composition.

How can I use this resource?

1. search by area name by typing in your town or postcode
2. scroll down and, under 'View QuickStats' click 'All persons'
3. for more data click 'Community Profiles' instead.

A screenshot of the 'Search Census data' web form. It features a search bar with a dropdown menu set to '2021' and a text input field labeled 'Enter a location, postcode or geography'. Below the search bar are four expandable sections: 'Search by geography', 'Search by address', and 'Search by country of birth', each with a downward arrow icon. The 'Search by area name' section is at the top and is currently collapsed.

Census stories show how demographic data can help community groups, businesses and governments make decisions in their local area.

Local council websites and plans

In a web browser, search:

- "[Your local council] plan"
- "[Your local council] demographics".

What is this resource?

Local councils often publish reports such as annual plans, 5-year plans or demographic reports which contain demographic data.

What information can I find?

- local demographic community data
- changes in local demographics.

How can I use this resource?

These documents may have information about:

- challenges faced by local communities, which can inform service opportunities for your organisation
- growth areas which may allow you to consider addressing a service gap
- community engagement opportunities.



Remplan

Link: <https://app.remplan.com.au/>

What is this resource?

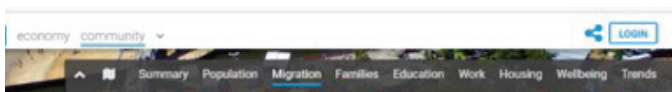
Remplan is a region explorer which provides economic and social insights for local areas.

What information can I find?

- region-specific data on population
- employment rates
- migration
- families
- education
- housing.

How can I use this resource?

1. In the search bar on the right, type in your local area.
2. Click on either economic profile, or community profile depending on information desired and available for your area.
3. Use the bar on the top left to navigate the data.



Profile.id

Link: <https://profile.id.com.au/>

What is this resource?

Profile ID is a region explorer that provides demographic insights for local areas. This tool uses data sources such as ABS or Remplan and economic forecasting data.

What information can I find?

Region-specific data on:

- population
- the local economy and industries
- groups who have arrived in Australia in the last 5 years
- educational attainment of non-first language English speakers.

How can I use this resource?

Use the categories on the left to navigate the data.



Connecting with local multicultural community groups

There is only so much that data can tell you. Connecting with multicultural community members is an important part of building genuine understanding in order to grow as a locally-engaged and culturally informed provider, business, or employer.

Reaching community members

You can reach community members through community groups like social, support, or religious groups, and community leaders.

You can also engage multicultural service providers such as:

- adult education centres
- specialist healthcare and employment providers
- settlement services
- English language schools
- migrant information centres.

For additional information see [*Tool - Engaging multicultural community members to inform your services*](#)

Engaging with service providers can support your organisation to connect with community members by:

- supporting connection with their existing community cohorts
- learning about services local community members need and access
- inviting your organisation to community events and practice sharing networks
- referring their jobseekers to your organisation
- hosting and sharing advertising material for your organisation with their networks.

You can find community groups and services through:

- online searches, community directories, council websites
- local/community newspapers
- asking your employees, learners, teachers, or volunteers.

Engaging multicultural community members to inform your services

This guide introduces considerations for service providers on how to include the perspectives of multicultural community members in service design and delivery.

What is community engagement?

Community engagement is a form of public participation which empowers people to influence a project, policy, program or service which impacts them. It includes principles of co-design, human-centred design and valuing lived-experience.

Community participation can involve:

- community members or leaders who represent the intended end-user
- people who use/participate in/or will be affected by the project, policy, program or service.

Why engage the community?

Community engagement can be beneficial for your organisation and the community.

Effective community engagement has a range of benefits:

- developing projects, policies, programs or services which are responsive and localised to community needs, and therefore more beneficial and accessible
- identifying issues community members are experiencing and opportunities for improvement
- enabling innovation by inviting diverse perspectives and lived-experience in the design and improvement of services
- improving connection between the provider and community, which builds trust
- empowering community members by providing them influence over the services which are meant to benefit them.

Watch this webinar: *Turning listening into action - engaging with multicultural communities* to hear from the Victorian Multicultural Commission and the Centre for Multicultural Youth about the importance of community engagement.

Community engagement examples

The Family Understandings Project

Western Region Health Centre wanted its mental health services to reach Horn of Africa communities.

The Centre held two discussion forums with 23 leaders from community organisations to identify mental health concerns experienced in the community, and to develop culturally appropriate care.

The forums concluded that there was a need for peer-to-peer education on mental health in the community.

Source – [Centre for Ethnicity and Health 2019](#)

Diversity and Disability

Migrant Resource Centre North West wanted to develop a service for people with disabilities from multicultural backgrounds which ensured that the consumer voice was involved in the delivery of the program and uplifted independence of this community.

The Centre established a steering committee comprised of people with disabilities from multicultural backgrounds who were empowered to drive the program's purpose, aims, services and policies.

Source – [Centre for Ethnicity and Health 2019](#)

How to engage community

Community engagement can be resource and time-intensive and therefore requires planning and consideration to balance what is possible and what is beneficial.

The following provides key considerations for engaging community.

Level of influence

Community engagement can involve a variety of activities which vary in the level of impact and influence community members have.

Empowering community members to make decisions through engagement ensures participation is meaningful. However, activities which enable a high level of influence are often more resource and time-intensive.

Service providers should be realistic about what sort of community engagement they can deliver and how much influence community members can have in the decision-making process, while also maintaining a commitment to listening to communities and actioning decisions made by them.

Considerations about influence may include:

- Has a decision already been made on what is being done, and are we simply informing the community without seeking input?
- Will community input advise decisions, or will community be empowered to make decisions?
- What constraints are there on innovation? e.g. funding, time, key performance indicators?

Watch this webinar: [Engaging with multicultural communities to understand and respond to their needs](#) by the Australian Institute of Family Studies.

It provides an overview of what community engagement is, and the levels of influence of different types of engagement.

The IAP2 Spectrum of Public Participation

is a commonly used metric for understanding how much impact or influence different engagement activities may have on decision-making.

Activities such as information sessions provide little to no impact on decision-making, while activities such as co-design are collaborative and empower communities in decision-making, providing communities with more influence.

You can learn about the spectrum model on the [Organizing Engagement](#) website.

Case study: Giving community co-designers more influence

Following multiple incidents of domestic violence-related deaths in the Australian Capital Territory, the ACT Government determined a need for a family safety service in the form of a physical hub space.

Co-design insights informed the design team that the proposed model for a physical hub space would not achieve its aim to deliver the support that families needed because family safety services already existed. The issue identified through community engagement was that women lacked entry points into those services.

The design team went back to the Government for approval to enable the co-design process to directly inform the design of the final service. Through community engagement the "Hub" was designed and developed to be a program that coordinates services to improve client capture points.

For more information see: [Family Safety Hub](#)

When to engage community

The point at which community members are engaged in the design or delivery of a project, program, policy or service can impact on how much influence they will have, and what advice they can provide.

Community can be engaged at any or all of the following stages.

1. Conceptualising and designing

This is when a service provider is considering whether a project, program, policy or service should be made, and what form it may take.

There may be more freedom and flexibility to support innovation and influence and consider a broad range of options for the project or program as resources have not yet been invested and infrastructure has not yet been established.

For the project, program or service, community can advise or decide on foundational decisions including:

- what issue it should address
- who the target audience should be
- what form it will take – e.g. a program, service, course
- how to minimise barriers to access
- what services target audiences are already engaging with, and therefore what are the gaps this new opportunity can fill?

2. Piloting stage

This is when a project, program or service is being trialled on a small scale. This stage can allow actual community members to be involved in the engagement and advise on their experience.

3. Delivery stage

This is when a project, program or service is underway and being delivered. In this stage there is often less flexibility for innovation as the infrastructure for delivery has been established and resources have been invested.

Community engagement may involve actual community members and can be used in conjunction with feedback from on-the-ground service providers.

4. Conclusion, redevelopment or transition

This is when a project, program or service has been delivered and it is undergoing review to inform how well it performed and identify improvements for future activities.



Recruiting participants

Who will be recruited?

In addition to representing a target cohort, consider how you will engage diverse members within the target cohort, to offer insight and advice relevant to their experiences. Diversity of experience and opinion can support the development of ideas which are innovative and considerate of a range of people's needs.

There may also be benefit in restricting who participates in the engagement in order to support the comfort of participants and the freedom of idea sharing. For example, a group of people with shared gender may feel more comfortable to discuss gender-related issues. Multiple engagement sessions with different targeted groups can be delivered to address this matter.

Service providers, subject matter experts, or representatives of funding bodies may also be included in community engagement sessions to coordinate ideas, goals and design of the project, program or service.

How will participants be recruited?

When inviting community members to participate in engagement activities consider:

- using communication/outreach channels that prospective participants are already engaged with e.g. through teachers, in community locations, social media
- whether to use open recruitment, such as social media posts, flyers, or posters that anyone can see, or whether to use direct recruitment where only specific people are invited to participate
- having a clear understanding of who you wish to engage, and use the terminology those people use to describe themselves
- liaising with organisations or peak bodies that represent diverse groups to support recruitment of participants with varied lived experiences.

Recognising participants' contribution

When community members participate in community engagement they are contributing their time, insights and often emotional labour. There is therefore a need to recognise and reimburse them for their contributions.

Reimbursement can include:

- vouchers
- travel reimbursement
- recognition and credit in published reports
- official thank-you letter.

Consider whether the engagement is replacing a paid position. In this case it may be more appropriate to hire someone as a consultant or subject matter expert.

For more information see [*Tool - Ethical considerations: A monitoring and evaluation tool*](#)

Closing the loop

Closing the loop means informing the participants and the general community about the outcome of the engagement. This demonstrates respect by identifying the impact of the effort contributed.

Closing the loop can include a thank-you letter, a presentation, or short report in first language/s if required which iterates what was heard and how their contribution is, or will be, actioned.

For more information on 'closing the loop' see see this [*Community Engagement Toolkit by Hobsons Bay City Council*](#).

Methods of community engagement

There are many methods of community engagement which vary in how much time and resources they require, how complex they are to implement, and how much influence they support community members to have. The table on the following page describes some methods.

When deciding a method of engagement considerations may include:

- What is possible with the time and resources available?
- Is the engagement accessible for participants? For example how much time participants need to invest, expenses of participation such as travel or arranging childcare, accessible venues, digital access if it is an online engagement.
- Can you adequately compensate people for their participation (time and labour) invested?
- What sort of engagement activity and level of influence is necessary to be beneficial?
- Will the engagement teach you anything new, or can the information be sourced from elsewhere?

The table on page 6 provides an overview of a sample of tested methods of community engagement.



Additional resources

Tool – Measuring impact through monitoring and evaluation

This guideline and associated tools provides tips on how to monitor and evaluate projects, programs, and services, including through community engagement.

Victorian Government

Methods: human-centred design tools and references

A comprehensive list of methods of community engagement to inform the design of projects, programs or services, including benefits, strengths, weaknesses, tips and links to resources.

Welcoming Cities

Inclusive communications toolkit

A guide on inclusive engagement with local community members. While this guide is targeted to councils it contains broad information about identifying and understanding local community groups, communication channels and engagement models.

Victorian Transcultural Mental Health

Conversations about Community Engagement in Mental Health Podcast series

A podcast series about multicultural community engagement in the mental health space.

Mission Australia – Learning from Lived Experience: A Framework for Client Participation

A guide on engaging with those with lived experience, and methods and tips to learn from them respectfully.

Melbourne Water

Guide to Inclusive Communications & Engagement

A guide on how to engage diverse consumers, including resources and information for planning your engagement, obtaining organisational support, and recruiting participants.

Method of engagement	When to use it, and resources required	Level of influence	Key benefits	Additional information
Co-design A collaborative approach between service users and service providers to design new, or improve existing, services or programs	<p>At any point during the overall design cycle, or project life cycle.</p> <p>Typically time and resource intensive for facilitator and participants.</p>	High	Provides direct input and impact from participants in decision-making	<ul style="list-style-type: none"> Griffith University – Co-Design: 6 Steps To Uncover New Ideas And Attract More Customers NSW Government - A Guide to Build Co-design Capability
Advisory board/ group membership Knowledgeable stakeholders form a board/group to advise on a project	<p>Ongoing through the life of a project or service.</p> <p>Requires an ongoing time commitment from members and facilitator/ secretariat support.</p>	High	Draws on skills and knowledge of people who remain engaged and knowledgeable about the service	<ul style="list-style-type: none"> Advisory Board Centre – Best Practice Framework
Participatory action research (PAR) ‘Learning by doing’, PAR involves identifying a problem, trying to resolve it, then evaluating the resolution with those most affected by a program	<p>Ongoing through the life of a project or service.</p> <p>Does not require any further resources as it uses participants already involved in the project</p>	High	Promotes learning among stakeholders closest to the change	<ul style="list-style-type: none"> Australian Institute of Family Studies – Participatory action research practice guide
Focus groups A meeting bringing together a small group to discuss a topic in a moderated setting	<p>Can be conducted to inform a project or service, or to evaluate a project or service.</p> <p>Can be resource intensive.</p>	Medium	Enables group discussion, collaborative dialogue and problem solving	<ul style="list-style-type: none"> Tool – Focus groups with multicultural community members: A monitoring and evaluation tool
Interviews Stakeholders are asked individually about their opinions, behaviour, or experiences	<p>Can be conducted to inform a project or service, or to evaluate a project or service.</p> <p>Can be time intensive for facilitators.</p>	Medium	Provides rich and detailed data and ability to build rapport with participants	<ul style="list-style-type: none"> Tool – Ethical considerations: A monitoring and evaluation tool

Community engagement checklist

This checklist can be used to guide you when you are planning and implementing community engagement activities.

Ethical considerations	✓
Have you considered...	
• whether the engagement is necessary?	
• how you will recognise people for their participation?	
• how you will take care of participant mental health?	
• if you should complete an ethical risk assessment, and have you received approval from the relevant manager?	
Participants	✓
Have you considered...	
• who your participants will be? (what cohorts)	
• how you will recruit participants?	
• the extent of impact participant ideas will have?	
• a venue that is physically, financially and culturally accessible?	
Activities	✓
Have you identified...	
• what key questions the activities seek to answer / address?	
• the best activities to answer these questions?	
• if everyone can participate in the activities?	
Using insights	✓
Have you considered...	
• how you will document ideas?	
• how you will consider, trial and action ideas generated?	
• how you will evaluate the impact of the engagement?	

Mature-age jobseekers from multicultural backgrounds

A guide for employers and service providers

Who are mature-age jobseekers from multicultural backgrounds?

Mature-age people from multicultural backgrounds represent a diverse cohort of people in Australia. Multicultural people in general may have a sense of identity attributed to characteristics such as country of birth, ethnicity, language, religion, migration experience or another factor altogether.

The definition of mature-age is flexible. Some programs and policies target ages over 45, while others target 65+. Due to different life expectancies around the world, multicultural communities may have different concepts of 'mature' ages.¹

Did you know?

Some refugees may be unaware of their exact age due to having no ID documents or losing documents during their migration journey.

Challenges to gaining employment

Mature-age jobseekers from multicultural backgrounds may experience barriers to employment as a result of their age or multicultural status.

For example, despite it being illegal to discriminate when hiring, people may experience ageism, racial or religious discrimination, such as presumptions that they lack adequate levels of English, digital skills, mental or physical capacity, or that they are unable to develop these skills.

Mature-age jobseekers from multicultural backgrounds are individuals with a broad variety of life experiences and skills. They do not all face the same barriers and may have very different experiences with job seeking.

Benefits of hiring mature-age jobseekers from multicultural backgrounds

Benefits include:

- Expertise and problem-solving skills developed over many years of life and work experience
- Ability to teach younger staff and new recruits
- Flexibility and resilience developed through life experience and the migration journey
- Ability to speak multiple languages
- Bringing diversity which enables innovation and increases the ability of organisations and businesses to engage broader client markets, resulting in better decision-making, profits and productivity.²

In a 2023 survey by the Australian HR Institute and the Australian Human Rights Commission, HR professionals reported **no difference** between older and younger workers in job performance, concentration, ability to adapt to change, energy levels and creativity.^{1 2}



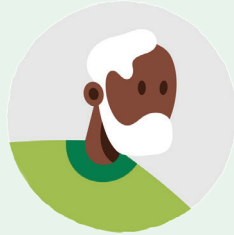
Did you know?

Under the [*Racial Discrimination Act 1975*](#) (RDA) it is unlawful to discriminate (including refusing employment) against a person because of race, colour, descent, national origin, ethnic origin, or visa status.³

The workforce of the future

As Australia's overall population ages more workers will be of mature age. By engaging mature-age workers, you can help your organisation or business be prepared for the workforce of the future.

Abraham's strengths and skills



At 58, Abraham (not his real name) had limited literacy and numeracy skills, and no qualifications, having only completed year 5. His income came from running his own concreting business, however when his business was affected by the COVID-19 pandemic he suddenly needed a new source of income.

Abraham had never worked for an employer before. An employment provider supported Abraham to identify transferable skills to support him to pursue suitable work. He obtained his forklift license and renewed his car registration, and after a referral, Abraham completed pre-employment training with a warehousing company.

[Source references can be accessed here](#)

Resources for employers

There are many resources available to support employers interested in engaging new workers. Some free resources are described below.

Resources for engaging mature-age jobseekers and workers

[How To Create an Inclusive Interview Process](#) - provides tips for employers on inclusive recruitment.

Department of Employment and Workplace Relations (DEWR):

- [Investing in Experience Tool Kit](#) - guide on hiring mature-age workers and implementing supportive policies
- [Training for employers on employing mature age workers](#) - interactive web module with practical resources for employing and retaining mature-age workers
- [Hiring Outside the Box – Mature Age Workforce: investing in experience](#) - webinar on how to attract mature-aged workers in the recruitment processes

[Work 45 plus](#) - information for employers on the benefits of mature-age workers, and guidance on hiring, supporting and fostering age-diversity in the workplace.

[How to become an age-friendly employer](#) - provides tips for improving age diversity in the workplace.

Resources for engaging jobseekers and workers from multicultural backgrounds

FECCA's [Harmony in the workplace: Factsheet series](#) provides information on how to foster a culturally inclusive workplace.

From Barrier to Opportunity Toolkit resources:

- [Who is arriving in Australia?](#)
- [Knowing your community](#)
- [Building a culturally inclusive workplace](#)

[VEVO check](#) - supports employers to check the legal working rights of visa holders.

Women from multicultural backgrounds in the workplace

A guide for employers and service providers

Who are women from multicultural backgrounds?

Women from multicultural backgrounds represent a diverse cohort of people in Australia and may have a sense of multicultural identity attributed to characteristics such as country of birth, ethnicity, language, religion, migration experience or another factor of their experience.

Did you know?

In Australia:

- The unemployment rate for migrant women in 2019 was 6.29%; much higher than the rate for migrant men and the Australian-born population according to the [Harmony Alliance](#).
- Women from multicultural backgrounds are disproportionately represented in the casual, unpaid, and informal workforce.¹
- During the COVID pandemic, women were more likely to shoulder domestic unpaid work, particularly home schooling.²
- Female migrants with a postgraduate degree earn 31% less than Australian-born women with similar education levels.³

Challenges to gaining employment

Women from multicultural backgrounds face unique barriers to workforce participation including:

- difficulty having qualifications and experience from their country of origin recognised in Australia
- potentially lower levels of literacy, for example due to gender inequality in access to education in pre-arrival countries
- stigma and gender roles impacting access to working in certain industries and job positions, and ability to develop work-related skills, such as driving or digital skills
- limited local work experience, career literacy, or social and professional networks.⁴

Benefits of hiring women from multicultural backgrounds

Benefits include:

- flexibility and resilience developed through life experience and the migration journey
- bringing new ideas and skills, for example language skills to communicate to new client audiences
- highly ambitious and driven workers⁵
- increased diversity, which increases the ability of organisations and businesses to engage broader client markets, and bring innovation, resulting in better decision-making, profits and productivity.⁶

[McKinsey and Company](#) found that globally, companies leading on executive-level gender diversity are 27% more likely to outperform other companies in longer-term value creation.

Work placement for female migrants helping to build connections

The Settlement Language Pathways to Employment and Training (SLPET) program helps prepare newly arrived migrants for work and further training in Australia. The program includes a placement at a local workplace.

When Amina (not her real name) arrived from Iran with a Master's degree in microbiology she initially struggled to find work in Australia. She enrolled into SLPET and completed work experience in a local dental clinic.

The local workplace experience helped Amina to forge local professional and social connections, and helped her to build confidence in an Australian workplace.

Subsequently she was offered an ongoing job at the clinic and was able to use her skills and knowledge from her experience gained in Iran at her new job.

How employers can support and engage women from multicultural backgrounds

The following describes some ways employers can support women from multicultural backgrounds to participate in the workforce. See resources below for further information on implementing these actions.

- ✓ Develop and implement workplace policies and training that promote cross-cultural and gender awareness and safety.
- ✓ Accommodate flexible working arrangements, such as flexible working hours or remote work to support employees with caring responsibilities or disabilities.
- ✓ Review recruitment practices to support 'screening in' and inclusiveness, such as gender-neutral job adverts.
- ✓ Adopt a zero-tolerance stance on sexism and racism.

Did you know?

The [*Sex Discrimination Act 1984*](#) makes it unlawful to discriminate against a person because of their sex, gender identity, intersex status, sexual orientation, marital or relationship status, family responsibilities, because they are pregnant or might become pregnant or because they are breastfeeding.

Resources for engaging women in the workplace

FECCA's [Harmony in the workplace: Factsheet series](#) provides information on how to foster a culturally inclusive workplace.

Women's Health in the South East (WHISE) have a web-based [Gender Equality in the Workplace Toolkit](#) with steps for employers on implementing workplace gender equity.

The Department of Workplace Relations website has resources on [recruitment and engagement strategies to attract women](#).

The Workplace Gender Equality Agency has a booklet on [Gender equitable recruitment and promotion](#) with advice for employers on supporting women to have equal opportunities in the workplace.

Changing perceptions of the manufacturing industry for women

A pilot project led by the City of Casey and the Southern Metropolitan Partnership aimed to change perceptions of certain industries in Victoria to increase employment of multicultural women.

One activity was an information session on the manufacturing industry attended by a group of 40 Afghan women who previously were not very willing to work in the industry due to how dangerous it can be in their home country. The session described local job opportunities and presented video footage of the safe conditions in local and modern manufacturing facilities, which helped them change their minds about the industry.

The project helped the women to overcome misconceptions of this industry and subsequently opened up new job opportunities for the women.

For more information, see the report [here](#).

Resources for engaging workers from multicultural backgrounds

The [Workplace Cultural Diversity Tool](#) by Racism. It Stops With Me supports employers and employees to promote cultural diversity and challenge racism.

From Barrier to Opportunity Toolkit resources

- [Who is arriving in Australia?](#)
 - [Knowing your community](#)
 - [Building a culturally inclusive workplace](#)
- can help you learn more about local multicultural communities and provide information on how to develop an inclusive and safe workplace.

[VEVO check](#) allows employers to check the legal working rights of visa holders.

Source references can be accessed here

Regional workers from multicultural backgrounds

A guide for employers and service providers

Regional areas are home to many new arrivals to Australia:

- In 2021, 12.4% (194,816) of people in regional Victoria were born overseas.
- 7.3% (115, 530) of regional Victorians spoke a language other than English at home with the top languages other than English being Mandarin, Italian, and Punjabi.¹

In recent years, Australia has seen an increase in workers from the Pacific islands and Timor-Leste as part of the Pacific Australia Labour Mobility (PALM) Scheme. The Scheme aims to address labour shortages across rural and regional Australia. In 2023, there were 7,000 PALM workers in Victoria.²

The [PALM Scheme](#) allows eligible employers to hire people from Pacific islands and Timor-Leste when there are not enough local workers available.

Benefits multicultural workers bring to regional areas

Skills that workers from a multicultural background bring to any workplace include:

- problem solving skills
- flexibility and resilience developed through the migration journey
- language skills.

Workers with a multicultural background also bring unique benefits to regional areas.

Economic benefits

Labour challenges are particularly acute in regional areas as a result of migration to urban areas by both new arrivals and long-term regional residents.

Migrants have essential skills useful for life in the regions and can provide innovative solutions to long-term problems. Many humanitarian migrants in particular have experiences living in rural and regional areas in their home countries and many have worked in sectors like agriculture using skills that are comparable to industries in regional Victoria.

Population planning

Multicultural workers who move to regional Victoria help to revive institutions and services, maintain population levels and may provide a cornerstone for future population growth³ as many regional towns face ageing populations.

Cultural benefits

Workers from multicultural backgrounds inject diversity into regional communities. A multicultural workforce is also likely to be a base for innovation and new experiences, providing links between regional Australia and the rest of the world.

Luv-a-duck and the Karen community in Nhill

The Karen community comes originally from the border of Thailand and Myanmar. Global re-settlement of the community began in 2005, with roughly 4,000 Karen refugees settling in Australia.

Nhill is a small town in Victoria's Wimmera region with a population of under 2,500 people. Prior to the arrival of the Karen community in 2010, the population was declining.

Informed by both economic and humanitarian motives, the Luv-a-Duck agro-industrial business was the largest commercial business in Nhill. Luv-a-Duck's management identified the Karen community as potential employees.

Through a staged recruitment and resettlement process in partnership with a settlement service provider, the Karen community were supported into life and work in Nhill.

As of 2021 the Karen community now makes up 9.5% of the town's population and is estimated to be 18% of the local workforce. Between 2010 and 2015, the Karen community has delivered an estimated \$41.5 million to the local economy.⁴

Employment challenges for multicultural workers in regional areas

Some barriers to employment experienced by multicultural jobseekers are exacerbated by regionality, including:

- limited availability of housing and services, especially multicultural-specialist services
- no or limited public transport and no Australian driver's license
- overall more limited employment opportunities compared to urban areas
- limited English
- limited access to cultural and religious institutions enhancing social isolation
- experiences of racism and bias impacting wellbeing and access to employment opportunities.⁵

How can service providers engage and support multicultural workers in regional areas?

Service providers can support migrants in regional areas by:

- building strong relationships with local employers to establish employment pathways for learners and jobseekers
- building knowledge of multicultural needs to be better equipped to provide specialist services.



Source references can be accessed here

How can employers engage and support multicultural workers in regional areas?

Successful long-term employment requires more than just a job aligned to skills and interests, particularly in regional areas. Sustainable employment is supported by integration with the local community. Employers can support migrants in regional areas by:

- working closely with service providers and employers to identify industry needs and create appropriate and sustainable employment opportunities
- creating social inclusion activities that promote friendships, cultural diversity and eliminate racism
- providing transport services for employees or assistance in obtaining a driver's license
- working closely with members of the community to help identify barriers to integration of new arrivals and promote successful integration.

Resources for engaging multicultural workers in regional areas

Fair Farms funded by the Australian Department of Agriculture, Fisheries and Forestry, aims to foster fair employment practices in the Australian horticulture industry by providing resources and running webinars.

From Barrier to Opportunity Toolkit resources

- [Building a culturally inclusive workplace](#)
- [Who is arriving in Australia?](#)
- [Knowing your community](#)

can help you learn more about local multicultural communities and provide information on how to develop an inclusive and safe workplace.

The Regional Australia Institute's [Steps to Settlement Success](#) toolkit is designed to help regional communities welcome migrant workers to fill job vacancies and grow regional populations.

[Regional Futures: Economic and social impact of the Karen resettlement in Bendigo](#) – Research undertaken by AMES Australia and Deloitte Access Economics examining how the Karen community settling in Bendigo increased social capital for the community.

[VEVO check](#) – supports employers to check the legal working rights of visa holders.

Section 2. Building an inclusive and supportive workplace

Supportive workplaces can enable multicultural workers to thrive and reach their full potential. This section can help employers build an inclusive workplace, and inform service providers on how they can support employers to engage and support multicultural jobseekers and workers.

Tools in this section include:

- ⇒ Building a culturally inclusive workplace
- ⇒ Supporting multicultural workers to know their rights



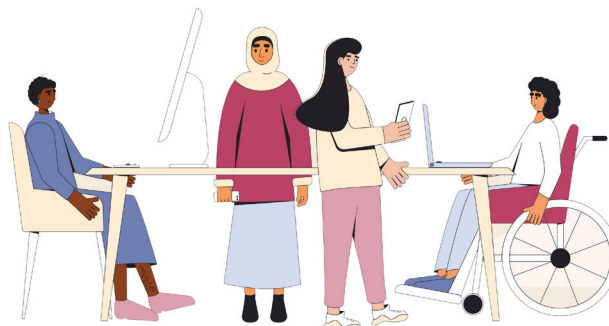
Building a culturally inclusive workplace

This guide informs employers, and service providers who work with employers, on ways to build inclusive workplaces that support the participation of multicultural workers.

What makes a workplace culturally inclusive?

In culturally inclusive workplaces it is safe for people to work and be themselves without fear of judgement of their cultural practices or background.

Inclusive workplaces recognise that diversity brings economic and social value and supports people to openly share their cultural identity.



Benefits of building culturally inclusive workplaces

Cultural inclusion benefits employees, employers, and their customers by:

- developing knowledge, cultural intelligence and social enrichment through cultural exchange
- promoting cohesion, empathy, tolerance and understanding, which decreases risks of discrimination, racism and bias
- welcoming different ideas, including new ways to conduct business and expansion to new customer markets
- delivering products and services that can meet the diverse needs of consumers
- boosting employee performance and productivity
- supporting employee retention¹.

Watch this webinar: [*Building an inclusive workplace: supporting migrants and refugees into employment*](#) to hear how Victorian organisations and employers are developing tools and initiatives that assist to build inclusive workplaces for migrants and refugees.

Did you know?

Research by McKinsey & Company found that companies with diverse employees were more likely to outperform non-diverse companies on profitability.

What employers can do to make workplaces more culturally inclusive

Hiring practices to consider:

- establishing cultural and linguistic diversity targets in staffing and recruitment policies
- using plain English in job descriptions and interview questions
- reviewing job descriptions for potentially exclusionary language
- recognising non-Australian work experience or qualifications and recognising transferable knowledge and skills
- supporting reasonable adjustments during the interview process.

Workplace practices to consider:

- promoting opportunities for employees to share their culture, such as celebrating and recognising days of cultural significance in the workplace
- enabling employees to recognise and practice culture, including supporting flexible leave dates, prayer time and diverse clothing commensurate with OHS policies
- accommodating alterations in the workplace to practice culture, for example providing a private prayer space
- having zero tolerance of discrimination.

What is a cultural inclusion program?

A workplace cultural inclusion program builds the skills of staff in a workplace to:

- identify and implement inclusive workplace practices
- communicate and work with people from different cultural backgrounds
- undertake self-reflection on behaviours and attitudes
- decrease risk of discrimination, racism, or bias
- understand the benefits of cultural inclusion and diversity.

Cultural inclusion programs can be for any staff member, or be targeted to team leaders, or managers.

Did you know?

According to the [Diversity Council of Australia](#), 3 out of 4 Australian workers support or strongly support their organisation taking action to create a diverse and inclusive workplace.

Additional resources

[DCA Inclusion@Work Index 2023-2024: Mapping the State of Inclusion in the Australian Workforce](#) - a data snapshot of inclusion across the Australian workforce.

[Cultural Competence in Australia](#) - provides information on the benefits and indicators of cultural inclusion in a workplace or organisational setting.

[SBS Inclusion Program](#) - a training program organisations can have delivered to give all workers core skills and knowledge around inclusion in a range of areas.

[Department of Employment and Workplace Relations: Hiring Outside the Box](#) – webinar series on alternative recruitment techniques to foster inclusion and a diverse workforce.

Choosing a workplace cultural inclusion program

Cultural inclusion programs are delivered by a range of organisations and companies. Some programs are free and some are fee for service.

The following checklist can help inform the kind of cultural inclusion program that may be the most appropriate and beneficial for your workplace.



The program...

has been co-designed with people with lived experience of cultural diversity

is delivered by skilled trainers/facilitators who are culturally diverse, or have lived experience in diverse workplaces

includes accessible, interactive, and engaging activities and delivery methods

consists of content developed based on evidence, research, and lived experience

encourages safe, respectful, and engaging conversations

can be tailored to the industry, team members and/or cultural cohorts in your workplace

provides evidence of the benefits of cultural diversity

includes tools to evaluate improvements in cultural inclusion among participants and the overall workplace to demonstrate the impact of the training.

Source references can be found here

Supporting multicultural workers to know their rights

This guide gives an overview of why employers must provide a safe workplace, and how employers and service providers can connect workers and jobseekers from multicultural backgrounds with information about their rights.

Why workplace rights information matters

All workers in Australia have legal rights to safety, well-being and pay commensurate with their work. Employers have a responsibility to ensure that the workplace is safe and workplace rights are respected.

Workplace rights include a right to physical and mental safety within the workplace, as well as legal entitlements for employees, such as Enterprise or Award agreements.

Employees from multicultural backgrounds may be unaware of their workplace rights, particularly in the context of Australian workplaces. These workers may also face barriers to accessing information and standing up for their rights.

Workplace rights violations are still prevalent in Victoria and Australia, and workers from multicultural backgrounds are among the most at-risk workers. Australian workers from multicultural backgrounds report high levels of discrimination and exploitation.

In 2021 the Migrant Workers Centre estimated that while working in Australia:

- 65% of migrant workers experienced wage theft, and of those, 79% did not take any action.
- 25% of migrant workers experienced exploitation in various forms, including working without breaks, doing excessive overtime, and being told to perform unsafe work.

Additionally, in 2023 ANROWS found, that among women from migrant and refugee backgrounds, 46% indicated that they had experienced at least one form of sexual harassment in the workplace in the last 5 years, and that their harassment was motivated by their gender, sex, race, or religion.¹

These unsafe, unfair and discriminatory workplace experiences underscore the importance of employers and service providers taking action to empower workers from multicultural backgrounds with knowledge on workplace rights.



Under the *Equal Opportunity Act 2010* all employees in Victoria are protected from discrimination on the basis of age, disability, gender identity, political beliefs, race, or religious affiliation.

Challenges in applying workplace rights

The following describes some reasons why workers from multicultural backgrounds may require support with finding information about and applying or standing up for their rights.

Finding and understanding information

Several factors can make it more challenging for people from multicultural backgrounds to find information about their rights and responsibilities at work, which can impact their capacity to know and apply their rights when violations occur. These include:

- no or limited English, which can make it difficult to find resources in their preferred language, understand safety instructions and signage, or articulate concerns, issues or violations of workplace safety^{2,3}
- unfamiliarity with norms and understanding of expectations in the workplace – e.g. that an employer should not be questioned, or awareness of Occupational Health and Safety.²

Applying rights

Workers from multicultural backgrounds, especially those who have recently arrived in Australia, are experiencing financial stress, housing insecurity and social isolation, may experience the following barriers to reporting incidents or violations:

- fear of losing a job because of reporting^{2,3}
- fear of losing a visa when raising an issue, especially for those on precarious visas such as temporary, employee-sponsored, bridging, or international student visas²
- cultural barriers to reporting, such as shame reporting sexual harassment
- fear of authority figures³
- reports not being responded to properly, particularly for temporary workers.

It is important not to generalise. Workers from multicultural backgrounds have diverse experiences even if they come from the same country or hold the same visa. The experience of one person may not be the same as another.

Difference in workplace laws

Workplace rights and responsibilities are shaped by different legal systems. In the case of Australia these can vary across states and territories.

Examples include:

- differences in the certificates and training that is required
- differences in laws regarding health and safety.

The case study below describes cultural differences in workplace safety expectations.

Changing perceptions of a safe workplace

The Changing Perceptions in Employment pilot was led by City of Casey in 2021-22. The project aimed to break down misconceptions for local jobseekers, for example around unsafe or unsanitary jobs within certain industries in Australia, such as the manufacturing industry, to increase interest in pursuing employment opportunities in these industries.

The project included sharing video footage of the conditions in local manufacturing facilities and facilitation of an information session, to inform women about the safe conditions of working in the industry.

Nearly all the women who had previously indicated that they were not interested in working in a manufacturing facility or related industry changed their minds after seeing it was safe and clean.

The project team also actively sought opportunities with employers who would accept employees with lower levels of literacy without compromising occupational health and safety.

How to support workers

Service providers, managers and employers have an obligation to understand workplace rights and responsibilities, identify risks and signs of exploitation, and help workers to access information or support.

Workers should be given information on how to identify and respond to unsafe workplaces, including:

- how to report concerns, incidents and violations
- how to respond to an emergency
- knowledge of worker protections when reporting, including whistle blower protection
- how to contact Human Resources
- rights and processes to stay home when injured or unwell.



Employers are legally responsible for ensuring that employees understand how to perform their role safely. This includes providing information in a form and language which workers understand.²

Resources for employers

There are a range of resources available to support employers and service providers to understand workplace health and safety and communicate with employees and jobseekers. The list below includes a sample of resources and supports.

Victorian Equal Opportunity and Human Rights Commission

[Equal opportunity practice guidelines](#) – a comprehensive overview of equal opportunity guidelines that can help a range of organisations understand and make sure they are meeting their legal obligations.

Migrant Workers Centre

- [Know Your Rights](#) information program for migrant workers available in several languages on the basics of rights and safety at work
- [Information resources](#) on topics related to safety at work, available in a range of languages
- You can contact the Migrant Workers Centre to enquire about tailored programs for your service or workplace.

WorkSafe Victoria

- [OHS responsibilities and duties](#) – provides an overview of the Occupational Health and Safety responsibilities and duties from the Victorian regulator of workplace health and safety.
- [Communicating across languages](#) – two guides on communicating health and safety to employees whose first language is not English
- [Translated information resources](#).

SafeWork NSW

[Translated health and safety resources](#) in many common languages spoken in Australia.

Victorian Trades Hall Council (VTHC)

[OHS Rep website](#) – information about OHS Reps. The Ask Renata service can be used to get specific advice from the VTHC OHS unit.

[Source references can be accessed here](#)

Section 3. Learning about and sharing good practice

Service providers can promote the skills and strengths of multicultural learners and jobseekers, helping shift perceptions and create pathways to economic inclusion.

Tools in this section include:

- ⇒ How to write a story of change
- ⇒ Practice-sharing networks



How to write a story of change

Case studies highlighting stories of turning barriers into opportunities

This guide introduces considerations for service providers when collecting and documenting stories that highlight the benefits of engaging multicultural communities, while avoiding inadvertently setting up additional barriers or putting people at risk.

Why write a story of change?

Stories of change can come in many forms such as an article, case study report, video testimonial, or an audio clip. Stories of change can be shared to promote internal discussion, support reporting, or to serve as promotional pieces.

Benefits include:

- providing evidence of the success of a program, course or other service
- illustrating how the service is relevant to the needs of local individuals and communities
- showing what people can achieve with the right support
- sharing lessons and outcomes to help your own and other organisations to improve services
- showcase a relatable experience which potential clients can identify with.

Risks to consider

Stories of change should first and foremost do no harm. Without careful thought, stories of change may result in the following:

- highlighting or exaggerating unfavourable attributes of a person or group of people, which builds negative generalisations about those people
- describing an issue without providing practical advice which individuals or organisations can implement
- being overly specific and irrelevant to other people or organisations
- jeopardising the reputation of your organisation or that of people featured in the story.

The following tips can support service providers to develop beneficial stories which avoid these risks.

How to write a story of change

Key considerations for good storytelling include:

1. knowing your audience
2. thinking about what you want to achieve through your story
3. choosing the right time and place to share it
4. using a 'hook' to get your audience's attention
5. being clear and concise
6. being personal and authentic.

Components of a complete story of change

The following components can help ensure your publication tells a complete and impactful story.

Title – differentiates the story and gives a quick impression of what it is about, to inform those who may be skim-reading if they wish to read deeper.

Situation or issue – introduces the issue, what needed to change and why it needed to change.

Intervention and actions – describes what was done to improve the situation or alleviate the issue.

Outcome – describes the impact of the intervention, including resolution of the issue, and actual or anticipated long-term outcomes.

Explanation and key learnings – a reflection on what factors made the intervention successful and how this intervention can be applied by others or applied to other contexts.

Call to action – what readers can do with the information shared, such as how to enrol in the program mentioned in the story, or how to contact your organisation for more information.

Quotes – can be impactful as they are direct and personal, and they can be empowering as they allow people to tell their own story in their own voice.

Focus on strengths, not deficits

Tell the story with them, for them and by them. The voices of people most affected, in their own words, must be central to the narrative.

While focusing on challenges, stories should also promote the dignity, security, resilience and well-being of the subjects.

When writing a story of change, carefully consider how the situation and issues are described. One way is to focus on the root cause of the problem and avoid implying that the person is, or has caused, the problem. For example, if someone has limited English this may impact their ability to find work. Your case study can highlight how the barriers include access to English education, restrictive interviewing practices, or limited opportunities to learn English in the workplace.

Where possible, focus on the existing or gained strengths, knowledge and abilities of people or communities featured. This can also help emphasise the beneficial impact of the intervention described.

Focusing on strengths supports your story to mitigate risks of emphasising or exaggerating the unfavourable attributes of a person or a group of people. It also provides an opportunity to promote a positive view of people and groups by focusing on what they can achieve.

Obtain and document consent

It is good practice, and may be a legal, ethical or contractual requirement, to document written consent to use people's names, images or story. If your case study talks about people under 18 you may need to obtain consent from their parent/ legal guardian.

For more information on ethical engagement, risk reduction, documentation and storage of information see: [*Tool - Ethical considerations: A monitoring and evaluation tool.*](#)

Considerations for stories involving multicultural people or communities

Anonymity

People who feature in a story of change may prefer to have their name and/or image anonymised. This may particularly be the case for multicultural community members if the story could negatively impact their reputation in their community, for example if it describes mental health matters, unemployment, or LGBTQI identity.

Additionally, people may not want their arrival circumstance made public, such as refugee status, as this may impact how people perceive and treat them.

Generalisation and bias

To avoid generating bias, stories should be clear that they represent a circumstance specific to an individual or group of individuals featured, and do not reflect the experiences of every member of that community group.

Meaningful representation and voice

Personal attributes should only be mentioned or highlighted if they are relevant to the story being described – such as informing the issue or explaining why a specific intervention was needed. This can help avoid the representation being tokenistic.

Additional resources

[Strength-based approach: A guide to writing Transition Learning and Development Statements](#) – This booklet by the Victorian Government has information on what a strengths-based approach to education is.

[Department of Social Services – Strengths Based Approaches](#) – Information on a strengths-based approach to service delivery.

[Communicating with multicultural communities](#) – Guide by the Victorian Government on reaching and engaging multicultural audiences.

Different styles of stories

The components used in a story of change, and the order in which information is presented, can resonate with different audiences and serve different purposes. The two examples below have been adapted from real programs and people, demonstrating the variety of stories of change.

Program-centric example

This example presents information which highlights a program's achievement. It works well in reports and its target audiences include government and other service providers.

In this example, information is presented technically and directly. Quotes are used sparingly, and only when they provide additional relevant information.

Program supporting communities with lived experience of disability to start their own business

Specialist employment services for people with disability are rare, inaccessible and often hard to find. Receiving support can be even harder when trying to start a business, especially for someone from a non-English speaking background.

[Our program] provided support to autistic people, and those who care for them, from Arabic-speaking backgrounds to set out on the journey of starting their own business.

With the help of an Arabic-speaking community support worker, participants in the program received training on developing business plans, how the tax system and ABNs work, marketing and promotion, as well as budgeting and finance.

"I love the work I'm doing helping people. The whole process has given me confidence and the knowledge I need to run my own business" – Program participant who works with autistic children

Person-centric example

This example presents information which highlights human achievement. It works well in a newsletter or social media post, and its target audiences include community members or potential clients. Photos are highly recommended.

In this example information is presented clearly but includes some inspirational prose, and quotes are used extensively to speak directly to the audience.

Refugee's determination pays off with dream job

Refugee client Azar has landed his dream job as a Data Developer with a not-for-profit agency in Adelaide.

Azar has overcome a significant physical disability, forced displacement and a global pandemic on his pathway to a new life in Australia. The new job caps off an epic journey to find peace, safety and the chance of a bright future.

"We had to flee Afghanistan as refugees in 2015," Azar said. "When I first arrived in India I wanted to study. Not many universities accepted refugees but I was determined. I applied to several universities and eventually got a scholarship."

Since arriving in Australia Azar has been supported by [organisation and program] to find a job using his skills and qualifications.

"I feel like getting a job means that I really have started building a new life in Australia," Azar said.

Template

You can use this template to support writing a story of change which includes all necessary components. Depending on your audience, you may wish to re-arrange the order information is presented in and adapt how much detail is provided in each section.

Title

Situation or issue

Include details about the issue (why it is an issue), people involved e.g. learners/jobseekers and a description of them (cultural background/gender etc.). Try to avoid focusing on the personal deficits of the people involved.

Intervention and actions

For example the service you delivered

Outcome

What was the immediate or longer-term outcome of the intervention?

Explanation and key learnings

What made this outcome possible, what was the point of difference, what had to change

Additional information/call to action

Where can readers go for more information, who to contact, how to enrol for a program

Practice-sharing networks

This guide provides information on how practice-sharing networks can support organisations and employers to improve and adapt their service delivery, and to be more responsive to the needs of multicultural learners and jobseekers.

Why join a network?

Barriers to participation for multicultural jobseekers are complex and span multiple industries. They are not issues that any one organisation can 'solve' alone.

Networks or communities of practice (CoPs) provide an opportunity to:

- connect with other organisations that have a shared goal
- learn from the successes and failures of others
- share your knowledge and challenges
- inform how your organisation spends its time and resources.

Local networks can help your organisation understand and engage multicultural learners, jobseekers or clients by:

- sharing insights about the needs of multicultural community members
- informing who you should be engaging by identifying who can benefit from your service
- recommending your service to their clients
- offering complementary services to address holistic needs
- sharing resources.

You do not need to join or establish a network. Existing networks provide a forum for you to be a guest speaker to share your insights or promote your services.

See [Community door – Collaborative practice models](#) for information about a range of practice-sharing models, including their benefits and disadvantages.

Improve resilience and capability

Information and practice-sharing networks can support your organisation to respond to major service challenges and emergencies by sharing knowledge, resources, and coordinating service provision.

For example, during the COVID-19 pandemic, the Settlement Engagement and Transition Support (SETS) CoP published practice guides and information related to communicating with clients about COVID-19.

To learn more about how networks can support your organisation to manage emergencies see [Resilient Community Organisations: The Six Steps to resilience, Step 2 Building networks](#).

Opportunity Wyndham brings local partners together

Opportunity Wyndham is an initiative of the Wyndham City Council which involves a place-based partnership with council, training providers, employers, community organisations, and employment service providers, to create pathways to employment for local jobseekers.

Most employers engaged in the initiative are small to medium enterprises, many of which lack resources of their own to support tailored pathways to employment for jobseekers requiring additional support.

Partners in Opportunity Wyndham liaise with employers to:

- identify job vacancies
- select suitable candidates
- understand employer needs
- support jobseekers to develop skills needed for local work industries.

To learn more about Opportunity Wyndham visit [What is Opportunity Wyndham?](#)

Interorganisational networks

Depending on the focus of the network, a range of organisations may participate.

The following describes how you may be able to work with a variety of organisations to connect with and support multicultural learners, jobseekers or workers.

Community groups such as social, hobby, or religious groups, to:

- share insight about the needs of multicultural community members
- inform the design of a course so it is culturally sensitive
- invite your organisation to community engagement events
- recommend your services to community members
- share their facility for service delivery.

Healthcare providers such as clinic representatives, nurses, and doctors, to:

- refer patients who can benefit from your organisation's services e.g. for wellbeing needs like social connection or financial skills
- be a guest speaker in a class, workplace, or at an event
- conduct pop-up health check-ups at your organisation, enhancing multicultural access to healthcare.

Support centres such as relief, material aid, resource and information centres, to:

- identify and refer community members who can benefit from your organisation's services
- receive donations coordinated by your organisation, for example through donation drives.

Local councils to:

- offer grant opportunities for your organisation
- provide local facilities to host events or a course
- provide insights into the local community, and local issues
- facilitate connections between organisations and the community.

Kindergartens, schools and language schools

may be able to refer and recommend your organisation as a family-friendly space, where parents can access affordable education, such as parenting skills or English language courses.

Libraries to:

- make referrals to your organisation's courses
- share a facility for hosting a course or event
- conduct a pop-up-library at your organisation
- support learners or jobseekers in need of library amenities.

Training providers such as TAFEs, Learn Local providers and Registered Training Organisations, to:

- deliver targeted training to workers in the workplace
- coordinate referral and training pathways
- develop a neighbourhood network that cross promotes courses, services and activities.

Local employers/employment service providers to:

- offer insight into work-readiness barriers frequently encountered among their clients/employees that can be addressed in a pre-accredited course
- recommend community members/employees to your service
- support a place-based course to be delivered on a worksite
- support your organisation's learners to pursue employment opportunities.

For more information on how adult education providers can work with employers see: [Learn Locals - working with employers](#)

Finding a local network

When considering what type of network to engage with, consider if the network:

- has a clear focus, values, mission statement and vision
- platforms the voice of people with lived experience, such as those from multicultural and other diverse backgrounds
- meets regularly
- sets goals and measure progress.

Networks may be found through:

- online searches
- searching LinkedIn groups
- your existing partners or personal networks
- local Lions or Rotary clubs
- local councils.

Additional resources

Communities of Practice

A list of CoPs under the Institute of Public Administration Australia.

Find your LLEN

Victorian Local Learning and Employment Networks (VicLLENs) collaboratively work with the Victorian Department of Education, schools, industries and communities.

Interagency networks

Refugee Council of Australia provides a list of interagency meetings and networks currently around Australia focused on supporting multicultural communities, and refugees in particular.

The following list includes a small sample of practice-sharing networks in Victoria. Check on access to and membership of these networks.

The SwinLocal Network aims to build the capacity of learners, community and organisations in the outer eastern suburbs of Melbourne. Members include Swinburne University of Technology, Swinburne Skills and Jobs Centre and 15 Learn Local providers.

Sunraysia Settlement Network comprises services in the Sunraysia region who work with refugee communities. Members include representatives of community, mental health and family services, Department of Families, Fairness and Housing, Department of Home Affairs, local council and the local English language school.

Eastern CALD English, Education and Employment Network aims to enhance English, education and employment outcomes for multicultural communities by sharing insights on issues and potential solutions. Members include AMEP providers, education and settlement service providers, local councils, Workforce Australia, Skills and Job Centres, libraries, community representatives, Centrelink, The Department of Home Affairs and the Australian Tax Office.

Victorian Local Learning and Employment Networks (VicLLENs) comprise 31 LLENs which work together, with their local communities and across Victoria, to improve the education, training and employment outcomes of all young people. LLENs contribute to informing policy for industry, community and government.

Establishing a network

If the right network is not available, you may want to consider establishing your own network. The following provides some considerations for launching a network.

- Establish a vision, mission, focus, or purpose for why the network is being developed and what it will try to achieve.
- Consider partnerships and share the responsibility of coordinating and managing the network.
- Build the network over time. Begin to find members by looking in your existing contacts and encouraging those contacts to invite their relevant connections.
- Reach out to established networks to seek advice on how they established and manage their networks.
- Use the list of organisations on page 2 to plan who should be a part of your network.
- Build a network committed to being effective, impactful and efficient. Take minutes during meetings and follow up on actions.
- Incorporate lived-experience by inviting community members to participate in your network (see *Tool - Engaging multicultural community members to inform your services*).

The following table provides a sample of resources for understanding and establishing networks.

Additional resources

What is a community of practice?

This guide from the ACT Government provides an overview of what a CoP is, and some key considerations when designing and building a CoP. While this guide is targeted to school and early education providers, the information is applicable to building a range of network types.

Quick guide to establishing a community of practice

This Australian Research Alliance for Children and Youth guide provides an overview of what a CoP is, and how to design, establish, maintain and build a CoP.



Section 4. Identifying and progressing service improvements and workplace practices

Monitoring and evaluation is an important process for employers and service providers seeking to make meaningful and measurable change which benefits multicultural clients and workers.

Tools in this section include:

- ⇒ Measuring impact through monitoring and evaluation
- ⇒ M&E tool: Designing a program logic
- ⇒ M&E tool: Monitoring and evaluation framework
- ⇒ M&E tool: Surveying multicultural community members
- ⇒ M&E tool: Focus groups with multicultural community members
- ⇒ M&E tool: Ethical considerations



Measuring impact through monitoring and evaluation

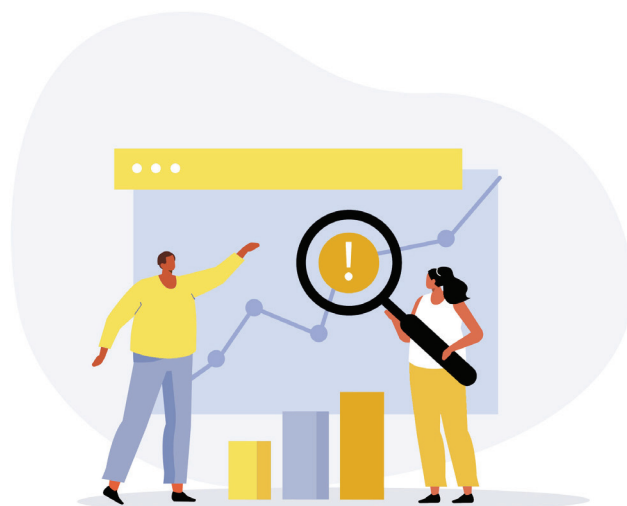
This guide builds knowledge of the importance of monitoring and evaluation. It provides tips on how to monitor and evaluate projects, programs, and services.

About monitoring and evaluation

Monitoring and evaluation (M&E) can be used for a variety of strategies, projects, programs, and services such as new or existing advertising campaigns, services, courses or other activities.

M&E can help your organisation to:

- understand the success and limitations of projects
- improve efforts to reach jobseekers, community members or learners
- ensure projects are maximising the impact of time and resources invested
- provide evidence of impact to inform partners, end-users, funding bodies, and government about the work your organisation is doing.



The Department of Foreign Affairs' [guide on monitoring and evaluation](#) provides a general overview and introduction to M&E followed by targeted information on M&E for education programs.

What is monitoring?

Monitoring is a systematic process of collecting and reviewing data against the goals of a project.

Monitoring involves:

- collecting data to identify progress and problems in achieving goals
- using data to make timely adjustments and update processes and approaches.

Monitoring questions may include the following:

- Have goals and key performance indicators (KPIs) been set?
- Is the project reaching its target group(s)?
- Is the project reaching enough people?
- Is the project being implemented efficiently?

Tip: To assess the impact of a project, baseline data may be needed. Make sure to collect relevant data prior to undertaking the project to enable a comparison to be made.

What data is collected during the monitoring process will depend on the aim of the project.

Data to monitor projects can include:

- how many people attended an advertising or launch event and how many were from a target cohort
- how many people from a cohort applied for a job
- how many people were engaged, such as how many learners enrolled for a course or community members signed up for a service
- how many clicks a web-page received
- how many impressions, likes or comments a social media post achieved
- how many calls a phone line received inquiring about a certain program
- feedback on a program or survey results
- alignment with or achievement of KPIs.

What is evaluation?

Evaluation is the systematic process of assessing data and information collected through monitoring to make a judgement on whether the project achieved its goals, and if it was effective, efficient, and impactful.

Depending on the project, evaluation can be undertaken at different stages of a project. For a short-term project (like a single promotional event) your organisation could evaluate:

- at the end of the project to assess immediate impact e.g. how many people enrolled in a course at an event
- several months after the project to assess longer-term impact e.g. how many learners completed a course which was promoted at an event and what did they learn.

For a longer-term project with perhaps no end-date (like measuring the impact of having in-class volunteers), evaluation can take place over the life of the project e.g. quarterly or yearly to inform timely decision-making.

The example below shows how an evaluation can lead to direct, positive change for program participants.

Evaluation to affect program change

The Women's Health and Safety Project conducted by Wellsprings for Women from 2017 to 2020, worked with women from refugee and migrant backgrounds to raise awareness of the prevention of family and domestic violence. It included activities such as educational workshops and one-on-one sessions.

A program evaluation found that women from refugee and migrant communities experience different challenges when accessing services, when juggling employment and education with caring responsibilities, and cultural clashes when raising children.

As a result of the evaluation, the program introduced parenting sessions for participants. Participants were also referred to programs running at Wellsprings for Women that focussed on building skills to enable women to find employment.

For more information, visit the website [here](#).

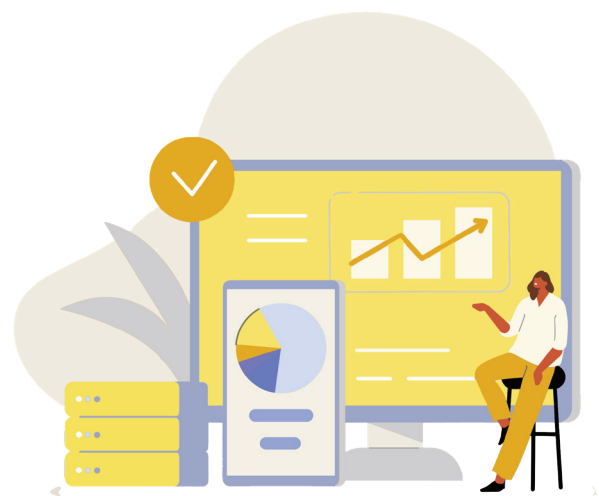
Planning an evaluation

The [Australian Institute of Family Studies](#) has developed a practice guide on planning an evaluation. The following diagram highlights the seven key steps to take when planning an evaluation.

Figure 1. Key steps in an evaluation



Source: AIFS, 2020



Monitoring and evaluation tools

There are many methods of M&E which vary in time and resources required, complexity in implementation, and for those that engage community members - how much influence they support participants to have.

When deciding a method of engagement, considerations may include:

- What is possible with the time and resources available?
- Accessibility for participants, for example time participants need to invest, expenses of participation such as travel or arranging childcare, accessible venues or digital access if it is an online engagement.
- Can you adequately compensate people for their time, knowledge, and labour invested?
- Will the evaluation inform anything new, or can the information be sourced from elsewhere?

For more information about how to engage community members see:

- [Tool – Ethical considerations: A monitoring and evaluation tool](#)
- [Tool – Engaging multicultural community members to inform your services](#)
- Victorian Government – [Methods: human-centred design tools and references](#) and NSW Government [co-design toolkit](#).



The following describes a sample of community engagement and M&E tools used by service providers.

M&E framework

M&E frameworks help design and plan a project by identifying goals, activities, timelines, outputs and M&E methods. The framework can guide M&E for the life of a project.

For more information see [Tool – M&E Framework: A monitoring and evaluation tool](#)

Survey

A survey involves asking participants to respond to a set of questions, typically to receive feedback and gather qualitative and quantitative data. As surveys are a form of research, they may be subject to research ethics and data privacy laws. Surveys can be conducted:

- prior to launching a program, to inform the design of the program and what community members need from it
- throughout a program, to gather monitoring and evaluation feedback and data to inform of changes needed to boost participation or outcomes
- at the end of a program, to gather evaluation feedback and data on what worked and what could have been improved.

For more information see [Tool – Surveying multicultural community members](#)

Focus group

A focus group is a small and select group of people who can share feedback, opinions, or answer specific questions, such as how to address a certain challenge your program or organisation is experiencing. As focus groups are a form of research, they may be subject to research ethics and data privacy laws. Focus groups can be conducted:

- as a one-off engagement or as an ongoing commitment (e.g. an advisory group)
- at the start of a program to inform its design, during a program to inform issues and adjustments or at the end of a program to evaluate it.

For more information see [Tool – Focus groups with multicultural community members](#)

Designing a program logic

A monitoring and evaluation tool

This guide introduces the purpose and benefit of program logics for monitoring a project, program or initiative.

What is a program logic?

A program logic is a tool to support the planning and evaluation of a project, program or service. It describes the project's theory of change, by systematically explaining why and how a program is expected to achieve its outcomes.

A program logic:

- visually represents project components
- describes the relationship between strategy elements and the problem to be solved
- synthesises key activities intended to achieve strategic goals
- links activities and inputs to expected outputs and outcomes
- identifies factors that could help or hinder implementation
- can be applied to a range of projects of varying length, such as a single advertising campaign, or a new service or course.

Program logics are developed prior to a project beginning, or at its very start as part of the design process. Long term-projects may require periodic reviews of the program logic to maintain currency in representing the project and its aims.

Components of a program logic

The following are key components of a program logic.

1. Problem statement and goal

Describes the issue the program is trying to address and the goal it is trying to achieve.

2. Long-term outcomes

Describes outcomes that resolve the issue identified in the problem statement after your program has ended.

3. Medium-term outcomes

Describes what follows on from the short-term outcomes and precedes long-term outcomes.

4. Short-term outcomes

Describes changes expected during or at completion of the program.

5. Inputs

Lists the resources you are able to draw on to implement the program and address the problem. Consider both material and non-material resources available.

6. Outputs

Identifies what activities, products or services the project will deliver, who will participate, and any products you may develop.

7. Assumptions

Describes the foundational beliefs of the program, the people involved, how it will work, and what must be true for the program to be successful.

8. External factors

Identifies factors which may impact on your program such as environmental, political or other influences.

Resources for developing program logics

The Australian Institute of Family Studies [Logic model review checklist](#) provides a review checklist to be used once a program logic has been drafted.

The University of Technology (UTS) Sydney [Measuring Social Impact](#) free course delivers a free 2-hour course on measuring social impact, which includes guidance on program logics.

Program logic template

There are many ways to design a program logic. Below are two examples. Table 1 includes guidance for each component while table 2 is a completed program logic based on a real project with names retracted. An editable word document template is available [here](#).

Table 1. Program logic with guidance

Problem statement	<i>Describe the issue you are trying to address.</i>
Goal	<i>Describe the goal of your program or activity. You will have achieved your goal when the problem statement has been addressed.</i>
Long-term outcomes	<i>Outcomes that resolve the issue identified in your problem statement after your program has been completed. Describe the impact of reaching your goal.</i>
Medium-term outcomes	<i>What follows on from the short-term outcomes? These outcomes might take longer to see such as changes in behaviour or practice. What must precede the long-term outcomes?</i>
Short-term outcomes	<i>Changes you expect to see on completion of your program.</i>
Inputs	<i>Resources you can draw on to address the problem. Consider both material (e.g. funding, physical spaces) and non-material (e.g. staff knowledge) resources available.</i>
Outputs (activities, participation, products)	<i>Outline the activities you will deliver, who will participate, and any products you may develop.</i>
Assumptions	<i>The beliefs you have about the program, the people involved, how it will work, and what must be true for the program to be successful.</i>
External Factors	<i>Environmental factors that are out of your control which may impact on your program.</i>

Table 2. Populated program logic with examples

Problem statement	Young people from [communities retracted] are facing barriers to sustainable employment, including; a lack of information about employment pathways, professional networks and local job market knowledge; and skills and experience required for different jobs.						
Goal	To address inequity and disadvantage in accessing career guidance for [retracted] young people and their families in two regions of metropolitan Melbourne.						
Objectives	To engage, inform and empower young [retracted] people to identify career goals currently not considered available to them			To increase awareness and build confidence in parents and school influencers advising the young target cohorts			
Long-term outcomes	Young people from target cohorts engage in suitable, sustainable education and employment		School staff provide culturally appropriate career advice		Disadvantaged communities have increased knowledge about how to access culturally appropriate career guidance and support		
Medium-term outcomes	Participating schools have increased awareness of young people’s needs and priorities when seeking suitable educational pathways/employment opportunities			Partner organisations have established strong partnerships with communities and schools to the direct benefit of target communities			
Short-term outcomes	Young people have increased awareness and knowledge of educational and employment opportunities/pathways		Young people have increased confidence and ability to apply the knowledge to their specific circumstances and goals		Parents have increased knowledge about pathways for themselves and their children		
Outputs and activities	Establish project governance, recruit staff, develop resources	Deliver six information sessions	Deliver a minimum of six workshops	Deliver career counselling sessions to a minimum of 129 young people	Project Plan	Evaluation framework to measure the effectiveness, impact and outcomes of the project	A transferable, scalable model for adaptation in career development for refugee and migrant cohorts
Inputs	Qualified and experienced staff		Grant funding		In-kind contribution from partner organisations		
Assumptions	The project will be anchored to two existing programs: [retracted]		Partner organisations’ experience in providing career guidance to multicultural communities will support the design of activities			The project will engage sufficient participant numbers	
External Factors	High labour force demand resulting in young people engage in any job, irrespective of suitability			Community-wide matters and events impact on the willingness of young people and their families from target cohorts to participate			

Monitoring and evaluation framework

A monitoring and evaluation tool

This guide introduces considerations when developing and completing a monitoring and evaluation framework for a project, program or service.

Why use a monitoring and evaluation (M&E) framework?

A M&E framework describes activities undertaken as part of a project, program or service, outcomes to be achieved, and indicators to measure the success of activities.

The framework supports decision-making, project management, and preparation to undertake M&E and continuous improvement.

Components of a M&E framework

The following are key components of a program logic.

Stakeholders

Describes who is delivering the project, who will participate in activities, and who is expected to benefit from the project.

Goal

Describes the longer-term aspirational aim of the project. The project may address a small aspect of a larger issue, for example alleviating experiences of systemic disadvantage.

Objectives

The specific aim of the project, describing what will be achieved by undertaking these activities. The objectives should address at least part of the goal.

Activities

What the project is doing, including actions taken to achieve the objective and help realise the goal, and evaluation activities.

Expected timing

An outline of when activities are expected to be completed, when certain monitoring measures are captured and when evaluation is undertaken.

Outputs and outcomes

Provides details on what the activities specifically will be delivering and achieving.

Measures

Indicators to measure the impact and success of activities in realising the objective or goal. When designing measures, try to set minimum targets.

Data sources and evidence gathering methods

Specific methodologies which will be used to measure the impact of activities. Examples could include:

- attendance numbers
- survey feedback
- focus group or interview feedback
- number of impressions on a social media post
- number of referrals made
- course completion rates
- learner grades and outcomes.

How to use the framework

At the start of your project

- Informed by the project's program logic, populate the M&E framework (see [*Tool – Designing a program logic: A monitoring and evaluation tool*](#)).
- Consider what measures are possible within resources, budget and time.
- Consider what measures will collect data relevant to measuring the impact and success of the overall program and individual activities.
- Consider if baseline data or research is required before the project commences, to support M&E.

During your project

- Collect data relevant to tracking measures.
- Review the framework to track progress in achieving objectives and update measures as activities are conducted. This can inform changes needed to activities to improve their impact.
- Consider if additional data collection is necessary. Update the framework if new measures are identified, or new activities are decided on.

When evaluating your project

- Check that minimum measures have been met.
- Assess whether the right measures were used to determine impact and outcomes. If not, is other data available? For example, could a focus group be held to fill data gaps?

Resources

The following page has a template for an M&E framework with one activity completed as an example. An editable word document template is available [here](#).

The following resources further explain the purpose of M&E frameworks, and provide templates. These frameworks may use different components to the ones described in this guideline.

M&E frameworks

AIFS: [Planning an evaluation](#)

This guide provides step by step information on how to develop an evaluation plan.

Melbourne Water: [Guide to Inclusive Communications & Engagement](#)

A guide on planning a community consultation, including consultation methods, engagement, undertaking consultation and reporting back.

Tools 4 dev: [Monitoring and evaluation \(M&E\) framework template](#)

This article includes a downloadable M&E template and completed example in a table format. Editable in Word.

UN Women: [Monitoring and Evaluation Frameworks \(3 parts\)](#)

Article includes examples of visual, non-table formatted M&E frameworks.

Title of project

Stakeholders: Your organisation, partnering organisations, target cohorts

GOAL:

Objective 1. Write here

Activity	Expected timing	Outputs and Outcomes	Measures	Data source/s, evidence gathering method
1. Deliver information sessions and workshops to target cohort	June-September	<ol style="list-style-type: none"> 6 information sessions 6 workshops A workshop model for adaptation and continuous improvement 	<ul style="list-style-type: none"> # of information sessions delivered – minimum 3 # of attendees per info session – minimum 20 # of workshops delivered – minimum 3 # of attendees per workshop – minimum 10 Target cohort self-reporting: <ul style="list-style-type: none"> increased knowledge of topic improved confidence increased independence 	<ul style="list-style-type: none"> Attendance data collected at sessions and workshops Post information session and workshop surveys. A focus group with teachers and school staff

Surveying multicultural community members

A monitoring and evaluation tool

This guide introduces considerations when surveying multicultural community members, including how to conduct surveys ethically and how to boost engagement.

Why use surveys?

Surveys can assist your organisation in collecting feedback from respondents about a project, program or initiative which has been implemented. Surveys allow feedback to be shared anonymously, which can support people to reply honestly.

Surveying can be a time and cost-effective way to engage learners, workers, general community members or staff in your organisation to share their opinions and experience.

Surveys can be conducted:

- prior to launching a program, to inform the design of the program and address community needs
- partway through a program, to gather monitoring and evaluation feedback and data to inform of changes needed to boost participation or outcomes
- at the end of a program, to gather evaluation feedback and data on what worked and what could have been improved.

Ethical considerations

Surveying is a method of research and may be subject to research ethics in order to reduce the risk of psychological harm or discomfort to participants. Surveys may also be subject to data privacy laws.

For information on ethical risks and how to mitigate them, see [*Tool – Ethical considerations: A monitoring and evaluation tool.*](#)

Designing a survey

The following describes ways to design a survey to support and encourage people to participate and complete the survey.

Survey description

A description at the start of your survey can provide important information by outlining the purpose, the amount of time it will take (5-10 minutes is ideal), who to contact if the respondent would like to ask questions and explaining data use, confidentiality and privacy.

Core survey questions

Core survey questions should:

- be relevant and serve a purpose – avoid asking unnecessary questions
- collect new and beneficial information
- be easy to understand and respond to
- avoid leading questions or coercing respondents to give a particular response.

Demographic questions

Demographic questions help generate a picture of the community your survey has reached.

They can include:

- age group
- gender
- general location of residence (e.g. suburb or postcode)
- First Nations status
- disability status
- multicultural background (e.g. country of birth, language, religion, ethnic identity).

Take time to consider if demographic questions are necessary as some demographic questions may be sensitive topics. Always provide a 'prefer not to say' option.

Designing surveys for multicultural audiences

The following describes multiple ways to design and share surveys to support multicultural community members to participate and complete them.

1. Explain why feedback is valuable

Participating in a survey is a form of intellectual, and sometimes emotional, labour. Multicultural community members may feel like they are being 'over surveyed' without seeing the impact of their contribution.

Explaining why the survey is necessary and how it will benefit participants and/or their peers (such as future learners or end-users) can motivate participation.

2. Explain anonymity and how data will be protected

People may be hesitant to share personal information. Explaining what information is collected and how information will be protected can alleviate anxieties about participating in a survey.

3. Distribute your survey where participants will engage with it

For physical surveys, disseminate the survey in spaces where it will reach your target audience and they have time to engage with it, such as in the classroom or at a community space.

If the survey is online, consider what the best platform for sharing the survey will be. Different cohorts use different social media platforms, and some multicultural community members are distrustful of certain social media sites. Consider if your target audience would prefer to receive an email or text message, and consider a follow up reminder to complete the survey.

4. Consider if your survey should be translated

Some people may find it easier to complete the survey in another language. When translating a survey do not rely on automatic translation tools as they may not accurately translate the meaning of questions. If you do not have access to translation services, consider asking a volunteer community member.

Designing a survey with 'yes' or 'no', multiple choice, or Likert scale questions can limit the need to translate surveys back to English.

5. Consider if your survey should be in English

Some multicultural community members may prefer a survey in English even if it not their first language. When designing a survey in English:

- use simple English which avoids jargon, complicated words, and colloquialisms
- use short, to-the-point questions
- avoid paragraphs and run-on sentences
- use 'yes' or 'no', multiple choice, or Likert scale questions
- add pictures to support understanding
- do not expect much written text from respondents.

6. Offer assistance to complete the survey

People with low English literacy may find a survey intimidating. They may prefer assistance from a bilingual support person who can help translate information. They may prefer to answer the questions verbally, in which case a support person can fill out the survey based on what is said.

Consider who the right person is to support people to complete surveys while maintaining their freedom of expression. For example, a respondent may not want to give honest feedback to a question about their teacher's performance if their teacher is the person assisting them to complete the survey.

After your survey

Data analysis

Data analysis entails reviewing data and thinking critically about the results, considering how that information can be used, for example changes to a service or new actions. Data analysis is highly important as it makes your survey impactful and beneficial.

Surveys usually produce quantitative and qualitative data.

Quantitative data analysis

Close-ended questions where respondents can only choose from set options result in quantitative data, which can be converted into numerical data. This means you can compare results and identify trends, and visualise the data using graphs, charts, or tables.

Qualitative data analysis

Open-ended questions provide qualitative data. This data can be grouped to understand common themes, or can be used for quotes.

Sharing outcomes

You can share the outcomes of survey findings by:

- publishing a summary report
- publishing an infographic or 'data on a page' snapshot
- giving an internal presentation to managers, executive and staff
- giving an external presentation to stakeholders, partners, end-users, learners and respondents.

When sharing findings always ensure respondent data is kept confidential.

Thank respondents

Send a thank-you to respondents explaining how their contribution has informed your organisation, and what action will be taken as a result of the survey findings.

Resources for surveying

The following includes a sample of accessible and free resources for survey development.

The Australian Bureau of Statistics' [Basic Survey Design Guide](#) is a comprehensive technical guide on building a survey, what data can be gained from a survey and how data can be analysed.

Australian Institute of Family Studies – [Using a survey to collect data for evaluation: A guide for beginners](#) provides information on how surveys can be used by organisations to evaluate services and advice on building a survey.

Qualtrics, Sarah Fisher – [How to create an effective survey in 15 simple tips](#) provides guidance on how to build a survey and tips on how to make the survey efficient and targeted.



Focus groups with multicultural community members

A monitoring and evaluation tool

This guide introduces considerations when conducting focus groups with multicultural communities.

What is a focus group?

A focus group is a form of qualitative research. It involves a small group of people selected to give their views, share feedback, or aim to answer specific questions. Focus groups can be held:

- as a once off or as an ongoing commitment e.g. an advisory group
- at the start of a program or project to inform its design
- part way through a program to inform issues and adjustments
- at the end of a program to reflect on what worked and what could be improved.

Why conduct a focus group?

Focus groups can engage learners, jobseekers, workers, general community members, or staff in your organisation to share their experiences and opinions. There are many benefits to hosting a focus group including:

- enabling detailed feedback or opinions to be shared
- understanding lived experiences and personal perspectives
- obtaining qualitative data
- supporting discussion between participants, and building on each other's ideas
- allowing flexibility and adaptation, such as the ability for follow-up questions.

The benefits of conducting a focus group with multicultural communities includes:

- identifying specific challenges or issues that may face a particular community to ensure a program or service is culturally sensitive
- building networks with local multicultural communities and service providers.

Ethical considerations

Focus groups are a form of research methodology and may be subject to research ethics to reduce risk of physical or psychological harm or discomfort for research participants.

Documents that record feedback from a focus group may also be subject to data privacy laws.

For information about ethical risks and how to mitigate them, see [*Tool – Ethical considerations: A monitoring and evaluation tool*](#)

How to run a focus group

Recruiting participants

To recruit participants, first define criteria for selecting them. Criteria should consider the objectives of the focus group, the research questions and the demographic characteristics of the target population.

Consider culturally relevant recruitment, such as recruiting through channels and locations where participants frequent.

When determining the size of your focus group, consider that the group should be large enough to generate discussion but small enough to hear everyone and stay focused.



Briefing the group

Give participants a briefing of the project and why their opinions are valuable.

Before you begin set ground rules for the focus group, for example:

- that all responses are valid – there are no right or wrong answers
- speak openly
- respect opinions of others even if you disagree
- participation is voluntary – it is ok to abstain from discussing topics for whatever reason, including if a topic makes you feel uncomfortable.

Preparing questions and activities

Consider what feedback you are seeking and prepare questions and activities around this. Conducting activities throughout the focus group can trigger or initiate discussion.

Activities could include:

Guided discussion

A facilitator will guide the focus group session by positing open-ended questions for others to consider. People can speak freely, and question, challenge, or build on what is put forward.

More on [impactful questions](#).

Journey mapping

Journey mapping is an in-depth consideration of every step of the service experience; including how a community member first hears about a service, how they learn more, first engagement and ongoing exposure.

More on [journey mapping](#).

Whiteboarding

Whiteboarding is a technique using a whiteboard (virtual or in person) where all participants can brainstorm and collaborate. This activity can support virtual focus groups and allows participants to visualise ideas.

Documenting answers

Information shared should be documented. This may be intrinsic to the activity, such as whiteboarding.

Recognising participants' contribution

When people participate in focus groups they are contributing their time, insights and often emotional labour. There is therefore a need to reimburse people for their contributions.

Reimbursements can include:

- vouchers
- travel reimbursement
- acknowledgement and recognition in published reports
- official thank-you letters.

Be aware that reimbursements may be subject to ethical consideration. For example, it may be inappropriate and unethical to offer money, as this may coerce participation of vulnerable people.

Also consider whether the engagement is replacing a paid position. In this case it may be more appropriate to hire someone as a consultant or subject matter expert.

Closing the loop

Closing the loop means informing the participants and the general community about the outcome of the engagement. This demonstrates respect by identifying the impact of the effort contributed.

Closing the loop can be done in multiple ways, including with a thank-you letter, presentation, or short report which reiterates what was heard and how their contribution is or will be actioned upon.

For more information on 'closing the loop' see this [Community Engagement Toolkit by Hobsons Bay City Council](#).

After the session

Data analysis

Analysing the findings from the focus group is important to direct your next actions in program or project design, and delivery.

Think critically about what the information tells you, and consider how that information can be used, such as changes to a service or new actions.

Tip: Affinity mapping is one way to analyse the findings from a focus group. It includes organising related findings into clusters, then prioritising the clusters, and determining next steps for design or further research.

More on [affinity mapping](#).

Sharing outcomes

Share the outcomes of the focus group by:

- publishing a summary report
- publishing an infographic/'data on a page' snapshot
- giving an internal presentation to managers, executive and staff
- giving an external presentation to stakeholders, partners, learners and participants.

When sharing findings, always ensure participant data is kept confidential.

Recognition

It is good practice to inform participants of the impact their input has had by keeping them informed on the development of the program or service in the longer-term.

Send a thank-you to respondents with explanation of how their contribution has informed your organisation, and what action will be taken as a result of the focus group findings. It may also be appropriate to acknowledge and credit participants for their ideas and work, such as in final reports. However, note the privacy preferences of participants before publishing their names.

What is the benefit for the participant?

By participating in a focus group, participants can not only contribute to a program or service, but can also build their own skills.

Focus groups that take place over multiple sessions can help build employability skills of participants.

For example, attending regular meetings, teamwork, problem-solving and program design.

Therefore, it may be appropriate to offer to be a referee for your participants as a way of saying thank-you and providing a tangible benefit.

The following table includes a sample of accessible and free resources.

Additional resources for focus groups

Centre for Culture, Ethnicity, and Health – [Conducting focus groups with CALD communities](#)

A guide providing information on planning and conducting a focus group with multicultural communities.

Victorian Government – [Human-centred design playbook](#)

This playbook includes human-centred design tools and resources, including activities that could be conducted as part of a focus group.

NSW Government Evaluation Resource Hub – [Interviews and focus groups](#)

This page provides information on focus groups including the advantages, relationship to other research methods, and limitations and how to manage them.

Workplace Gender Equality Agency – [Conducting a focus group](#)

Focussed on gender equality, this guide provides information on conducting a focus group for employees.

Ethical considerations

A monitoring and evaluation tool

This guide introduces ethical considerations when engaging community members.

What is ethics in research?

Various models of community engagement are also forms of research, for example surveys, interviews, focus groups and co-design. Human research can involve risks of physical, psychological, or other forms of harm to researchers and participants.

Ethical conduct in research involves respecting participants, and ethical considerations aim to reduce risks of harm. Members of certain vulnerable groups, such as multicultural community members, may be at additional risk of harm and may require specific ethical considerations to protect them.

See the National Health and Medical Research Council (NHMRC) in the resource table for more information.

Reducing risk

A sample of ways to reduce ethical risk are described below.

Plan your engagement

Planning your engagement helps reduce risk by:

- ensuring that there is a purpose to undertaking the activity, that it has a potential benefit, and avoiding unnecessary research
- minimising the engagement's possibility to be burdensome for a participant
- undertaking an ethical risk assessment to identify and mitigate potential risks, including testing your engagement with other people
- gaining oversight and approval from experienced and authorised staff, such as your manager, or CEO.

Obtain and document consent

It is good practice, and may be a legal or ethical requirement, to document consent for use of people's names, image, or story in research and publications. If your engagement includes people under the age of 18 you may need to obtain consent from their parent or legal guardian.

When requesting consent ensure that consent is understood and given freely. Participants need to be aware of what they are agreeing to, which may require explaining how their information will be used e.g. shared with organisation staff, published in a report, shared online, used in advertising. Also communicate the process on how a participant can withdraw consent.

One way to document consent is through a printed or digital consent form. Components of a consent form can include:

- information about the engagement, why the participant has been asked to participate, any potential identified risks
- the name of the participant
- space for the participant to add a physical or electronic signature and date signed
- name and contact of the project manager
- space to document variation in consent e.g. to not agree to a particular part of the consent form
- information on how to withdraw consent
- authorisation for information to be collected, stored and reported on, as part of the engagement.

Confidentiality and data storage

Leaking of personal information, such as having a home address or contact details made public, can have negative repercussions for individuals, such as putting them at risk of unwanted or criminal activity.

People who feature in a report, paper or case study may prefer to have their name and image anonymised. This may particularly be the case for multicultural community members if the case study could negatively impact their reputation in their community, for example if it describes mental health matters, unemployment, domestic violence, or LGBTQI identity. Additionally, people from refugee backgrounds may not want their arrival circumstances made public as this can impact how people perceive or treat them.

Considerations to protect participant personal data include:

- being aware of who in the organisation can access the data, and restricting access to only those who need it
- ensuring data is stored securely, and in Australian servers/databases
- planning the destruction of data
- only collecting data essential to the research
- only collecting de-identified data – data which cannot be attributed to a certain individual afterwards.

Explaining these protection methods with potential participants may help to alleviate their concerns and encourage them to participate.

Improper or unauthorised storage and leaks of personal data can have legal repercussions, as per the [Privacy Act 1988](#). The Act outlines people's rights regarding their data, including a right to understand why their information is being collected, how it will be used, and the option to not have their data identifiable to them.

Planning the destruction of information after the conclusion of your project can support you and your organisation to protect the data from breaches of confidentiality, such as hacks.

Ensure the research is beneficial

As all research comes with risk, it is important to ensure that there is a purpose of and benefit to the research.

Recognising participants' contribution

When people participate in community engagement activities, they are contributing their time, insights and often emotional labour. There is therefore a need to reimburse people for their contributions.

Reimbursements can include:

- vouchers
- travel reimbursement
- acknowledgements and recognition in published reports
- official thank-you letter.

Be aware that reimbursements may be subject to ethical consideration. For example, it may be inappropriate and unethical to offer money, as this may coerce participation from vulnerable people.

Also consider whether the engagement is replacing a paid position. In this case it may be more appropriate to hire someone as a consultant or subject matter expert.

Closing the loop

Closing the loop means informing the participants and the general community about the outcome of the engagement. This demonstrates respect by identifying the impact of the effort contributed.

Closing the loop can involve a thank-you letter, presentation, or short report which iterate what was heard and how their contribution is or will be actioned upon.

For more information on 'closing the loop' see this [Community Engagement Toolkit by Hobsons Bay City Council](#).

Resources for ethical considerations

The following includes a sample of accessible and free resources.

NHMRC:

- [National Statement on Ethical Conduct in Human Research](#)
- [Australian Code for the Responsible Conduct of Research](#)

The National Statement and the Code aim to promote ethical human research. They identify principles of ethical conduct and requirements for gaining the consent of participants. The Statement identifies ethical considerations for specific participants who may be at additional risk.

ANROWS – [Cultural Safety Principles and Guidelines](#)

A set of principles for creating cultural safety and fostering open expression when engaging multicultural people in research.

Centre for Multicultural Youth - [“Data? It’s everything about you!” Collecting data with multicultural young people.](#)

A report that explores the perspectives of young multicultural people and the professionals working with them, on data collection.

[Addressing Ethical and Methodological Challenges in Research with Refugee-background Young People: Reflections from the Field](#)

A research article on developing processes to maximise research benefit while reducing potential harms, enhancing ability of participants to consent, and adapting research methods to enhance engagement in research.

Mission Australia - [Learning from Lived Experience: A Framework for Client Participation](#)

A guide on engaging with those with lived experience, and methods and tips to learn from them respectfully.



Section 5. Essential employability skills for multicultural jobseekers

Consultation with multicultural jobseekers identified a need to build skills and knowledge of career, financial, health, and workplace cultural literacy in the context of gaining and maintaining employment.

These resources target learners, jobseekers, and providers. These can be used in training programs and activities delivered by providers. Note these factsheets are referenced in the training programs in section 6.

Tools in this section include:

- ⇒ Participation skills for employment – a guide to the career, financial, health, and workplace cultural skills needs of jobseekers from multicultural backgrounds

Factsheets in this section include:

- ⇒ Career literacy: How to find a job
- ⇒ Career literacy: Career pathways - more than a job
- ⇒ Career literacy: What is a resume?
- ⇒ Financial literacy: Types of employment
- ⇒ Financial literacy: What is superannuation?
- ⇒ Financial literacy: How are workers paid?
- ⇒ Health literacy: Occupational health and safety
- ⇒ Health literacy: Who to see when you are sick
- ⇒ Health literacy: Understanding mental health
- ⇒ Workplace cultural literacy: Local work experience
- ⇒ Workplace cultural literacy: Digital communication at work





Participation skills for employment

A guide to the career, financial, health, and workplace cultural skill needs of jobseekers from multicultural backgrounds

About this guide

Building knowledge and skills in the areas of career, financial, health, and workplace cultural literacy supports jobseekers from multicultural backgrounds to gain and maintain employment and successfully participate in broader society.

This document is for education and service providers, and employers. It outlines how each of these skills directly supports employment outcomes.

Produced by AMES Australia supported by funding from the Victorian Government
June 2024

Table of contents

Getting started: Participation skills for employment beyond core skills 2

Targeted information helps jobseekers from multicultural backgrounds 3

Career literacy and employment 7

Financial literacy and employment 8

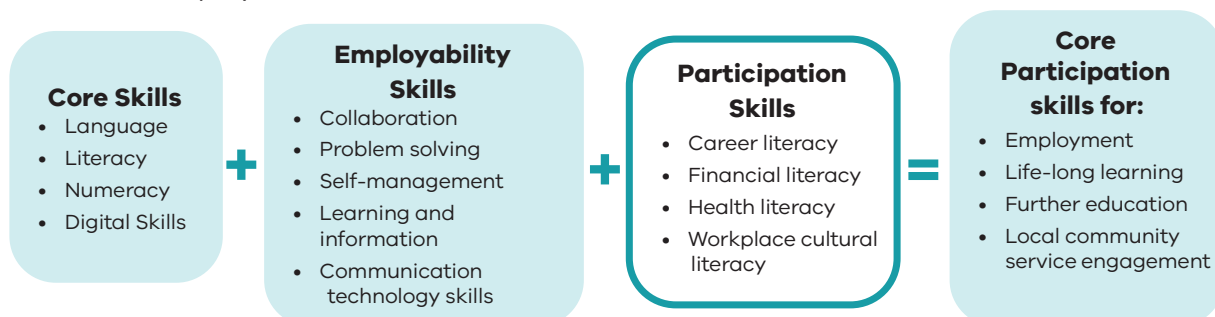
Health literacy and employment 9





Workplace cultural literacy and employment 10

Getting started: Participation skills for employment beyond core skills

Applied research undertaken with jobseekers from multicultural backgrounds, service providers, and subject matter experts has identified the need to build participation skills beyond the core skills of language, literacy, numeracy, digital and employability skills, to strengthen pathways to employment and/or further study for jobseekers from multicultural backgrounds. These collective skills are identified as *core participation skills*, highlighting the outcome of enhanced participation in employment for jobseekers from multicultural backgrounds.

While *core participation skills* apply broadly to all jobseekers, the focus of this guide is on how these skills support jobseekers from multicultural backgrounds in accessing and maintaining employment. The following summary defines the scope of each participation skill and its application in an employment context.



Participation skill	Defining the participation skill	Participation skill, work-readiness and employment
Career literacy 	Being informed on how to make decisions about a career pathway, including knowing what careers are available, and what skills and experience jobs require.	Jobseekers can: <ul style="list-style-type: none"> ✓ build awareness of their skills and aspirations in work ✓ plan and take actions to progress a realistic and ideal career ✓ leverage opportunities to pursue their employment pathways.
Financial literacy 	Understanding how money works and how to make good decisions about money.	Jobseekers can: <ul style="list-style-type: none"> ✓ understand their rights and seek fair compensation for their labour ✓ enjoy financial stability which improves wellbeing, performance, loyalty and attitudes at work.
Health literacy 	The ability to make informed decisions about health, safety and wellbeing.	Jobseekers can: <ul style="list-style-type: none"> ✓ keep themselves physically and mentally healthy and prevent injury and illness, enabling them to work ✓ understand and follow workplace health and safety requirements.
Workplace cultural literacy 	Awareness of how culture can affect the attitudes, behaviours, and expectations of ourselves and others in the workplace.	Jobseekers can: <ul style="list-style-type: none"> ✓ adapt to a new workplace, understanding expectations and duties ✓ communicate effectively with others and maintain appropriate professional relationships ✓ understand their rights to expressing diversity in the workplace.

Targeted information helps jobseekers from multicultural backgrounds

Solutions for turning barriers into opportunities

A common barrier identified for accessing employment opportunities is a lack of Australian work experience. As new arrivals to Australia, jobseekers from migrant backgrounds are most vulnerable in meeting this expectation. In addition, many jobseekers from multicultural backgrounds face obstacles in accessing information about career, financial, health and workplace cultural literacy, particularly when information is specific to the Australian context, or difficult to find. Such barriers can go beyond lack of knowledge, and can impact on engagement with relevant services and supports.

In seeking solutions to these barriers, having no Australian work experience can be mitigated by recruiting employers recognising a jobseeker's workplace experience gained in another country and context. Similarly, providing information, training, and examples of good practice on career, financial, health, and workplace cultural literacies in the Australian context can make a difference for the jobseeker and the employer.

Jobseekers from multicultural backgrounds will benefit from information that is targeted to their personal attributes and circumstances. This includes qualifications and work-experience, level of English, length of time in Australia, country-of-origin, and cultural background. Providers, such as Learn Local providers, TAFEs, Skills and Jobs Centres, or employment services, who support and offer programs that inform, assist and guide jobseekers from multicultural backgrounds in accessing employment are important change agents in building enhanced opportunities for multicultural jobseekers. This may require a prioritisation and/or adjustment to practices. For example:

- Education providers can offer courses covering the participation skills, with content focused on the implications for employment and targeted to information-gaps informed by multicultural experiences.
- Employment providers can support employers to provide information about workplace rights, responsibilities, and cultural expectations of the workplace in induction and orientation material; and a buddy to support settling into work.
- Service providers, considering the needs of jobseekers from multicultural backgrounds through the participation skills lens, can review programs and services they refer jobseekers to ensure they are appropriate to their needs.

Australian-specific information context

Many aspects of career, financial, health and workplace cultural information are unique to the Australian, and sometimes state/territory or local, context. What is expected to be common knowledge, including how to access information and services, may be very different in Australia compared to another country. For example, some countries have employment based-pensions (superannuation in Australia, 401k in America), while others have universal state pensions (New Zealand superannuation, basic retirement pension in Mauritius). People from countries with high rates of informal work may have no experience with earning a pension at all.

See below for additional examples.

Topic	Aspects that may be specific to Australia	
Career literacy	<ul style="list-style-type: none"> • Online job-seeking 	<ul style="list-style-type: none"> • In-demand jobs and skills
Financial literacy	<ul style="list-style-type: none"> • Online banking 	<ul style="list-style-type: none"> • Income tax
Health literacy	<ul style="list-style-type: none"> • OHS rules and laws 	<ul style="list-style-type: none"> • Medicare
Workplace cultural literacy	<ul style="list-style-type: none"> • Culturally diverse workplaces • Workplace etiquette 	<ul style="list-style-type: none"> • Teamwork dynamics

Accessing information

The prior experiences of jobseekers from multicultural backgrounds can impact on the information and services they need and have access to, and their preferences for receiving support.

Language

Low levels of English language can impact on the capacity to comprehend and engage with information. This is magnified if the information is available only in English, or online when digital skills and access to technology may be limited. New arrivals who have low literacy in their first language may struggle to engage with translated-written materials. Therefore, a combination of translated, simple English and audio/visual materials may be required to support multicultural people to engage with information – however these options are not always readily available.

Research indicates that language barriers affect the ability to successfully engage with service providers.¹ There is also evidence that among women from refugee backgrounds, language barriers result in lower participation rates in health screening and poorer health outcomes.²

Local service providers may only speak English, especially in regional and rural areas where there is less choice in providers. Additionally, jobseekers (and service providers) may be unaware of interpreting services available to them.

Seeking help

Within multicultural communities, stigma or taboos can prevent disclosing health issues, mental health concerns, disability status, and career or financial struggles to people outside the family or community group, or at all.³ Cultural norms influence how people conceptualise and understand mental health⁴, including whether they see a need for support.

Culture and religion may also impact on preferences to try to solve issues within the family or community through spiritual or traditional knowledge, rather than institutions or interventions outside the community.⁵

1. Javanparast, S, Naqvi, S, Mwanri L. (2020) Health service access and utilisation amongst culturally and linguistically diverse populations in regional South Australia: a qualitative study
2. Australian Refugee Health Practice Guide. Women's Health. [Link](#)
3. Western Sydney University (2022) Understanding Mental Health and Stigma in Congolese, Arabic-speaking and Mandarin-speaking Communities
4. Ibid.
5. Elhelw Wright, S. (2022) Navigating the Disjuncture Between Domestic and Family Violence Systems: Australian Muslim Women's Challenges when Disclosing Violence.

Appropriateness of services

Cultural or religious practices can impact on a community's view on the appropriateness of services available in Australia. For instance, health products may have ingredients considered inappropriate or taboo, and certain financial systems or products may not align with religious law.^{6 7}

A health care service that is culturally aware can better support people from multicultural backgrounds to engage with the services. However, service providers have limited access to guidance and support to develop culturally appropriate interventions⁸.

Among multicultural community members, there may be lack of trust in official services and government sources. This can particularly apply to refugees who have experienced government persecution prior to arriving in Australia.⁹

Digital skills

Services and sources of information in Australia are becoming increasingly digitised with primary access being through websites, online appointments and video calls. Different countries across the world have very different rates of internet access and usage. Therefore, someone's country of origin may impact the level of digital skills, familiarity and literacy of multicultural jobseekers.^{11 12} For example, fewer than 50% of people in East Timor have access to the internet, compared to 96% of Australians.¹³ Recently arrived migrants often experience a 'digital divide' due to limited access to technology, due to its affordability and costs and requirements for internet connectivity.¹⁰

Unpacking the four participation skills

The following pages focus on the four participation skills by defining each skill and its relevance to multicultural jobseekers in engaging with gaining and maintaining employment.

-
- 6. Pelčić G et al. (2016) Religious exception for vaccination or religious excuses for avoiding vaccination.
 - 7. Saifullah, MD, Shamsuddin, A. 'Australia will soon have its first Islamic bank. What does this mean, and what are the challenges?', The Conversation, 4th August 2023. [Link](#)
 - 8. Garad, R & Waycott, L. (2015) The role of health literacy in reducing health disparities in rural CaLD communities. [Link](#)
 - 9. Elhelw Wright, S. (2022)
 - 10. Good Things Foundation Australia (2022) Digital inclusion for CALD communities
 - 11. Our World in Data (2021). [Link](#)
 - 12. The World Bank (2019) GCI 4.0: Digital skills among population
 - 13. Individuals using the Internet (% of population). [Link](#)

Career literacy and employment



What is career literacy?

Career literacy means being informed on making decisions about a career, knowing what careers are available, and what skills and experience a career pathway requires. It supports jobseekers to identify career pathways commensurate with their skills, interests and aspirations.

Why might jobseekers from multicultural backgrounds need targeted help?

Work experience or qualifications gained overseas may not be recognised by employers, and formal qualification recognition can be complex and costly, resulting in many multicultural jobseekers entering jobs below their skill level. In a study by the Migrant Workers Centre, 26% of workers from migrant backgrounds reported that work experience gained in their country of origin did not satisfy requirements of relevant skills assessing authorities. In addition, 18% reported that studies conducted in their country of origin did not meet requirements.¹⁴

Why is targeted career information needed?		Benefits of career information for jobseekers
Limited awareness of the Australian and local industry landscape	➔	Up-to-date and localised information on in-demand industries and what it is like to work in them
No or limited local work experience and networks to employment	➔	Information on social and professional networking, sourcing referees, and benefits of volunteering
Limited awareness of the Australian job search landscape	➔	Information on job search websites, search terms and how to avoid suspicious job advertisements
Unable to leverage experience and qualifications from other countries	➔	Information on how to identify and sell experience and skills, and pathways to training and qualification recognition
Overseas work experience in industries that are not in-demand in Australia	➔	Identification of Australian industries that require transferable skills
Limited experience with resume writing and job interviews, including low English levels impacting interview performance	➔	Practice and support in writing resumes and performing job interviews
Greater prevalence in insecure jobs which are misaligned to skills and aspirations	➔	Awareness of right to request permanency, and pursuing work aligned to interests and skills improves job sustainability

Factsheets: Career information topics for members of multicultural communities

- Career pathways – more than a job
- What is a resume?
- How to find a job in Australia

14. Migrant Workers Centre (2023) UNLOCKING TALENT: Empowering Migrant Workers with Equal Work Opportunities. [Link](#)

Financial literacy and employment



What is financial literacy?

Financial literacy means understanding how money works and how to make informed decisions about money. Financial literacy supports workers to protect their rights and receive appropriate compensation for their work.

Why might jobseekers from multicultural backgrounds need targeted help?

Workers from migrant backgrounds often fill the most physically demanding, dangerous and low-paid jobs, like constructing roads, picking fruit, cleaning homes and caring for the elderly.¹⁵ Additionally, in 2022, 23% of multicultural workers felt moderate or severe financial stress compared to 21.9% of all Australian workers.¹⁶

Why is targeted financial information needed?		Benefits of financial information for jobseekers
Limited awareness of different types of employment, and associated financial rights and benefits	➔	Jobseekers can identify employment that compensates fairly
Higher rates of exploitation among workers from migrant background including underpayment	➔	Awareness of rights supports workers to identify exploitation, enabling them to be pursue fair compensation
Limited knowledge of Australian financial systems relevant to gaining and maintaining employment	➔	Empowering workers with key information relevant to working in Australia, including legal tax obligations
High costs for expenses related to migration, such as qualifications recognition, language recognition and remittances	➔	Building strong financial management to afford costs related to migration
Financial pressures causing mental stress	➔	Overall good wellbeing supports good performance and capacity to attend work consistently
High staff turnover due to unfair work practices	➔	Fair compensation increases loyalty to company and enthusiasm at work, supporting long-term employment
Limited capacity to engage in financial requirements and services for entrepreneurship	➔	Understanding financial products and systems can support entrepreneurialism

Factsheets: Financial information topics for members of multicultural communities

- How are workers paid?
- What is superannuation?
- Common types of employment

15. Migrant Justice Institute. Migrant Workers and Wage Theft: Why government and business systems are failing and what needs to change. [Link](#)

16. AMP (2022). The AMP Financial Wellness Report. [Link](#)

Health literacy and employment



What is health literacy?

Health literacy is the ability to make informed decisions about health, safety, and wellbeing. Overall, maintaining good physical and mental health enables people to pursue work in a manner that is safe and productive.

Why might jobseekers from multicultural backgrounds need targeted help?

One of the paradoxes of migration is the 'healthy migrant effect', observed in Australia, the United States, Canada, and the UK. It refers to how recently arrived migrants often have as good, or even better, health status than that of the population of their new host country. It is correlated with the 'migrant health decline', where people who have migrated then experience a steady worsening of health following migration.¹⁷ This underscores the need for targeted health interventions to meet the needs of jobseekers from multicultural backgrounds.

Why is targeted health information needed?		Benefits of health information for jobseekers
Limited awareness of how to navigate Australian health systems	➔	Understanding of health services available, and when and how to access them
Different levels of understanding of common illnesses, and preventative measures such as vaccinations	➔	Engagement in hygiene and preventative healthcare, protecting themselves and others at work
Limited awareness of Australian workplace safety systems	➔	Workers follow safety regulations, protecting themselves and others at work
Different levels of awareness and understanding of mental health	➔	Understanding of how mental health can impact performance at work, and how work can impact wellbeing
Requirements for culturally-informed and appropriate healthcare and information	➔	Awareness of how to find culturally-informed health providers, and communicate needs to providers
Risk of overworking and other mental stressors causing burnout	➔	How to maintain physical and mental wellbeing to support good performance and capacity to attend work consistently
Limited awareness of Australian health systems and leave entitlements	➔	Taking time off work when unwell supports recovery and protects co-workers and customers

Factsheets: Health topics for members of multicultural communities

- Who to see when you are sick
- Understanding mental health
- Occupational Health and Safety

17. Garad, R., & Waycott, L., 2015. The role of health literacy in reducing health disparities in rural CaLD communities. Presentation to the 13th National Rural Health Conference. [Link](#)

Workplace cultural literacy and employment



What is workplace cultural literacy?

Cultural literacy means being aware of how culture affects our own and other people's attitudes, behaviours, and expectations in different contexts, including in the workplace. Building knowledge of workplace cultural literacy can be challenging as workplaces have their own variety of cultures, practices and unspoken rules.

Why might jobseekers from multicultural backgrounds need targeted help?

In the workplace, culture can impact perceptions of professionalism. In some cultures, maintaining eye contact is a sign of respect¹⁸, while in others staring is considered a form of intimidation.¹⁹ In some cultures, punctuality is not very important²⁰, while in others being on-time is a workplace requirement and tardiness is seen as unprofessional.²¹

Some 50% of employers who participated in a City of Casey project suggested that they sought staff with 'the right attitude' over those with relevant qualifications.²² Therefore, being aware of cultural expectations in the workplace and having the capacity to adapt to new expectations can support multicultural jobseekers to find and maintain employment.

Why is targeted workplace cultural information needed?		Benefits of workplace cultural information for jobseekers
Different experiences and expectations of workplace culture	→	Awareness of typical Australian workplace expectations, such as punctuality, presentation, and teamwork
Misalignment with expectations of the role and behaviour in the workplace	→	Capacity to adapt to new expectations
Experiences of direct or indirect discrimination	→	Knowing rights to protection from discrimination, and where to get help if experiencing discrimination
Limited experience working in a multicultural workplace	→	Able to navigate cultural and behavioural differences
Different communication styles, language barriers and limited experience communicating digitally	→	How to communicate effectively and appropriately in job interviews and the workplace
Unfamiliar with certain workstyles and practice	→	Ability to adapt to a new workplace and its way of working, including effective communication and teamwork

Factsheets: Workplace cultural information topics for members of multicultural communities

- Digital communication at work
- Getting local workplace experience

18. SBS Cultural Atlas. Taiwanese Culture: Greetings. [Link](#)

19. SBS Cultural Atlas. Somali Culture: Communication. [Link](#)

20. SBS Cultural Atlas. Lebanese Culture: Do's and Don'ts. [Link](#)

21. SBS Cultural Atlas. Australian Culture: Business culture. [Link](#)

22. Changing Perceptions in Employment. [Link](#)

HOW TO FIND A JOB IN AUSTRALIA

Career literacy factsheet series



Before applying for a job

Identifying what job, or what kind of job, you are looking for can inform how you go about your job search.

Consider the following:

- What jobs align with your interests, knowledge, skills, experience and qualifications?
- How many hours and what days of the week can you or do you want to work?
- How will you get to your job? Do you have access to transport to get to distant jobs?

What you need to apply for a job

To apply for a job you may need the following:

- your [tax file number](#)
- proof of your right to work in Australia
- a relevant resume and a cover letter
- evidence of your English skills
- evidence of relevant qualifications, available in English
- a current [Police background check](#) and / or a [Working with Children Check](#). You may need to pay for these checks.

After applying for a job an employer may invite you to an interview to learn more about your interest and ability to carry out the job.

Applying for a job means that you are showing interest in working. Applications and interviews are not guarantees that you will get the job.

Did you know?

You can apply for multiple jobs at a time, and you can apply for jobs while you are already working. It is your choice if you would like to inform your employer if you are looking for other jobs.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

Where can you apply for jobs?

Online

You can apply for jobs online. Employers looking to hire often list available jobs on websites like Seek, LinkedIn, Careers.vic, and [Workforce Australia](#).

Be aware: some scams come in the form of fake job listings! Be wary of applications which ask for money to apply or seem 'too good to be true'.

For more information see [ScamWatch: Jobs and employment scams](#).

Employment agencies

Employment agencies help jobseekers find jobs. They have networks with employers and inform jobseekers about jobs available. Jobseekers can then decide if they want to apply for that job. Agencies can also help write resumes and source referees.

Networking

Networking is when you hear about a job opportunity through people you know such as colleagues and friends. Networking involves letting people know that you are looking for work. Similarly, employers may hear about candidates for jobs through their networks.

Cold-calling

Cold-calling involves contacting an employer to ask if they have any jobs available or may consider you for future job opportunities. You can contact employers by calling on the phone, emailing them or handing in a resume at their place of work.

Tip: Check your emails regularly

Employers often send emails to notify applicants about successful progress. This could require time-sensitive responses like accepting an invitation for an interview.

CAREER PATHWAYS – MORE THAN A JOB

Career literacy factsheet series



What is a career pathway?

Across their lives, people in Australia often work in a variety of jobs and industries. A career pathway is a sequence of jobs or positions through which someone may progress in their career. A career pathway may require identifying and gaining skills and experience needed to progress in your career.

Career pathways are not always clear or linear, as:

- some people do not know what job they want
- the same skills and experience may lead to a variety of jobs
- requirements for a job in one country might be different for that same job in Australia
- there may be difficulties in getting overseas qualifications recognised in Australia.

Did you know?

Career pathways may be different in Australia than to those in other countries due to differences in required skills, qualifications, and experience, and what jobs are available and in-demand.

Gaining skills and experience

The steps involved in a career pathway often depend on the individual pursuing the job and the nature of the job.

Many pathways begin with education or training, leading to experience in other jobs which build relevant skills and experience required for the dream job.

For example, someone who wants to become a chef may have the following career pathway:



- Relevant training at a TAFE or RTO
- Job as a kitchen hand
- Job as a cook
- Chef apprenticeship or job as a sous chef
- Job as a chef

Progressing your career

A career pathway can include plans on how to progress your career by taking on more authority and responsibilities at work.

You may wish to progress your career in order to increase your income, make better use of your skills, try something new or challenge yourself.

Steps can include:

- identifying progression opportunities such as job roles and duties
- setting goals and sharing them with your employer
- upskilling to qualify for a higher position or role
- building your professional network by finding career mentors or job opportunities.

Advancing your career

- A **promotion** is when an employee advances to a new position. A **salary increase** is often appropriate alongside a promotion, as the employee is expected to take on greater responsibilities.
- A **transfer** is when an employee moves to a different position but may be at the same salary level. This may be to enter a job with skills and experience more relevant to one's interests or dream job.

Where to find more information

- [Department of Employment and Workplace Relations Jobs Hub](#) - resources including webinars and factsheets on different industries.
- [Myfuture](#) - resources to explore career pathways and tools to develop knowledge to inform career decision-making.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

WHAT IS A RESUME?

Career literacy factsheet series



What is a resume?

A resume, sometimes called a CV (Curriculum Vitae), is a 1–2-page document that describes your ability to do a job. A resume should include your:

- Education and training
- 'Soft' skills and technical 'hard' skills
- Employment and other relevant experience
- Referee contact details
- Phone number and email contact information

Almost all jobs in Australia require a resume as part of their application process. Some positions also require a cover letter. Resumes are your first opportunity to show an employer why you are a good fit for their job.

'Soft' skills and 'hard' (technical) skills

Jobs require certain skills, and employers will look for candidates who demonstrate the right skills. Soft and hard skills can be learned and developed with practice.

Soft skills relate to your personal traits and how you work with other people, like skills in:

- communication and negotiation
- critical thinking
- time management
- empathy
- creativity
- resilience.

See Indeed's career guide on what soft skills are, and some examples by clicking [here](#).

Hard or technical skills are skills that are required to carry out job tasks, like:

- the ability / training to use equipment
- physical labour abilities (e.g. lifting)
- digital, language, literacy, numeracy skills.

Did you know?

It is not expected to include a photo of yourself in a resume in Australia.

What is a cover letter?

Some job applications may also request a cover letter which is a 1-page explanation of your interest in the job you are applying for. A cover letter is also an opportunity to respond to requirements in the job listing not covered in your resume.

Referees

A referee is someone who can speak to an employer about your suitability for a job.

An ideal referee is your most recent employer or someone who holds a respected position and who knows you well, like a community leader, teacher, education provider or sports coach. You should avoid using immediate family members or friends as referees.

You usually need to provide the contact details of referees on your resume. Always get permission before listing someone as a referee.

Australian employers often recognise volunteer work, unpaid work and other activities that build skills as work-related experiences. These can be included in your resume.

Resources for resume writing

- [AMES Australia](#) – resumes and cover letter templates, and job seeking tips.
- [SEEK](#) – job searching website with free templates for resumes.
- [Department of Employment and Workplace Relations Jobs Hub](#) - Includes resources like webinars on the importance of resumes and tips for resumes in certain industries.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

COMMON TYPES OF EMPLOYMENT

Financial literacy factsheet series



What types of employment are there?

In Australia there are many different types of employment which describes the conditions under which people are employed. Four common types of employment are included in this factsheet.

Self-employed

Self-employed people run their own business. Self-employed people need to meet legal tax requirements and sustain their business. There are both rewards and risks when running a business.

Full-time and part-time

Full-time employees work an average of 38 hours each week and part-time employees work less than that. The number of hours worked is 'fixed' in the contract.

Full and part-time employees have a specific period of work secured through a contract with their employer. They are paid a fixed salary (amount of money).

Full and part-time employees are entitled to paid sick leave and paid annual leave.

If an employer wishes to dismiss a full or part-time employee before their contract ends, the employer must give notice in advance. Similarly, employees who wish to leave their job must notify their employer in advance. The period of notification (for example two weeks in advance) is described in an employment contract.



Casual employment

Casual employees are paid for each hour that they work. They do not have a fixed number of hours which they will work.

Casual employees who have worked for their employer for 12 months with a regular pattern of hours **need to be offered** the option to convert to full-time or part-time (permanent) employment. Certain eligibility requirements need to be met for this to occur.

This can allow workers to have more secure work and receive leave entitlements.

Employers do not need to give notice before ending a casual employee's employment.

Apprenticeships and traineeships

An apprentice or a trainee has the same entitlements as other employees, such as annual leave, sick leave, public holidays and breaks.

Entitlements depend on the award or registered agreement, so review the employment contract for more information.

Where to find more information

- [Fair Work Ombudsman](#) – information on the types of employment included in this factsheet.
- [Guide to starting a business](#) – A guide on starting a business and being self-employed.
- Talk to a Financial Planner or your employer.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

WHAT IS SUPERANNUATION?

Financial literacy factsheet series



Superannuation

Superannuation (also known as super) is money saved over your working life to support you when you retire, instead of or in addition to receiving age pension. In Australia, most people aim to retire when they are 67 years old or older.

Other countries have different retirement pension models with different names.

How does superannuation work?

As required by law, employers must according to the law contribute money to the superannuation fund of all their employees who are over the age of 18. The minimum amount employers must contribute is set by government legislation.

People can also add their own money to their superannuation.

Superannuation savings are kept in a special bank account. You can withdraw money from your superannuation account when:

- you reach a certain age (depending on when you were born) and when you reach 65 if you have not retired
- there are special circumstances, such as severe financial hardship, where you need to access your money early.

Types of superannuation funds

You can choose which fund your super is paid into, and you can change to another superannuation service whenever you want.

A **Retail Super Fund** is typically run by a bank, an investment company, or financial institution. Managing companies aim to make a profit.

An **Industry Super Fund** is run by an institution where profits are returned to the fund and account holders.

A **Self-Managed Super Fund (SMSF)** is a private super fund that you manage yourself. A SMSF can be difficult to manage and requires financial knowledge.

Choosing a superannuation fund

When choosing a superannuation fund you should:

- ✓ check and compare the **fees** – how much you are charged to have an account
- ✓ investigate the **insurance options** – most superannuation funds offer life, total and permanent disability and income protection insurance
- ✓ investigate an **investment option** – how the Super Fund will invest your money. This can be conservative investment or growth investment.

You can use the [YourSuper Comparison Tool](#) to compare super fund options.

Where to find more information

- [Fair Work Ombudsman](#) – information on employee rights and common employment conditions. The Ombudsman responds to reports of workplace issues including worker rights violations.
- [Australian Taxation Office](#) – information on superannuation and current government regulations.
- [MoneySmart Self-managed super fund](#) – information on the risks and benefits of SMSF
- Talk to a Financial Planner or your employer

If you are a temporary resident you are entitled to earn superannuation for your paid work. When leaving Australia, you can claim a Departing Australia Superannuation Payment (DASP).

You can learn more about [DASP on the Australian Tax Office website](#).

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

HOW ARE WORKERS PAID?

Financial literacy factsheet series



Pay in Australia

A wage or salary is a payment of money for work performed. In Australia, everyone in paid employment who works is entitled to a minimum wage (amount of money). Each occupation has laws that determine the rate of minimum wage.

Wages can be paid in cash, but most often are paid directly into an employee's bank account. Wages are usually paid on a weekly, fortnightly, or monthly basis.

Most employees have income tax obligations related to how much money they make. Taxes paid by employees goes towards funding government initiatives like community services, healthcare, education, and infrastructure.

Use this [income tax calculator](#) to find get an estimate of how much tax you may have to pay.

Payslips

A payslip is a document provided to employees showing their work hours and pay.

A payslip should include:

- your name
- how many hours you worked and your rate of pay, informing how much money you earned (gross pay)
- how much money is withheld to be sent to the Australian Tax Office to help cover your income tax (PAYG or tax deduction)
- how much money you will receive, also known as net pay (calculated from gross pay minus tax deduction)
- how much money is paid into your superannuation account
- the name of the business you work for and its Australian Business Number (ABN).

Remember: a payslip can be used as legal evidence if you are not being paid enough money.

Superannuation

Superannuation (also often referred to as super) is money paid into a special bank account to provide savings which support you during retirement (when you no longer work because of your age).

Employers are required to pay superannuation to all employees over 18.

For more information refer to the *What is superannuation?* factsheet.

Cash-in-hand

Instead of a bank account, you may be paid your wage directly in cash. If you are being paid cash be aware that you:

- must still file a tax return and pay income tax
- are still entitled to a minimum wage and superannuation
- can request a payslip from your employer
- should keep track of how many hours you worked to check that you are being paid enough money (minimum wage).

Where to find more information

- [Fair Work Ombudsman](#) – information on employee rights and common employment conditions. The ombudsman responds to reports of workplace issues including worker rights violations.
- [Australian Taxation Office](#) – information on superannuation and tax.
- [Pay Calculator](#) – a tool to investigate minimum wages, including penalty rates, overtime, and allowances.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

OCCUPATIONAL HEALTH AND SAFETY

Health literacy factsheet series



What is Occupational Health and Safety?

Occupational Health and Safety (OHS) refers to laws and rules which protect workers, customers and visitors from getting injured or sick at a worksite. People who do not follow OHS rules may face penalties such as not being hired for a job, being suspended, fired, or legal consequences.

Preventing injury

OHS aims to prevent injury from hazards in the workplace, which may include:

- being crushed or cut
- slipping or falling
- muscle strain
- chemical burns
- mental health-related injuries.

Common ways employers and workers can prevent injury in the workplace include:

- installing guarding around dangerous machinery
- having machinery and equipment checked and tested as required
- providing and wearing protective equipment
- providing induction and training on how to use equipment and correct posture.

Jobs without much physical work can still have injury risks. For example, people working at a desk for long hours need to be cautious of their posture, eye strain, wrist ergonomics and mental health.

Additional resources on OHS

- Victorian Trades Hall Council (VTHC) OHS Rep – [Ask Renata](#) service for specific advice from VTHC.
- [Migrant Workers Centre](#) has factsheets on Workplace Health and Safety topics available in a range of languages.
- [WorkSafe Victoria](#) has work health and safety information related to different industries, available in range of languages.

What to do when someone is injured

If you or someone else is injured you should:

- call the ambulance (triple zero) **if it is an emergency**
- contact the worksite's First Aid Officer as soon as possible
- report the incident to your manager/supervisor
- do not put yourself or others at risk of (further) harm.

Preventing illness

OHS also aims to prevent people from getting sick and spreading contagious (catchable) illnesses, such as the cold, flu or COVID-19.

Employers have a primary duty to ensure that workers are able to work in a clean and hygienic workplace.

Common ways to prevent illnesses spreading in the workplace include:

- practicing good hygiene by washing hands and avoiding sharing food
- encouraging workers to stay home when sick and informing workers about sick pay entitlements
- getting vaccinated (some jobs may require vaccinations as a condition for employment).

When to stay home

If you are sick, injured, or unable to work, you can call or email your manager or supervisor to inform them that you cannot work. A doctor can advise how long you should take to recover.

Some workplaces may request proof of your need to stay home, such as a medical certificate, which you can get from a doctor, or a statutory declaration which you can get from a pharmacist or police station.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

WHO TO SEE WHEN YOU ARE SICK

Health literacy factsheet series



Who are General Practitioners (GPs)?

General Practitioners (also known as GPs) are doctors you can see when you are sick, injured, have a health concern that is not an emergency, or want to ask health-related questions.

When you visit a GP they may:

- ask questions about your health
- recommend tests to get more information
- recommend treatments.

It is always your choice whether to participate in a test or carry out a treatment.

If you need time off work because you are sick, a GP can give you a medical certificate as proof that you were sick.

GPs do not supply medicine but provide the required scripts. Medicine needs to be bought from a pharmacy/chemist.

Ask your GP or a pharmacist any questions you have about medications.

Tips for finding a GP

Most GPs work at a clinic with a team of health providers. When looking for a GP you may want to:

- search for GPs/clinics which provide language services or specialise in multicultural care
- ask whether a GP/clinic bulk-bills, and ask how much money you will be expected to pay
- specifically request a male or female doctor.

When you find a GP you can make an appointment by going to the clinic, calling their phone number or booking online.

If you have an unpleasant experience you can visit a different doctor or clinic next time, or file a medical complaint through the Health Complaints Commissioner.

You can talk to a GP over the phone

Many doctors offer appointments over the phone. This is called 'tele-health'. This can make it easier to see a doctor if you:

- are very sick
- have limited transport
- live in a rural area
- do not have much spare time.

Be aware that:

- phone appointments cost money just like a regular appointment, however they can also be bulk-billed
- doctors cannot do tests over the phone, which may limit how they can help you.

What to do at a GP appointment

When you visit the GP you should come to your appointment at least 10 minutes early.

At your appointment you can:

- take time to think and ask questions
- ask questions about medicines, including alternative and traditional medicines, you are taking or considering taking
- ask for another doctor's second opinion.

Always tell your doctor the truth. Information can impact what treatments doctors recommend, and what is safe.

What is Medicare?

Medicare is Australia's public health insurance program. You need to enrol to be included in Medicare and eligibility requirements apply.

Many GPs offer bulk-billing, which means that Medicare covers some or all of the cost of the appointment.

To learn more you can visit the [Services Australia website about Medicare](#).

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

UNDERSTANDING MENTAL HEALTH

Health literacy factsheet series



What is mental health?

Being healthy includes having good physical and mental health. Mental health includes how you feel, your behaviours and your wellbeing.

For many people their soul, spirituality, or religion is part of their mental health and wellbeing. What spiritual wellbeing means varies between individuals and cultures.

Mental health issues or concerns are *never* something to be ashamed of.

Did you know?

1 in 2 people in Australia will struggle with their mental health during their lifetime.

What can cause mental health concerns?

For some people mental health concerns can come and go over their lifetime, while for other people they can occur frequently or be ongoing.

Causes of mental health concerns are often complex. Examples of causes of mental health concerns include:

- experiencing or witnessing something traumatic or upsetting
- stress
- limited time for fun or to unwind
- pregnancy, childbirth and postpartum (post-birth) experiences
- chemical imbalances in your brain.



Symptoms of mental health concerns

Mental health symptoms should be taken as seriously as other physical health concerns. Physical symptoms of mental health may include:

- discomfort in the stomach like nausea, indigestion or diarrhoea
- being tired
- inability to sleep
- changes in appetite
- shortness of breath.

Emotional symptoms may include:

- no motivation to do important tasks
- no motivation to engage in activities
- feeling stressed, sad or depressed
- being irritable (easily made angry, upset or frustrated)
- inability to concentrate.

Where can you get help?

Common treatments for mental health concerns include:

- eating healthy and exercising
- changing routines to reduce stress and have more time for fun
- positive thinking exercises
- learning more about mental health
- talking to someone.

Local support groups are spaces where you can share your feelings with other people. You can search for groups online or ask a General Practitioner (GP) or community leader about groups.

A GP can assess if mental health is the cause of symptoms being experienced. A GP can refer you to mental health professionals like:

- psychologists or therapists, who are a mental health specialist
- psychiatrists, who are doctors who specialise in understanding the brain.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

GETTING LOCAL WORK EXPERIENCE

Workplace cultural literacy factsheet series



What is local work experience?

Local work experience refers to skills and experience gained when carrying out work in Australia.

Employers often ask about work experience if they believe it is relevant to performing well in a job. Local work experience may specifically demonstrate relevant knowledge, skills or qualifications, such as state-specific certificates or insight about a local industry.

Local work experience may also indicate that a candidate is likely to 'fit in' with other employees because they have some familiarity with local workplace culture.

What if you do not have local work experience?

If you are interested in a job which has asked about local work experience you can instead demonstrate how else you have the necessary knowledge, skills or qualifications to do that job.

You can promote your:

- work, volunteering and other experiences which required similar knowledge or skills
- roles at similar jobs, even if it was in another country or industry
- skills gained from education, qualifications or training
- ability to learn new skills and adapt to new processes and new ways of working.

All workplaces operate differently. Every new employee needs orientation at a new job and worksite, regardless of how much experience they have had before or how long they have been in Australia.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

How can you get local work experience?

Volunteering

Volunteering is an unpaid role where you offer time and labour for a charitable cause. It is an opportunity to gain workplace skills and local experience. There are a range of roles or 'jobs' you can do as a volunteer.

You can look for a volunteering role at a local:

- company
- charity
- organisation, like a Learn Local
- social group, cultural group, religious group or sports team.

You can visit [Volunteering Victoria](#) for more information about volunteering, internships and the rights of volunteers.

Internship

An internship is a typically unpaid, but may be paid, role where you carry out work-related tasks to develop work-place skills and experience. Internships are usually time-bound, for example a few weeks to several months. Some organisations have opportunities for interns to transition into paid roles, or they may prefer to hire interns for when jobs become available.

Entry level job

An entry level job is a job with no or few requirements. Entry level jobs can be a starting place to get your first local work experience, which can then help you qualify for other jobs, even if the experience is in a different industry or role.

You can visit this [Jobs Hub](#) to explore entry level jobs.

You can talk to your volunteering, internship or workplace manager about what skills and experience you would like to develop. You can also ask these people to be referees to support your job applications.

DIGITAL COMMUNICATION AT WORK

Workplace cultural literacy factsheet series



What is digital communication?

Workers across industries in Australia use different technology to communicate and work together. Work-related information, like documents, can be shared using digital technology.

This fact sheet provides tips on using digital communication technology in Australian workplaces. You need the internet to access and send emails, send instant messages and use video calls.

Sending work emails

An email (electronic mail) is used to send written messages and 'attachments' such as photographs and documents.

You need to know someone's email address to send them an email.

When writing an email be mindful to:

- ✓ check you are sending the email to the correct person/people
- ✓ check if all included communications are appropriate for sharing with the new recipient if you are forwarding an email
- ✓ check spelling and ask a colleague to proofread it if you are uncertain about content or language
- ✓ include a greeting at the start of the message and a sign off at the end (e.g. a thank-you and your name)
- ✓ Do not expect someone to respond to an email immediately. It may take a few days for them to respond (not including the weekend), after which you can send a reminder email.

You should only use work email accounts for work-related matters. When you leave the job you may lose access to the email account and its emails.

In some workplaces your employer may have access to your account and be able to read your emails.

Instant messaging

Some workplaces use Slack, Microsoft Teams, Facebook Messenger or other platforms to allow co-workers to send each other instant messages. Communication on these platforms often has more conversational 'back and forth' communication.

When using instant messages be mindful to:

- ✓ check who can see your message as other colleagues may be in the messaging group and able to see what you send
- ✓ have one-on-one conversations in private chats, not in team spaces where others might be bothered by irrelevant communications.

Video calls

Some workplaces use Microsoft Teams, WhatsApp, Zoom or other platforms to conduct video calls or online meetings.

When in a video call it is considered polite to:

- ✓ use a camera to show your face, to demonstrate that you are listening
- ✓ be on 'mute' if you are not speaking to reduce noise
- ✓ apologise if you accidentally interrupt someone else when they are talking.

Cyber-bullying

If someone sends an online communication which is rude, threatening, demeaning or otherwise inappropriate it is known as cyber-bullying and it is illegal in the workplace.

You can contact your manager, Human Resources, or escalate the matter to the [Fair Work Ombudsman](#) or [Migrant Workers Centre](#). Serious threats can be escalated to the Police.

Disclaimer: this factsheet is for general information only and should not be taken as professional, legal or medical advice

Section 6. Participation skills training program

This section provides resources which can support service providers to empower jobseekers with knowledge and skills essential for long-term, sustainable and enjoyable employment. It includes guidelines to support development and delivery of training programs on each of the participation skills of career, financial, health, and workplace cultural literacy.

These resources target learners, jobseekers, and providers. These can be used in training programs and activities delivered by providers. Note these training programs include references to the factsheets in section 5.

Tools in this section include:

⇒ User guide

Career literacy course

- ⇒ Career literacy course plan
- ⇒ Career literacy session plan
- ⇒ Career literacy information kit

Financial literacy course

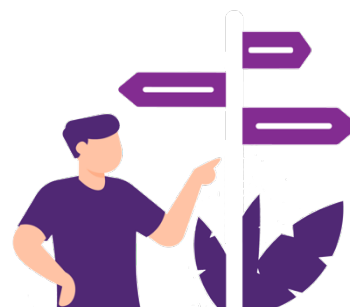
- ⇒ Financial literacy course plan
- ⇒ Financial literacy session plan
- ⇒ Financial literacy information kit

Health literacy course

- ⇒ Health literacy course plan
- ⇒ Health literacy session plan
- ⇒ Health literacy information kit

Workplace cultural literacy course

- ⇒ Workplace cultural literacy course plan
- ⇒ Workplace cultural literacy session plan
- ⇒ Workplace cultural literacy information kit



Participation Skills Training Program User Guide

This guide explains the components of the Participation Skills Training Program, and how resources can be adapted to deliver an education program targeted to the needs of local learners. It includes guidance on how to evaluate learner outcomes.

About the Participation Skills Training Program

The training program consists of four pre-accredited (non-accredited) courses focused on core participation skills relevant to the employment of multicultural learners:

- Career literacy
- Financial literacy
- Health literacy
- Workplace cultural literacy

While courses on these literacies already exist these courses have a unique and direct focus on developing skills for employment pathways and outcomes. Topics covered in these courses are particularly targeted to the learning needs of multicultural jobseekers, however the information may be relevant to the employment pathways of jobseekers from any background.

To learn more about the core participation skills and their relevance to employment pathways for multicultural learners, see *[Tool - Participation skills for employment: A guide to the career, financial, health, and workplace cultural skill needs of jobseekers from multicultural backgrounds](#)*.

Material available to support program delivery

Course and session plans are free for use and adaption, and designed to support organisations and training providers to design their own curriculum which targets the needs of their local learners.

Course plans

A course plan for each literacy provides a high-level explanation of the following:

- Description of the course content and learning outcomes
- Planning and consultation informing the need for the course
- Learner pre-requisites of the course, such as English and other skills required
- Recommended teacher skills
- Profile of targeted learners
- Employability skills developed from the course
- Method/s of evaluating learner outcomes
- Pathways and outcomes learners may consider following the course

The course plans can be used to inform a course plan under the PQF+ for ACFE programs.

Session plans

Session plans for each literacy consist of 5 sessions (~2 hours each), making a ~10-hour course. The sessions are grouped under themed modules. Sessions consist of a session overview, and then a list of recommended topics to cover in the session, including estimated/recommended time to cover each topic. An overview of modules and sessions is provided in the table below.

The session plans can be used to inform a session plan under the PQF+ for ACFE programs.

Career literacy Module 1: Planning your career <ul style="list-style-type: none">S1: Introduction to career literacyS2: The Victorian and local career landscapeS3: Qualifications and requirements Module 2: Getting the job <ul style="list-style-type: none">S1: Where to find a jobS2: How to secure the job 	Health literacy Module 1: Your everyday health <ul style="list-style-type: none">S1: What does it mean to be healthyS2: Health services in Australia Module 2: Your health at work <ul style="list-style-type: none">S1: Common illnesses in the workplaceS2: Safe work practicesS3: Mental Health and Work 
Financial literacy Module 1: Financial skills and wellbeing <ul style="list-style-type: none">S1: Everyday costs and saving Module 2: Money and employment <ul style="list-style-type: none">S1: What financial information you need to get a jobS2: Receiving income Module 3: Understanding Australia's financial systems <ul style="list-style-type: none">S1: TaxS2: Financial support available 	Workplace cultural literacy Module 1: Understanding cultural differences <ul style="list-style-type: none">S1: Why understanding culture is important to getting a job Module 2: Expectations in the workplace <ul style="list-style-type: none">S1: CommunicationS2: Behaviour in the workplaceS3: Getting workplace experience in Australia Module 3: You in your workplace <ul style="list-style-type: none">S1: Your rights to individual expression and diversity at work 

Information resources

Each course has a list of information resources to support trainers to deliver the course by:

- Identifying where trainers and learners can get more information on topics
- Suggesting activities which can be delivered in class, and linking to templates and resources to support running activities.

How to use and adapt the programs and material

Course and session plans are designed to support organisations and training providers to design their own curriculum targeted to the needs of learners.

Options for adapting courses

To adapt programs to suit the capacity of your organisation and interests of your learners, consider the following:

- Identifying the learning needs and preferences of learners, through pre-course interviews, surveys or topic checklists
- Delivering a one-off session on a single topic most relevant to local learners
- Delivering a mixed course with topics from different literacies
- Integrating the topics into existing education programs, such as English courses or playgroup sessions

- Scheduling additional sessions to cover topics learners have identified in addition, or to revisit a topic learners would like more information about.

Integration into accredited EAL

Many topics covered in the courses align with knowledge and skills requirements in 22642VIC Certificate II in EAL (Employment).

Some examples are described in the table below:

Unit Code	Unit Title	Participation skill/topic
VU23535	Read and write simple texts for employment	Workplace cultural literacy (written and digital communication)
VU23537	Prepare to work effectively in an Australian workplace	Career literacy and Workplace cultural literacy
VU22369	Work with simple numbers and money in familiar situations	Financial literacy
VU23560	Access the Internet and email to develop language	Workplace cultural literacy (written and digital communication)
VU23536	Observe and report on workplace activities	Career literacy, workplace cultural literacy
VU23534	Participate in simple conversations and transactions for employment	Workplace cultural literacy (communication)

Evaluating courses

This section identifies frameworks that can be used or adapted to evaluate learner skills gained in participation courses. When using evaluation methods and tools, avoid asking questions about sensitive subjects, such as personal financial, employment, or health situations.

Evaluation methods

Low-intensity assessments are often satisfactory for pre-accredited courses. The non-confrontational nature of pre-accredited learning, usually characterised by no formal testing, is often an important factor attracting adult learners.

Assessment of course work

Several course plans include recommendations for learners to complete an activity book throughout the course. Evaluation options include ongoing monitoring of the activity book, and discussing course work with learners. Be aware that learners with low literacy may be less able to communicate their depth of understanding of course content through written course work.

Teachers can also document outcomes of non-written course activities, such as an activity where learners dress for the job they want or check their enrolment with medicare, to evidence successful participation and engagement with the topics.

Teacher and learner 1:1 conversations

Teachers can have a direct discussion with learners. This can be a short 5 minute conversation, or a longer 10-15 minute sit-down interview style conversation. Conversations can be ongoing throughout the course (e.g. weekly), or less frequent such as mid-way through the course, or at the end of the course.

Conversations enable a deep understanding of learners and their engagement and understanding of course content. Learners with low literacy may be able to communicate a greater understanding of course content through conversations compared to written course work.

Conversations can be formalised and structured, supported by a series of prepared questions, or a checklist. However some learners may be more comfortable in less formal conversational situations.

Conversations can also inform course delivery, and teachers can adapt topics to teach, topics to revisit, and the pacing of the course based on the feedback shared by learners.

Teacher observation

Throughout the delivery of the course, teachers can document formal and informal interactions with learners that demonstrate skills and knowledge gained, or challenges in the topics covered in the course, for example questions asked in class, or discussions among learners.

Survey

A simple survey can be used to support learners to self-assess the skills and knowledge they have gained. Designing a survey with 'yes' or 'no', multiple choice, or a Likert scale can support those with low English levels. See [*Surveying multicultural community members - A monitoring and evaluation tool*](#) for tips on designing surveys for multicultural participants.

Evaluation tools

Teachers can use the tools below or adapt them to assist in the evaluation of learner outcomes. These tools may need to be adapted to:

- focus on employment readiness
- align with the specific course content which has been delivered
- be simpler to understand, such as using simple English and less jargon
- be printed for classrooms without computers, or for learners with low digital skills
- avoid unnecessary personal or contentious questions.

All literacies

Course plans and session plans

The listed learner outcomes identified in the course guide and topics in the session plan can be adapted to inform 1:1 interviews or teacher observations.

Pre-accredited quality framework (PQF+)

This is the framework used by ACFE to assess skills gained among learners at a pre-accredited level. It includes employment, language, literacy, numeracy and digital skills outcomes measures. PQF is for levels below the (Australian Core Skills Framework (ACSF).

Financial literacy screening tools

OECD/INFE 2020 International Survey of Adult Financial Literacy provides measures of financial inclusion including elements of financial resilience.

Canstar Test my MoneyIQ is an Australian-focussed quiz on personal financial literacy topics, such as home loans and credit cards.

Workplace basics quiz – Fair Work Ombudsman

7 quizzes on topics of pay and awards, leave, types of employment, record-keeping and payslips, flexible work and work life balance, termination including redundancy, and disputes and grievances.

Health literacy screening tools

Brief Health Literacy Screening Tool - BRIEF

A 4 question health literacy screening tool.

Health Literacy Instrument for Adults - HELIA

A questionnaire with 33 questions about accessing and using health information.

OPHELIA Conversational Health-Literacy Assessment Tool questionnaire – A series of questions on personal health literacy and behaviours. This questionnaire is only available on request. As questions are direct to the learner and may be personal in nature, this may only be appropriate for service providers with a trusted relationship with learners, and undertaken in a private setting.

Career literacy screening tools

CASAS – Work Readiness Checklists

A collection of sample checklists which can be provided to learners or adapted to inform 1:1 interviews or teacher observations.

Work Readiness Assessment Questionnaire

A work readiness assessment template used by employment services in North Dakota. Questionnaires A5, A6, A7 and A8 (pages 5-7) can be adapted to inform career readiness and career considerations gained through participation in the course.

Be selective about how this tool is used and shared with learners as topics in some questionnaires concern sensitive topics.

Careers NZ

Resources including an employability skills checklist, available at the bottom of the webpage.

Cultural literacy screening tools

Cultural competence self-assessment checklist

A collection of cultural literacy questions which can be adapted to inform 1:1 interviews or teacher observations. Questions under the 'skills' category are the most applicable to the cultural literacy course content.

Career literacy – Course plan



This plan is for a pre-accredited course targeted to multicultural learners. It can be used to inform a session plan under the PQF+ for ACFE programs.

For more information on using this course plan see the *Participation Skills Training Program User Guide*.

Course description and learning outcomes

Career literacy means being informed on how to make decisions about a jobseeker's career, knowing what careers are available, and what skills and experience a career requires. It supports jobseekers to identify career pathways commensurate with their skills and aspirations.

This course is designed to provide career literacy information related to entering employment and identifying preferred career pathways.

Learners will gain an understanding of the following:

Fundamentals of career literacy

- Career interests and aspirations
- Difference between a job and a career
- Soft and hard skills

Local career landscape

- In-demand and growth jobs and industries
- What skills and traits employers are seeking
- Identifying careers of interest to learners

Qualifications and requirements for jobs

- Qualifications, certificates and degrees
- Overseas qualification recognition
- Licenses and other requirements

Where to find a job and how to get a job

- Online job listings
- Professional networks
- Resumes and cover letters
- Job interviews

Planning and consultation

Research suggests that multicultural community members may require career literacy due to their experience or qualifications gained overseas not being recognised by Australian employers. Additionally, the use of resumes, job interviews and online job listings may not be common in other countries.

For more information see: *Participation skills for employment: A guide to the health, financial, career, and workplace cultural skill needs of jobseekers from multicultural backgrounds*.

Learner prerequisites

- The course consists of spoken discussion and recommended written activities to support learners to understand concepts and apply them to their real-life situations.
- Some spoken English is required, ACSF Level 2 recommended. Courses delivered in the first language of learners may be able to accommodate those with lower English levels.
- Capability reading and writing English is recommended to support learners to engage with activities, such as the *My Career Pathway* booklet.

Teacher skills

It is recommended that teachers have a recognised teaching qualification that includes an appropriate TESOL methodology.

Teachers can be supported to build their own understanding of career literacy by engaging with the associated *Career literacy course information resources*.

Learner profile

The information in this course is applicable to all jobseekers, but is particularly designed for:

- People from culturally and linguistically diverse backgrounds
- Newly arrived migrants
- Those who require assistance with English as a second language
- People who have experienced barriers to education
- Jobseekers or workers looking to expand their employment pathways

Employability skills

This course directly builds knowledge which supports learners into employment. Learners will gain the following employability skills:

- Planning and organising: this course teaches learners about identifying, planning and progressing career pathways
- Technology: this course teaches learners about navigating online job websites

Evaluation

This course has been designed as a non/pre-accredited course. Evaluation can include:

- Self-assessment
- Rates of participation
- Learner reflection
- Teacher reflection

Pathways and outcomes

This course enables the following pathways for learners:

- Other employment-related courses
- Other skills courses
- Volunteering
- Employment

See the *Participation Skills Training Program User Guide* for more information.

Career literacy – Session plan



This session plan describes sessions in a pre-accredited course. It can be used to inform a session plan under the PQF+ for ACFE programs.

For more information on using this session plan see the *Core Participation Skills Training Program User Guide*.

How to use this session plan

For more information about career literacy, and delivering activities recommended in this session plan (including the *My Career Pathway Booklet*), see the *Career literacy Information Resources*.

- This course consists of 5 sessions (~2 hours each), making a 10-hour course.
- Delivery can be assisted by technology but it is not a requirement.
- The *Career literacy Information Resources* can support trainers to deliver the course.
- To support learner-responsive education, this template is free for use and adaptation. This plan can be applied to the pre-accredited quality framework for ACFE.

Module 1: Planning your career, Session 1: Introduction to career literacy

Session overview

This introductory session provides opportunity for teachers to be informed on learner career interests and learning needs. It encourages learners to reflect on their own career pathways, interests and aspirations.

Session breakdown

Introduction to career literacy (~20min)

Learners introduce themselves and their interest in the course. Topics of conversation could include:

- What jobs have learners done before?
- Are learners currently employed, and if so where?
- What jobs and careers are learners interested in?
- What do learners like and dislike about their current or previous jobs?

For learners who have not worked, ask about other life experiences such as volunteering or parenting, which can support them to begin to understand transferable skills and experience.

Key terms and concepts (~40 mins)

Explain the fundamentals of what it means to have career literacy.

- Understanding the difference between a job and a career
- Why should you plan your career?
 - Big goals may take many years to achieve, such as becoming qualified and gaining the right experience for a certain career pathway
 - The benefits of finding a job that suits you, such as fulfilment and happiness
- Where are you on your journey so far:
 - What are hard and soft skills?
 - Transferable skills – how can skills and experience gained so far be used in a range of jobs?

Career options (~30 mins)

Building an understanding of what careers are available.

- Types of work in Australia – employee, contractor, starting own business
- Finding work which fits with other needs, such as life commitments (part-time work, disabilities, cultural needs)

Employability skill activity (~30 mins)

Throughout this course, learners can progress the *My Career Pathway booklet*. Reflection questions for this session include:

- What work experience do I have?
- What skills do I have?
- What kind of work am I interested in? (employee, self-employed)

Module 1: Planning your career, Session 2: The Victorian and local career landscape

Session overview

In session 1 learners were introduced to key terms and concepts fundamental to visualising and planning a career. This session will focus on the Victorian (state) and local career landscape, to support learners to understand career opportunities available to them.

Session breakdown

Local and Victorian industry landscape (~40 mins)

- Local and state industries in-demand and growing (jobs in those industries and skills those jobs require)

Keeping informed on the industry landscape (~20 mins)

- How learners can keep informed on the career and job market e.g. websites, networks, local news
- Maintaining knowledge about local job markets, keeping up to date with job market awareness

Guest speaker (~30 mins)

- Local employer: current vacancies, job demands and how they change over time, desired skills and traits in jobseekers
- Recruitment agency/employment provider specialist/career counsellor: current vacancies and growth industries

Employability skill activity (~30 mins)

Activities for the *My Career Pathway booklet* include:

- Write down three in-demand/growth industries or jobs you would be interested in
- Write down how you can investigate and learn more about the careers you are interested in

Module 1: Planning your career, Session 3: Qualifications and requirements

Session overview

Learners are now aware of potential career opportunities. This session will continue to support learners to identify career options by informing them of qualification pathways.

Session breakdown

Types of qualifications (~40 mins)

For each, give some examples and explain where the qualification can be obtained (TAFE, university), how long it may take, and how much it may cost.

- Some jobs may accept either certificates or degrees
- Having a qualification does not guarantee a job
- Certificates
 - e.g. hospitality, aged-care
 - Apprenticeships and work placement may be incorporated into a Certificate
- Bachelor's Degree
 - e.g. engineering, accounting
- Master's Degree
 - e.g. teaching, social work
- Doctorate
 - Explain difference between academic doctorate, and doctor of medicine

Qualification recognition process in Australia (~30 mins)

- How people with existing qualifications obtained overseas can get them recognised
- Why some qualifications may not be recognised, and may require local accreditation

Licenses and other requirements (~20 mins)

- Driver's license, manual license
- Forklift and other machinery licenses
- Working with Children's checks
- Police background check
- Responsible Service of Alcohol (RSA)
- English language, IELTS, OET

Employability skill activity (~30 mins)

Option 1: expert speaker talks about courses, skilled gained through training, work placements/ apprenticeships, and career pathways

- Education provider e.g. TAFE representative
- Learn Local provider of an accredited course

Option 2: activities for the *My Career Pathway* booklet include:

- Write down what qualifications may be required for the careers of interest learners have identified
- Detail how long qualifications may take and how much they may cost

Module 2: Getting the job, Session 1: Where to find a job

Session overview

So far learners have identified jobs and careers in industries they may be interested in. This session will focus on how to find available jobs.

Session breakdown

Online job listings (~40 mins)

Even if learners are not ready to pursue a job, job listings can clarify expectations and requirements of job applicants.

- Job seeking websites and how popular they are as they may not be widely used in other countries
- Websites for particular industries
- Job search techniques – key words, location, date posted

Job listings to be wary of (~30 mins)

- Scams – posing as legitimate companies, too good to be true
- Unregistered employers, no ABN, random flyers
- Below minimum wage/cash-in-hand
- Asking for money from you: to apply for job, purchase own equipment etc.

Building and engaging with professional networks (~40 mins)

- Volunteering
- Previous employers
- Word-of-mouth
- Community groups
- Recruitment agencies/employment specialists
- Career counsellors

Employability skill activity (~20 mins)

Activities for the *My Career Pathway* booklet include:

- Write down potential social and professional contacts who may be able to support you to get a job in your desired industries

Module 2: Getting the job, Session 2: How to secure the job

Session overview

The final session will focus on the practical requirements of pursuing a job application.

Session breakdown

Resumes and cover letters (~1 hour)

Consider having learners fill in a resume template throughout the session

- What is a resume and cover letter, and why do employers request them?
- Components of a resume
- Referees
- Skills, transferable skills, soft skills and qualifications
- What to include in a cover letter
- Work experiences

Job interviews (~40 mins)

- Interview techniques and tips
- Common questions and answers
- STAR method

Employability skill activity (~20 mins)

- Have learners role-play a job interview in pairs, taking turns as the interviewer and interviewee, and giving feedback

Career literacy course information resources



This document can support education providers to enhance their own knowledge of career literacy topics covered in the course. It contains links to information as well as resources which can be adapted for classroom learning and interactivity.

Topic and session plan alignment	Resources	How can this resource be used
Topic: Career literacy factsheets All sessions	MLP toolkit factsheets provide learner focussed information on key career literacy topics: career pathways, finding a job in Australia, and resumes.	<ul style="list-style-type: none"> Print and share with learners.
Topic: Career tips for culturally diverse audiences All sessions	AMES Australia Career tips <ul style="list-style-type: none"> Episode 1: https://www.youtube.com/watch?v=RvBWDrG-aJM Episode 2: https://www.youtube.com/watch?v=eh34B-lm_nw Episode 3: https://www.youtube.com/watch?v=6t84CWndMGw Episode 4: https://www.youtube.com/watch?v=Si40dedH1dU Episode 5: https://www.youtube.com/watch?v=t3a9SIUkdak 	<ul style="list-style-type: none"> Play videos in class and foster class discussion.
Topic: Employability skills Module 1: Session 1	Careers NZ has a diagram, posters and interactive template about employability skills. https://www.careers.govt.nz/resources/tools-and-activities/employability-skills/	<ul style="list-style-type: none"> Build teacher knowledge on employability skills. Print out posters for learners to complete. Add visuals to presentations.
Topic: Employability skills Module 1: Session 1	Australian skills classification A list of skills required for different jobs. Search by industry or job type and find further breakdowns of tasks and skills required. https://www.jobsandskills.gov.au/australian-skills-classification#clusters	<ul style="list-style-type: none"> Build teacher knowledge on skills classifications, types of skills and tasks required by jobs. Learners explore jobs of interest.
Topic: Local in-demand jobs Module 1: Session 2	Remplan Explore the economic profile of the local area, including industries of work. Note not all councils are subscribed to Remplan. https://app.remplan.com.au/	<ul style="list-style-type: none"> Build knowledge of local labour market. Learners explore jobs of interest.

Topic and session plan alignment	Resources	Uses
Topic: Work readiness Career interests Module 1: Session 2	Work Readiness Assessment Questionnaire A work readiness assessment template used by employment services in North Dakota, USA. Questionnaires A5, A6, A7 and A8 (pages 5-7) can be adapted to inform career readiness and career considerations. https://www.nd.gov/eforms/Doc/sfn01910.pdf	<ul style="list-style-type: none"> • Learner introspection about career interests.
Topic: Job interviews Module 2: Session 2	SEEK Practice Interview Builder Multiple motivation, behavioural, situational and skills-based questions that can be chosen to practice with and downloaded to a PDF. https://www.seek.com.au/career-advice/page/practice-interview-builder	<ul style="list-style-type: none"> • Support discussion through analysing questions to identify what skills they are asking about. • Job interview role play: have learners pair up, or work with a volunteer to roleplay a job interview. Have learners take turns in playing the part of interviewer and applicant.

My Career Pathway booklet

The *My Career Pathway* booklet is completed by learners throughout the course as new concepts about career pathways are introduced. A basic template is available below.

My Career Pathway

Module 1, Session 1: Introduction to career literacy

What experience do I already have?

Remember this can include work, unpaid work, such as volunteering, parenting, leadership, coaching...

What skills do I have?

Consider technical and soft skills gained through work, education, chores and hobbies.

What kind of work am I interested in?

Consider what skills, how many hours, what your goals are.

Module 1, Session 2: The Victorian and local career landscape

Write down three industries or jobs you are interested in

1.

2.

3.

How can I learn more about these industries and jobs?

Consider what information you would like to know, such as what companies offer these jobs, are they offered locally?

Module 1, Session 3: Qualifications and requirements

Consider three jobs you are interested in. What qualifications are needed for those jobs? How much might the qualifications cost? How long might they take?
These can be the same jobs as those listed under session 2.

1. Job:	Qualification:
Cost:	Length of time:
2. Job:	Qualification:
Cost:	Length of time:
3. Job:	Qualification:
Cost:	Length of time:

Module 2, Session 1: Where to find a job

Write down potential social and professional contacts who may be able to support you to get a job.

1.

2.

3.

Financial literacy – Course plan



This plan is for a pre-accredited course targeted to multicultural learners. It can be used to inform a session plan under the PQF for ACFE programs.

For more information on using this course plan see the *Participation Skills Training Program User Guide*.

Course description and learning outcomes

Financial literacy means understanding how money works and how to make good decisions about money. Financial literacy enables an understanding of rights regarding income and paid leave, preventing exploitation in the workplace and enhancing financial wellbeing.

This course is designed to provide financial literacy information related to employment.

Learners will gain an understanding of the following:

Financial skills and wellbeing

- What financial wellbeing is and why it is important
- Income and savings
- Expenses - bills, fines, everyday expenses, remittances

Financial information for getting a job

- Tax File Numbers & tax
- Bank accounts
- Superannuation
- Expenses related to job seeking

Receiving income

- Types of employment and rights (e.g. full time, casual)
- Minimum wage
- Payslips

Financial assistance

- Income support
- Workforce Australia
- Injury and sick pay
- Tax deduction
- Where to seek help for workplace exploitation

Planning and consultation

Research suggests that multicultural community members require targeted financial literacy due to factors that may impact their financial wellbeing, such as the cost of migration journeys, experiences with different financial systems in their origin countries, typically working in lower paid or insecure employment.

For more information see: *Participation skills for employment: A guide to the career, financial, health, and workplace cultural skill needs of jobseekers from multicultural backgrounds*.

Learner prerequisites

- The course consists of spoken discussion and some recommended written activities to support learners to understand concepts and apply them to their real-life situations.
- Some spoken English is required (ACSF Level 1 or higher).
- Reading and writing English is not required, but will support learners to understand topics and engage with resources.
- The (optional) budgeting activity in the course does not require numeracy skills.

Teacher skills

It is recommended that teachers have a recognised teaching qualification that includes an appropriate TESOL methodology.

Teachers can be supported to build their own understanding of career literacy by engaging with the associated Information Resources.

Learner profile

The information in this course is applicable to all jobseekers, but is particularly designed for:

- people from culturally and linguistically diverse backgrounds
- newly arrived migrants
- those who require assistance with English as a second language
- people who have experienced barriers to education
- jobseekers or workers that are seeking to better understand Australian financial systems.

Employability skills

This course is directly aimed at supporting learners into employment.

- Planning and organising: e.g. budgeting and financial planning
- Technology: e.g. navigating online budgeting tools, online banking and government services

Evaluation

This course has been designed as a non/pre-accredited course. Evaluation can include:

- Self-assessment
- Rates of participation
- Learner reflection
- Teacher reflection

Pathways and outcomes

- Other employment-related courses
- Other skills courses
- Volunteering
- Employment

Financial literacy – Session plan



This session plan describes sessions in a pre-accredited course. It can be used to inform a session plan under the PQF+ for ACFE programs.

For more information on using this session plan see the *Participation Skills Training Program User Guide*.

How to use this session plan

- This course consists of 5 sessions (~2 hours each), making a ~10-hour course.
- Delivery can be assisted by technology, but it is not a requirement.
- The *Financial literacy course information resources* can support trainers to deliver the course.
- To support learner-responsive education, this template is free for use and adaptation. This plan can be applied to the pre-accredited quality framework for ACFE.

Module 1: Financial skills and wellbeing, Session 1: Everyday costs and saving

Session overview

This session introduces the importance of financial skills and wellbeing.

Session breakdown

Introduction (~1 hour)

Get to know your learners

- Note down what industries they previously, currently, and would like to work in.
- The benefits of financial skills:
 - Financial stability increases wellbeing and reduces stress – this make us healthier happier
 - Being financially stable can open up opportunities to pursue new jobs and opportunities – e.g. paying for education and training, affording a car and transport to allow applying for jobs in more locations.

Financial stability fundamentals (~30 mins)

- Financial stability is when we make more money than we spend
- Understanding financial institutions – banking, income support etc. – can help us manage our finances
- Understanding expenses can help us reduce them – reading bills, saving power, conscious shopping, paying overseas remittances

Skill activity (~30 minutes)

- Bill literacy activity
- Everyday budgeting activity

Module 2: Money and employment, Session 1: What financial information you need to get a job

Session overview

Learners have engaged with the basics of income and expenses. Working a job and receiving an income is the main way money is earned. The rest of the course will focus on how receiving an income works in Australia, and what jobseekers and workers need to know. This session focuses on financial information related to getting a job.

Session breakdown

What financial information do you need to get a job? (~1 hour)

Tax File Number (TFN)

- What is a TFN
- Why do employers ask for a TFN? Supports you to pay income tax and supports employers to meet their PAYG obligation
- How to get a TFN – using the ATO website

Bank accounts

- Everyday bank accounts. Employers ask for this as many will pay wages directly into a bank account
- Superannuation account:
 - What is superannuation?
 - Keeping only one account open
 - Know your rights: If you are paid cash-in-hand you are still entitled to super
- Transfer times – how long it may take for money to show up in your bank account or superannuation account

What expenses might there be in getting a job (~1 hour)

- Qualification recognition
- English test
- Police background check
- Working with Children check
- Affording transport
- Clothes

Module 2: Money and employment, Session 2: Receiving income

Session overview

Learners have engaged with financial information they may need to get a job, and what expenses they should consider when applying for a job. This session will focus on worker's rights to receiving pay and compensation.

Session breakdown

Types of employment (~30 mins)

- Full-time, part-time – hours, responsibilities and rights, leave
- Casual – hours, responsibilities and rights, right to request permanency
- Sick leave and annual leave

What should you know when you have a job? (~30 mins)

Minimum wage

- What is minimum wage?

Payslips

- How to read a payslip
- Requesting a payslip, including if paid cash in hand
- Know your rights: Payslips as evidence
- What is PAYG?

What is superannuation (~30 mins)

Employability skill activity (~30 mins)

- Investigating minimum wage awards
- Reading a payslip

Module 3: Understanding Australia's financial systems, Session 1: Tax

Session overview

Learners have engaged with information about receiving an income to make money. This session will focus on understanding governmental financial systems in Australia related to receiving an income or looking for work.

Session breakdown

Income tax (~1 hour)

- Income tax obligations
- Tax-free income threshold
- Family tax benefit
- Tax deductions of work-related expenses
- Medicare levy
- Benefit of a Tax File Number (TFN)

Migrant tax obligations (~30 minutes)

Employability skill activity (~30 minutes)

- Navigating Services Australia website
- What can you claim on tax?

Module 3: Understanding Australia's financial systems, Session 2: Financial support available

Session overview

Learners have engaged with information on how Australia's financial system aims to support low income earners and jobseekers. This session focuses on what to do if you are not being compensated for your work.

Session breakdown

Income support (~1 hour)

- Parental leave pay
- Youth allowance
- Fee Free TAFE
- Emergency relief in your local area
- Centrelink

Workforce Australia

- What is Workforce Australia?
 - Centrelink
 - Obligations

Workplace exploitation (~1 hour)

Recognising exploitation. Exploitation can take many forms:

- Underpayment – wages, superannuation
- Not being compensated for over-time
- Being asked to pay for your sponsorship visa
- Having pay deducted

What to do if you are experiencing exploitation

- Keeping payslips as evidence, recording times yourself
- The law
- Fair Work Ombudsman
- Migrant Workers Centre, Migrant Justice Institute



Financial literacy course information resources



This document can support education providers to enhance their own knowledge of financial literacy topics covered in the course. It contains links to information as well as resources which can be adapted for classroom learning and interactivity.

Financial literacy activities and information resources

Topic and session plan alignment	Resources	Uses
Topic: Everyday money, saving and tips All sessions	<p>Moneysmart is an Australian Government-owned repository of information and tools on topics including:</p> <ul style="list-style-type: none"> Banking and accounts Budgeting Loans and debt Superannuation and retirement Insurance Scams <p>https://moneysmart.gov.au/</p> <p>Watch this webinar: <i>Scam awareness: Protecting multicultural communities</i> to learn about current scams and scam prevention.</p>	<ul style="list-style-type: none"> Share pages with learners via email, text, or printed out. Learners directly engage with online tools.
Topic: Everyday costs, bills Module 1: Session 1	<p>Understanding bills</p> <p>Example bills can be found online by searching 'gas bill', 'energy bill' or 'water bill'. Make sure it is an Australian bill - a quick way to do this is look at the example address.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> Victorian Energy Compare - How to read your bill https://compare.energy.vic.gov.au/languages/english/how-to-read-your-energy-bill AGL – how to read your energy bill https://www.agl.com.au/help-support/energy/billing-and-payments/bill-questions-answered/read-your-energy-bill?zcf97o=vlx3ap South East Water - Understanding your bill https://southeastwater.com.au/residential/accounts-and-billing/your-bill/ 	<ul style="list-style-type: none"> Explain each section of the bill and what the information means. Learners examine bills individually, in small groups, or as a class. Learners can highlight or annotate key points.

Topic and session plan alignment	Resources	Uses
Topic: Everyday costs, budgeting Module 1: Session 1	<p>Online budget planners can support budgeting as they include a list of expenses to be considered, and they calculate numbers automatically.</p> <p>Moneysmart budget planner supports easy budgeting by allowing timeframes to be adjusted from weekly, fortnightly, monthly, quarterly or annually. https://moneysmart.gov.au/budgeting/budget-planner</p>	<ul style="list-style-type: none"> Learners can directly engage with online tools.. Walk through the budgeting tool while presenting to the class. Review the template ahead of time and walk through budgeting on a whiteboard.
Topic: Minimum wage and awards Module 2: Session 2	<p>Fair Work Ombudsman pay guides provides an up-to-date and comprehensive list of awards.</p> <p>Minimum pay rates vary between employees in different awards.</p> <p>https://www.fairwork.gov.au/pay-and-wages/minimum-wages/pay-guides</p>	<ul style="list-style-type: none"> Print out award rates of a few industries learners have indicated interest in entering, or industries which are common in your local area.
Topic: Reading a payslip Module 2: Session 2	<p>Payslip templates can support learners to understand payslips and identify what information should be on a legitimate payslip.</p> <p>Some templates can be found from:</p> <ul style="list-style-type: none"> The Fair Work Ombudsman - payslip template. ACT Government - Understanding your payslip https://www.cmtedd.act.gov.au/_data/assets/pdf_file/0020/1001819/Understanding-your-payslip_English.pdf 	<ul style="list-style-type: none"> Print out templates and walk through the different elements of a payslip.
Topic: Income support Module 3: Session 1	<p>Services Australia website links to the variety of financial support services available. https://www.servicesaustralia.gov.au The website also has information about paid leave entitlements.</p> <ul style="list-style-type: none"> Parental leave pay: https://www.servicesaustralia.gov.au/parental-leave-pay?context=22191 Family tax benefit: https://www.servicesaustralia.gov.au/family-tax-benefit Youth allowance: https://www.servicesaustralia.gov.au/youth-allowance 	<ul style="list-style-type: none"> Inform discussion on support services available and investigate eligibility and what support they provide. Teachers can review services available and prepare an information sheet on services most relevant to the learner cohort.

Topic and session plan alignment	Resources	Uses
Topic: Income support Module 3: Session 1	Multicultural services (audio) https://www.healthtranslations.vic.gov.au/resources/multicultural-services-audio	<ul style="list-style-type: none"> • Share with learners. • Learners can contact Multicultural Services to speak to someone in their preferred language about Centrelink payments and services.
Topic: Tax deductions Module 3: Session 1	The ATO website has information about tax deductions, and a list of expenses which can be claimed in several languages. https://www.ato.gov.au/individuals/income-deductions-offsets-and-records/deductions-you-can-claim/	<ul style="list-style-type: none"> • List of claimable items can be compiled and shared with learners.

Health literacy – Course plan



This plan is for a pre-accredited course targeted to multicultural learners. It can be used to inform a session plan under the PQF+ for ACFE programs.

For more information on using this course plan see the *Participation Skills Training Program User Guide*.

Course description and learning outcomes

Health literacy is the ability to make informed decisions about health, safety and wellbeing. Overall, staying physically and mentally healthy enables people to pursue work in a manner that is safe and productive.

This course is designed to provide health literacy information related to being in employment. Learners will gain an understanding of the following:

What it means to 'be healthy'

- What health is
- Why health matters
- Impact of ill health – personal, economic, society

Health services in Australia

- People you see when you're sick
- Subsidy services in Australia
- Ambulance cover

Workplace health and safety

- Common illnesses
- How to protect yourself and others in the workplace
- What to do when you are sick
- Injury
- Hazards

Mental health

- What mental health is
- How mental health impacts work
- Where to get support

Planning and consultation

Research suggests that multicultural community members require targeted health literacy includes factors such the difficulty to navigate health services in Australia, and as the 'healthy migrant effect' where newly arrived migrants often have as good, or even better, health status, than that of the population of their new host country but experience a steady worsening of physical health following migration. For more information see: *Participation skills for employment: A guide to the health, financial, career, and workplace cultural skill needs of jobseekers from multicultural backgrounds*.

Learner prerequisites

- The course consists of spoken discussion and some written activities to support learners to understand concepts and apply them to their real-life situations.
- Some spoken English is required (ACSF Level 1 or higher).
- Reading and writing English is recommended, to support learners to complete the Health glossary activity.

Teacher skills

It is recommended that teachers have a recognised teaching qualification that includes an appropriate TESOL methodology.

Learner profile

The information in this course is applicable to all jobseekers, but is particularly designed for:

- People from culturally and linguistically diverse backgrounds
- Newly arrived migrants
- Those who require assistance with English as a second language
- People who have experienced barriers to education

Employability skills

This course is directly aimed at supporting learners to gain an understanding of an Australian workplace through health literacy skill development.

- Planning and organising: organisational skills include informing managers about sick leave and obtaining notes
- Technology: this course teaches learners about navigating online appointments
- Work Health Safety (WHS) skills

Evaluation

This course has been designed as a non/pre-accredited course.

Evaluation can include:

- Self-assessment
- Rates of participation
- Learner reflection
- Teacher reflection

See the *Participation Skills Training Program User Guide* for more information.

Pathways and outcomes

- Other employment-related courses
- Other skills courses
- Volunteering
- Employment

Health literacy – Session plan



This session plan describes sessions in a pre-accredited course. It can be used to inform a session plan under the PQF+ for ACFE programs.

For more information on using this session plan see the *Participation Skills Training Program User Guide*.

How to use this session plan

- This course consists of 5 sessions (~2 hours each), making a ~10-hour course.
- Delivery can be assisted by technology, but it is not a requirement.
- Use the Health literacy information resources to support of employability skill activities.
- To support learner-responsive education, this template is free for use and adaptation. This plan can be applied to the pre-accredited quality framework for ACFE.

About the Health Glossary

An optional activity throughout the course is the 'My Health Glossary'. A template for the booklet can be found in the *Health literacy Course Information Resources*.

Module 1: Your everyday health, Session 1: What does it mean to be healthy?

Session overview

This introductory session introduces core concepts of what it means to be healthy, and how health interacts with employment and work. It provides an opportunity for teachers to gain insight into the current understandings of learners and what they would like to learn from the course.

It covers the following topics:

- Interest in learning about health
- Foundation of relationship between health and employment
- What is physical and mental health
- What to do in an emergency

Session breakdown

Introductions (~15 min)

Getting to know the class and their interests in learning more about health and health services.

Health and work (~10 mins)

Understanding health is important to finding work so that we know what kinds of jobs we can physically and mentally perform, and what jobs make us happy. Good health helps us perform in our roles, and be a consistent worker. Preventing injury is a requirement of many workplaces.

What is 'health' – key terms (~35 mins)

- What does it mean to be healthy?
- What is the impact of poor health?

Physical health

- Immediate health concerns
- Injury, illness
- Disability
- Long-term conditions

Mental health

- What is mental health
- Mental health will be covered in M2 S2 in more detail

Emergencies and crisis (~40 minutes)

- Hospitals
- Triple zero and when to call
- What to say on the call
- Who to call in a crisis - Better Health Channel

Employability skill activity (~20 minutes)

Throughout this course learners will be building their Health Glossary. Activities for this session in the glossary include:

- Documenting key words (ongoing throughout course)
- Mind-map: Learners can consider what it mean to be healthy
 - o How do I feel when I am healthy?
 - o What are the impacts of poor health?
 - o What does it mean to be healthy or unhealthy?

Module 1: Your everyday health, Session 2: Health services in Australia

Session overview

Learners have engaged with key concepts of health and what it means to be healthy. This session will focus on building awareness of health services in Australia and how to engage with them.

Session breakdown

What health services are available and when to use them (~30 minutes)

- GPs
- Specialists
- Optometrist
- Dentist

How to book an appointment (~40 minutes)

- Finding a clinic
- Booking an appointment – walk-in, online or on the phone
- Attending an appointment – when to arrive, what to expect, what questions to ask
- Understanding doctor-patient confidentiality, and My Health Record

How to pay for healthcare (~30 minutes)

- Medicare
- Bulk-billing
- Private health insurance
- Ambulance cover

Employability skill activity (~20 minutes)

Activities in the Health Glossary include:

- Documenting key words
- Listing healthcare providers and emergency responders and how to contact them
- Homework: check your medicare enrolment

Module 2: Your health at work, Session 1: Common illnesses in the workplace

Session overview

So far learners have engaged with foundational and general health care information. The rest of the course will focus on healthcare information related to the workplace. This session is on illnesses.

Session breakdown

Common illnesses in the workplace (~30 mins)

- What is a 'contagious' illness
- What are some common illnesses: Flu, cold, COVID – symptoms, how they spread

How to protect yourself and others in the workplace (~40 mins)

- What are vaccines, and vaccine requirements in the workplace*, where to learn more about vaccines if you have questions or concerns
- Hygiene practices in the workplace
 - Washing hands and sanitising – when you should do it
 - Sharing food
 - Social distancing

*Note: Vaccination may be a culturally sensitive topic. Consider bringing in a bi-cultural / refugee health nurse to talk about vaccines to multicultural learners.

What to do if you are sick (~30 mins)

- See a GP
- Stay home, especially if you are contagious:
 - Inform your manager
 - How to get a sick leave note – doctor or chemist

Employability skill activity (~20 minutes)

Activities in the glossary include:

- Documenting key words
- Writing down hygiene practices
- Identifying symptoms of common illnesses

Module 2: Your health at work, Session 2: Safe work practices

Session overview

Recap and transition: In the previous session learners engaged with common illnesses. This session will focus on injuries and workplace hazards.

Session breakdown

Your right to a safe workplace (~30 mins)

- Rights and responsibilities of workers and managers / employers
- What to do if you are being asked to work in unsafe conditions

Common hazards and prevention (~40 mins)

- Injuries in physical jobs including crushing, slipping, falling, heavy lifting
- Desk-job injuries, ergonomics
- Preventing injury e.g. by not working alone, induction, WHS plans, training and using PPE

What to do if you or someone else is injured (~30 minutes)

- When to call triple zero

- Telling managers
- When to intervene and when to step back

Employability skill activity (~20 minutes)

Activities in the glossary include:

- Documenting key words
- Writing down common hazards and related OHS practices in workplace of interest

Other activities:

- Guest speaker: Employer or HR representative
- Navigating the Work Safe Victoria website – learners pick an industry and investigate WHS hazards in that industry

Module 2: Your health at work, Session 3: Mental health and work

Session overview

Previous sessions have focused on physical health – illnesses and injuries in the workplace. This session will provide a deep dive into mental health and its relationship with work.

Note: Mental health may be a culturally sensitive topic. Consider having a bi-cultural, or multicultural healthcare specialist present the session.

Session breakdown

What is mental health? (~30 mins)

- Physical impact of mental health
- Difference between feeling sad, and a serious mental health concern
- Short-term and long-term mental health concerns
- Trauma – consider that learners of refugee background have likely experienced trauma
- Possible causes: stress, big life changes, traumatic experiences, brain chemistry
- Mental health should not be shameful, everyone experiences mental health symptoms at points in their life

How does mental health impact work? (~40 mins)

- Working too much, a job which is stressful, or not well suited to our skills or interests, can result in mental health concerns
- Mental health can impact motivation, ability to concentrate and perform well, productivity
- Impact on getting along with coworkers and customers as you may be irritable
- Physical symptoms can impact ability to work

Where someone can get support for mental health (~30 mins)

- Self-treatment options: proper amount of sleep, exercise, changing routines, finding time for fun activities and relaxation
- Support available: work flexibility, support in your work-role
- Social groups, community groups, friends
- Professional help: GP, therapist, psychiatrist

Employability skill activity (~20 mins)

Activities in the glossary include:

- Documenting key words
- Writing down causes of mental health concerns, and common treatments
- Writing down who can help with mental health

Health literacy course information resources



This document can support education providers to enhance their own knowledge of health literacy topics covered in the course. It contains links to information as well as resources which can be adapted for classroom learning and interactivity.

Health literacy activities and information resources

Topic and session plan alignment	Resources	Uses
Topic: Multicultural health information All sessions Module 1: Session 1 Module 2: Session 3	<p>Health Translations provides health resources in a variety of languages https://www.healthtranslations.vic.gov.au/ Key topics available include:</p> <ul style="list-style-type: none"> Disability services: https://www.healthtranslations.vic.gov.au/resources/disability-services-in-victoria Mental health services: https://www.healthtranslations.vic.gov.au/resources/mental-health-services-in-victoria Your rights at work: https://www.healthtranslations.vic.gov.au/resources/your-rights-at-work <p>Centre for Culture, Ethnicity and Health have health and mental health information resources targeted to multicultural communities. https://www.ceh.org.au/resource-hub/</p> <p>The Victorian Refugee Health Network have a resource directory navigable by health topic. They also have health information specific to refugees. https://refugeehealthnetwork.org.au/health-categories/</p> <p>The Better Health Channel has short videos on popular health topics, available in a variety of languages. https://www.youtube.com/@betterhealthchannel/videos Topics include:</p> <ul style="list-style-type: none"> Child and infant CPR Extreme heat health Hygiene and flu prevention Cosmetic surgery Mental health 	<ul style="list-style-type: none"> Print and share information learner languages. Learners can be sent relevant web-links.

Topic and session plan alignment	Resources	Uses
Topic: Women's health All sessions	Jean Hailes for Women's Health provides resources about women's health, including resources in various languages. https://www.jeanhailes.org.au/resources	<ul style="list-style-type: none"> • Print and share information learner languages. • Learners can be sent relevant web-links.
Topic: The National Disability Insurance Scheme (NDIS) All sessions	<p>The NDIS website provides information on what the service is and its eligibility requirements. Language options are available on the website. https://www.ndis.gov.au/</p> <p>Health Translations has information about the NDIS in a variety of languages:</p> <ul style="list-style-type: none"> • https://www.healthtranslations.vic.gov.au/resources/ndis-information-for-families-of-children-with-disability • https://www.healthtranslations.vic.gov.au/resources/about-the-ndis 	<ul style="list-style-type: none"> • Print and share information learner languages. • Learners can be sent relevant web-links.
Topic: What it means to be healthy Module 1: Session 1	<p>Visuals and diagrams overviewing different aspects of health and wellbeing. Try image searching 'holistic health'. Some examples of diagrams can be found below:</p> <ul style="list-style-type: none"> • https://medicat.com/bringing-holistic-wellness-to-college-health/ • https://www.linkedin.com/pulse/7-dimensions-holistic-wellness-don-west-jr-/ 	<ul style="list-style-type: none"> • Support discussion to understand the different aspects of health and wellbeing.
Topic: What it means to be healthy Module 1: Session 1 Module 2: Session 3	<p>Better Health has information to support understanding the concept of wellbeing. It includes the link between financial stability and a fulfilling career. https://www.betterhealth.vic.gov.au/health/healthyliving/wellbeing</p> <p>Health Translations has videos in a range of languages which describe urgent care options available in Victoria.</p> <ul style="list-style-type: none"> • https://www.healthtranslations.vic.gov.au/resources/urgent-care-options-for-victorians • https://www.healthtranslations.vic.gov.au/resources/victorian-virtual-emergency-department-priority-primary-care-centres 	<ul style="list-style-type: none"> • Introduce the fundamentals of wellbeing, which can lead to discussion on mental health.

Topic and session plan alignment	Resources	Uses
Topic: Emergency services Module 1: Session 1 and 2	<p>Beyond triple zero, there are a range of emergency response services available in Australia. Knowledge about these services can help prevent overwhelming services in non-emergencies.</p> <p>Better Health has a 'Who to call in a crisis' list of emergency services. It provides phone numbers people can call depending on their emergency situation. https://www.betterhealth.vic.gov.au/health/servicesandsupport/who-to-call-in-a-crisis</p>	<ul style="list-style-type: none"> • Print and share information learner languages. • Support discussion about services relevant to your learner cohort. • Explain to learners how to access the right services at the appropriate time. • This can support learners to complete the Health glossary activity for module 1 session 2.
Topic: Learning about healthcare providers Module 1: Session 2	<p>Health direct has information on different health providers available in Australia, how to pay for them, how to access medicine, and videos on choosing what sort of provider to see: https://www.healthdirect.gov.au/australias-healthcare-system</p>	<ul style="list-style-type: none"> • This can support learners to complete the Health glossary activity for module 1 session 2.
Topic: Finding healthcare providers Module 1: Session 2	<p>Health direct can support users to find healthcare providers and health information. https://www.healthdirect.gov.au/australian-health-services</p> <p>The Department of Health has a registry of rural healthcare providers: https://www.health.vic.gov.au/rural-health/rural-health-regions-and-locations</p> <p>Centre for culture, ethnicity and health have a directory for finding services with bi-lingual workers: https://www.ceh.org.au/disability-in-cald-communities/find-services-that-have-bilingual-workers/</p>	<ul style="list-style-type: none"> • Compile a list of local healthcare services, or specialist providers, such as refugee specialists. • Learners can navigate the websites. • This can support learners to complete the Health glossary activity for module 1 session 2.
Topic: Work health and safety Module 2: all sessions	<p>WorkSafe Victoria has work health and safety information, searchable by industry: https://www.worksafe.vic.gov.au/industries</p> <p>Safe work Australia has a report describing common occupational illnesses and injuries. https://www.safeworkaustralia.gov.au/system/files/documents/1702/occupational_disease_indicators_2010.pdf.pdf</p>	<ul style="list-style-type: none"> • Support discussion about services relevant to your learner cohort. • Show videos in class in learners' preferred language. • Explain to learners how to access the right services at the appropriate time. • This can support learners to complete the Health glossary activity for module 1 session 2.

Topic and session plan alignment	Resources	Uses
Topic: Illnesses Module 2 : Session 2	Symptom checklists comparing cold, flu and COVID; can be found by image searching 'cold v flu v COVID'. Some examples include: <ul style="list-style-type: none"> • https://www.nia.nih.gov/health/covid-19/it-cold-flu-or-covid-19 • https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/covid-19-cold-flu-and-allergies-differences/art-20503981 	<ul style="list-style-type: none"> • Support learners to identify symptoms of common contagious illness, and understand differences between illnesses.
Topic: Mental health Module 2: Session 3	Health direct has information on what mental health is, common causes of mental health concerns, ways individuals can address mental health, and a list of specialist mental health care providers. https://www.healthdirect.gov.au/mental-health-resources	<ul style="list-style-type: none"> • Explore mental health concerns and treatments. • Learners can be provided with a list of locally available providers.
Topic: Multicultural Mental Health Module 2: Session 3	Mental health services There are services which specialise in mental health of multicultural community members. Some services include: <ul style="list-style-type: none"> • Foundation House – specialist in refugees who have experienced torture and trauma • Orygen Youth mental Health – specialist mental health services for young people aged 15-25 • Centre for Culture, Ethnicity and Health • Multicultural Centre for Women's Health • cohealth 	<ul style="list-style-type: none"> • Print and share flyers and lists of providers with learners. • Engage a specialist mental health providers to be a guest speaker.
Topic: Mental health safety Module 2: Session 3	Safe work Australia has information about psychological health and safety in the workplace, including impact. https://data.safeworkaustralia.gov.au/insights/reports-and-snapshots	<ul style="list-style-type: none"> • Support discussion on psychological health and safety in the workplace.

My Health Glossary booklet

The My Health Glossary booklet is built by learners throughout the course as new concepts about health literacy are introduced. A basic template is available below.

My Health Glossary

Key health words

Key word(s)	Meaning/definition

Module 1, Session 1: What does it mean to be healthy?

Build a mind-map

Consider how you feel when you are healthy, what parts of your body can be unhealthy, what is the impact of being unhealthy, how does health affect your life?

What does it mean to be healthy?

Module 1, Session 2: Health services in Australia

Identify three types of health care providers

What type of provider is it? E.g. General practitioner, Dentist	What services do they provide? E.g. what health concern can they help with	Contact E.g. What is the name of a close clinic, what is their phone number, do they have a website
1.		
2.		
3.		

Who to call in an emergency

What type of provider is it? E.g. General practitioner, Dentist	What services do they provide? E.g. what health concern can they help with	Contact E.g. What is the name of a close clinic, what is their phone number, do they have a website
1.		
2.		
3.		

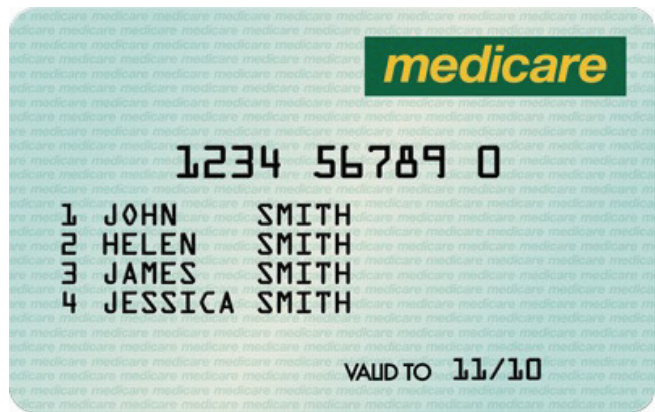
Homework: Check your medicare enrolment

For learners not enrolled in medicare.
You can enrol in Medicare through myGov if you have:

1. applied for a permanent resident visa
2. been granted permanent residency
3. a returning resident visa.

Follow these steps to enrol in Medicare through your myGov account:

1. Sign in to myGov at <https://my.gov.au>
2. Select View and link services.
3. Go to Medicare and select Link.
4. Select Enrol in Medicare.
5. Follow the prompts.



For learners enrolled in medicare	
Question	Answer
Do you have a medicare card?	
Do you know what your medicare number is? If so, write your number.	
Do you know your medicare Individual Reference Number (IRN) (the number that represents your position on the card). If so, write your number.	
If you have children, are they on your medicare card?	

Module 2, Session 1: Common illnesses in the workplace

List 3 common illnesses and their symptoms

1.

2.

3.

List 3 hygiene practices which can help prevent illness in the workplace

1.

2.

3.

Module 2, Session 2: Safe work practices

List 3 possible injuries in the workplace, and ways to prevent them	
Injury	Prevention
1.	
2.	
3.	

Module 2, Session 3: Mental health and work

List some mental health concerns a person can have

Describe how mental health concerns may impact someone's ability to work

What are some ways to alleviate mental health concerns?

Where could someone learn more about mental health or go for help?

Workplace cultural literacy

Course plan



This plan is for a pre-accredited course targeted to multicultural learners. It can be used to inform a session plan under the PQF+ for ACFE programs.

For more information on using this course plan see the *Participation Skills Training Program User Guide*.

Course description and learning outcomes

Cultural literacy means being aware of how cultures can affect attitudes, behaviours, and expectations in different contexts, such as the workplace.

Understanding the cultural context of Australian workplaces can assist multicultural jobseekers and workers to engage and communicate successfully as they seek and ultimately keep employment. This course provides cultural literacy information to support learners to understand Australian workplace environments.

Learners will gain an understanding of the following:

Cultural awareness

- How culture impacts expectations in the workplace
- Concepts of multiculturalism

Communication expectations

- Verbal and non-verbal
- Formal and informal
- Written and digital communication

Behaviour expectations

- Professionalism
- Rules in the workplace
- Appropriate topics of conversation
- Teamwork

Workplace experience

- How to get experiences in an Australian workplace
- Pathways to employment

Rights to expressing diversity

- Protected status
- Bullying and discrimination

Planning and consultation

Research indicates that multicultural communities require targeted cultural literacy due to experiences in overseas workplaces, which may be vastly different to the Australian context.

For more information see: Participation skills for employment: A guide to the health, financial, career, and workplace cultural skill needs of jobseekers from multicultural backgrounds.

Learner prerequisites

- The course consists of spoken discussion activities to support learners to understand concepts and apply them to their real-life situations.
- Some spoken English is required (ACSF Level 1 or higher). Reading and writing English is not required, but will support learners to understand topics and engage with resources.
- The (optional) email writing activity does require some reading and writing English. Doing this activity digitally is optional, and therefore may require some digital skills.

Teacher skills

It is recommended that teachers have a recognised teaching qualification that includes an appropriate TESOL methodology.

Learner profile

The information in this course is applicable to all jobseekers, but is particularly designed for:

- People from culturally and linguistically diverse backgrounds
- Newly arrived migrants
- Those who require assistance with English as a second language
- People who have experienced barriers to education

Employability skills

- Teamwork: e.g. requirements in the workplace to work as a team collaboratively
- Problem solving: e.g. navigating cultural differences and conflict resolution
- Self-management and organisational skills: e.g. the importance of punctuality in the workplace

Evaluation

This course has been designed as a non/pre-accredited course.

Evaluation can include:

- Self-assessment
- Rates of participation
- Learner reflection
- Teacher reflection on learner progress

See *Participation Skills Training Program User Guide* for more information.

Pathways and outcomes

- Other employment-related courses
- Other skills courses
- Volunteering
- Employment

Workplace cultural literacy

Session plan



This session plan describes sessions in a pre-accredited course. It can be used to inform a session plan under the PQF+ for ACFE programs.

For more information on using this session plan see the *Participation Skills Training Program User Guide*.

How to use this session plan

- This course consists of 5 sessions (~2 hours each), making a ~10-hour course.
- Delivery can be assisted by technology, but it is not a requirement.
- This course plan can be applied to the pre-accredited quality framework for ACFE.
- Use the Workplace cultural literacy information resources to support employability skill activities.
- To support learner-responsive education, this template is free for use and adaptation. This plan can be applied to the pre-accredited quality framework for ACFE.

Education should be learner-led. This template should serve as an example for a flexible curriculum. Consider asking students what topics they would like information on at the start or middle the course – by asking directly or using a topic checklist. Consider scheduling a sixth session in the course for a session on another topic of interest to learners, or to revisit a topic learners would like more information on.

Module 1: Understanding cultural differences, Session 1: Why understanding culture is important to getting a job

Session overview

This session introduces cultural literacy expectations in the workplace and the topic of multiculturalism.

Session breakdown

Introduction – why is cultural literacy important for employment (~40 minutes)

- Every workplace and every worker is influenced by culture
 - communication
 - behaviour
 - expectations
 - it can be shaped by how much diversity there is in the workplace
- Understanding cultural differences supports you to adapt to your workplace, build relationships, and succeed
- We have different behaviours at home, with friends at work, etc.
- Teamwork and getting along with others is a 'skill' which employers value in employees

What is multiculturalism (~40 minutes)

- Introducing cultural awareness
- Benefits of cultural diversity
- Multiculturalism in Australia – Australia is very diverse e.g. religion, countries of origin, languages
- Navigating differences, sensitivities and conflict

Employability skill activity (~40 minutes)

- Watch some cultural diversity videos and share resources
- Facilitate class discussion on cultural differences, behaviours and beliefs

Module 2: Expectations in the Workplace, Session 1: Communication

Session overview

Learners have engaged with the fundamental concept of cultural awareness and how it relates to success in the workplace. Module 2 will go into more detail about workplace expectations.

Session breakdown

Introduction (~10 minutes)

Every workplace is different. In order to identify the expectations in a workplace learners should foster their skills to pick up on social queues, adapt to new social settings and ask questions when they need guidance. Potential places workers can find information about a particular workplace's culture include:

- Internal policy documents
- Orientation
- HR
- Co-workers/workplace buddy

How you communicate (~30 minutes)

- Formality – be aware that it differs from workplace to workplace.
- How you address co-workers, managers, bosses and customers.
- How you talk – volume and speed
- Body language: facial expressions, eye contact, touch, handshakes
- Being respectful: e.g. etiquette, including others

What you communicate: Appropriate topics of conversation (~30 minutes)

- Appropriate topics: work-related, common conversation starters, non-invasive conversations
- Inappropriate topics: invasive, unconformable, bullying, sometimes even illegal
- Slang and swearing

Digital and written communication (~30 minutes)

- Emails – structure, politeness, appropriate time to wait for response
- Instant messaging
- Video conferencing – muting yourself, apologising for interrupting, keeping your camera on
- Everyone has technological issues from time to time

Employability skill activity (~20 minutes)

- Write an email
- Communication role play

Module 2: Expectations in the workplace, Session 2: Behaviour in the workplace

Session overview

This session will focus on how to meet workplace expectations by displaying professionalism and compliance.

Session breakdown

Professionalism (~40 minutes)

Personal presentation

- Dress codes – Formal, business casual, uniforms, PPE, scrubs, wearing cultural dress while complying with dress codes
- What is optional and what is essential worksheet – match up typical dress with industries
- Activity option: A worksheet of different types of work clothes for different industries, matching up the clothes, or identifying PPE vs dress codes

Punctuality

- Showing up on time means being early
- What to do if you are running late or need to call in sick

Rules and compliance (~40 minutes)

Workplace safety/rules

- Understanding and asking
- Unspoken and social rules
- Privacy, respect and client confidentiality – in and outside of the workplace

Expectations of teamwork (~20 minutes)

- What is teamwork
- Cooperation not competition
- What industries require teamwork

Employability skill activity (~20 minutes)

- Ask learners to dress for the job they want, or for a job interview, when they come into the next session. Discuss some appropriate clothes, and where learners can find affordable clothes. Put aside time next session to discuss decisions which have been made.
- Ask learners to dress for a job interview. Put aside some time next session to discuss decisions which have been made.

Module 2: Expectations in the workplace, Session 3: Getting workplace experience in Australia

Session overview

Learners have engaged with some expectations on communication and behaviour in the workplace. This session will focus on how to get experience immersed in a workplace.

Session breakdown

What is work experience (~30 minutes)

- Many job applications ask for previous work experience or work-related experiences to be listed.
- Job interviews may ask about previous work experience.
- Often employers are trying to find people who are ready for the job, and will fit in with the team already there.

Benefit of workplace experience

- Get an understanding of what workplaces are like
- Get experience with teamwork, customer service, professionalism, communication
- Get feedback in an environment with less consequences

Where can you get work experience (~30 minutes)

- Volunteering or internship opportunities in the local area
- Entry-level work opportunities
- How to reach out to organisations
- How to design a mutually beneficial volunteering or internship experience

Depending on the job you are after the following may be considered work-related experience:

- Charity work, Volunteering, Internships
- Academic experiences
- Work experience in home country
- Work experience in different or similar roles

Employability skill activity options (~30 minutes)

- Discuss outcomes dress for the job you want or dress for a job interview (start of class)
- Discuss what jobs and experience learners already have
- Guest speaker - Volunteering Involving Organisation, local employer, employment agency
- Hand out factsheet on work experience

Module 3: You in your workplace, Session 1: Your rights to individual expression and diversity at work

Session overview

Learners have engaged with expectations on fitting in at the workplace. This session will focus on the rights of individuals to express themselves and their culture at work.

Session breakdown

Protected status and accommodations (~50 minutes)

- Benefits of being yourself at work – happier, more productive etc.
- Protected statuses: age, disability, race, sex, intersex status, gender identity and sexual orientation.
 - This goes both ways – as a worker you need to be sensitive about this too

- Flexible arrangements which can support you to observe culture and religion at work
 - o How to request a place to pray at work
 - o Physical labour and fasting
 - o Cultural dress
 - o Observing days of cultural significance
 - o Tasks which conflict with beliefs
- Your rights to speaking another language at work, while not making others feel excluded

Bullying and discrimination in the workplace (~50 minutes)

- Laws, rights, protections
- Learning the definition and what behaviours constitute discrimination
- Respecting others in the workplace

What to do in a situation of discrimination?

- Depends on what you are comfortable with – who is perpetuating discrimination, how extreme is it
- Talk to a manager or HR to try to negotiate some conflict resolution, or ways to prevent engagement with the perpetrator
- Escalate to Fair Work. Threats and harrassment can be escalated to the police.

Employability skill activity (~20 minutes)

- Conflict resolution discussion
- Q&A on how to accomodate cultural needs at work

Cultural literacy course information resources



This document can support education providers to enhance their own knowledge of cultural literacy topics covered in the course. It contains links to information as well as resources which can be adapted for classroom learning and interactivity.

Cultural literacy activities and information resources

Topic and session plan alignment	Resources	Uses
Topic: Understanding cultural diversity Module 1: Session 1	Diversity Council of Australia YouTube channel provides links to a range of videos on cultural diversity. https://www.youtube.com/@diversitycouncilaustralia9402/playlists	<ul style="list-style-type: none"> Play videos in class to foster class discussion.
Topic: Understanding cultural differences Module 1: Session 1	SBS Cultural Atlas A collection of cultural profiles by country, including core concepts of that culture, greetings, religions, family culture, communication and etiquette. https://culturalatlas.sbs.com.au/ Information in the Atlas is generalised and does not reflect everyone of that culture.	<ul style="list-style-type: none"> Investigate key similarities and differences across cultures. Reflect on what culture means and what cultures we participate in.
Topic: Cultural awareness diagrams Module 1: Session 1	Diagrams about understanding culture can be found through an image search of terms such as 'what is culture?' They provide an overview of all the different things which influence culture, beliefs and behaviours. Examples include: <ul style="list-style-type: none"> List of aspects of culture Iceberg model of culture 	<ul style="list-style-type: none"> Support discussion about experiences navigating different expectations in different contexts. Build awareness of the conscious and subconscious behaviours we engage in. Example discussion questions: <ul style="list-style-type: none"> What do you wear at home, when visiting friends, at work, at places of worship, going to a wedding? How do you speak to children, friends, strangers, boss? What time would you show up for a hang out with friends, a doctors appointment, work? If someone is rude to you, do you change how you interact with them? Why do you behave differently in these different contexts?

Topic and session plan alignment	Resources	Uses
Topic: Workplace communication, emails Module 2: Session 1	Email etiquette at work Formal email writing format examples, samples, and best practices. https://www.wisestamp.com/blog/formal-email-writing-formats/	<ul style="list-style-type: none"> Support in-class discussion on how tone or intention may be misunderstood over emails. Learners write an email response on different scenarios.
Topic: Job interview role play Module 2: Session 2	SEEK Practice Interview Builder Multiple motivation, behavioural, situational and skills-based questions that can be chosen to practice with and downloaded to a PDF. https://www.seek.com.au/career-advice/page/practice-interview-builder Other resources: <ul style="list-style-type: none"> Harvard business review, 10 Common Job Interview Questions and How to Answer Them, blog post 2021 Indeed, 2024 Interview Questions: Top 16 and Expert Answers, blog post, 2024 	<ul style="list-style-type: none"> Job interview role play: have learners pair up, or work with a volunteer to roleplay a job interview. Have learners take turns in playing the part of interviewer and applicant.
Topic: Dressing for a job or job interview Module 2: Session 2	Images of work-appropriate outfits can support learners to visualise outfits. Learners can then identify some items of clothes they already have, and what they may need to acquire. Search terms to reflect your learners, such as: <ul style="list-style-type: none"> Muslim café worker, or business woman Business man with turban. 	<ul style="list-style-type: none"> Learners come to a future class dressed either for the job they want, or for a job interview. Support discussion on how learners can find affordable clothes, such as at second-hand shops. Support discussion on how cultural dress can be accommodated for different work outfit needs.
Topic: Understanding skills and work experience Module 2: Session 3	Careers NZ has a diagram, posters and interactive template about employability skills. https://www.careers.govt.nz/resources/tools-and-activities/employability-skills/	<ul style="list-style-type: none"> Learners discuss and note what work experience they have. Remind learners that charity work and unpaid labour can count as work experience. Learners consider what skills they may have developed from their work-related experiences. Teachers can share their own career pathway, and what new skills teachers had to learn when starting a job as a teacher.

Topic and session plan alignment	Resources	Uses
Topic: Volunteer experience Module 2: Session 3	SEEK Volunteer platform provides volunteer opportunities across Australia https://www.volunteer.com.au/	<ul style="list-style-type: none"> Learners explore volunteer roles of interest

Appendix A: Source references

The table below includes references used in the tools.

Organisation/author		Title of resource	Year	Resource type	Link
Guideline – Who is arriving in Australia?					
1	Australian Bureau of Statistics	Census Data – Snapshot of Australia	2021	Website	https://www.abs.gov.au/statistics/people/people-and-communities/snapshot-australia/2021#culturally-and-linguistically-diverse-communities
2	Australian Bureau of Statistics	1.9% population growth driven by overseas migration	2023	Media release	https://www.abs.gov.au/media-centre/media-releases/19-population-growth-driven-overseas-migration
3	The Treasury	Intergenerational Report 2023: Australia's future to 2063	2023	Report	https://treasury.gov.au/sites/default/files/2023-08/p2023-435150.pdf
4	The Treasury	The lifetime fiscal impact of the Australian permanent migration program	2021	Treasury Paper	https://treasury.gov.au/sites/default/files/2021-12/p2021-220773_1.pdf
5	Department of Home Affairs	Planning Australia's 2024–25 permanent Migration Program	2023	Policy discussion paper	https://www.homeaffairs.gov.au/how-to-engage-us-subsite/files/2024-25-permanent-migration-program.pdf
Guideline – Mature-age jobseekers from multicultural backgrounds					
1	Older Refugee Working Committee	Enhancing the Lives of Older Refugees: A Self-Improvement Resource for Community Service Providers	2011	Toolkit	https://www.startts.org.au/media/Resource-Enhancing-the-Lives-of-Older-Refugees-2012.pdf
2	Australian HR Institute and Australian Human Rights Commission	Employing and Retaining Older Workers	2023	Report	https://www.ahri.com.au/wp-content/uploads/230427-Employing-Older-Workers-Report.pdf

Organisation/author	Title of resource	Year	Resource type	Link
3 Federation of Ethnic Communities Councils of Australia (FECCA)	Harmony in the Workplace Fact Sheets	2013	Fact sheets	https://academique.com.au/wp-content/uploads/2020/09/Diversity-Dividend.pdf
Guideline – Women from multicultural backgrounds in the workplace				
1 Federation of Ethnic Communities Councils of Australia (FECCA)	Submission to the Inquiry on the Future of Work and Workers	2018	Policy position paper	https://fecca.org.au/wp-content/uploads/2018/01/FECCA-future-of-work-and-workers-submission.pdf
2 The McKell Institute, Ryan Batchelor	The Impact of COVID-19 on Women and Work in Victoria	2020	Article	https://mckellinstitute.org.au/research/articles/the-impact-of-covid-19-on-women-and-work-in-victoria/
3 Committee for Economic Development of Australia (CEDA)	Making better use of migrants' skills	2024	Report	https://www.ceda.com.au/getmedia/708eab16-01a8-4ef2-b307-4256323ba1e0/making-better-use-of-migrants-skills-ceda.pdf
4 Max Solutions, HOST International	Ready to Work: Experiences of people from diverse backgrounds looking for employment	2022	Report	https://www.maxsolutions.com.au/content/dam/maximus-au/pdf/MAX_Solutions_White_Paper_CALD_ACCESSIBLE.pdf
5 Diversity Council Australia	Cracking the Glass Cultural Ceiling: Future Proofing Your Business in the 21 st Century	2014	Article	https://www.dca.org.au/research/culturally-diverse-female-leadership
6 indeed	5 Advantages of Diversity in the Workplace	N/A	Article	https://www.indeed.com/hire/c/info/benefits-of-diversity
Guideline – Regional workers from multicultural workers				
1 Australian Bureau of Statistics	Census Data	2021	Website	https://www.abs.gov.au/census/find-census-data
2 ABC News, Emma Field	Pacific farm workers welcome reforms as numbers reach record high	2023	News article	https://www.abc.net.au/news/rural/2023-06-19/pacific-australia-labour-mobility-palm-scheme-changes-welcomed/102477350
3 Settlement Council of Australia (SCoA)	Exploring options for Regional Settlement	2017	Policy Position Paper	https://scoa.org.au/wp-content/uploads/2017/03/SCoA-Regional-Settlement-Policy-Paper.pdf

Organisation/author	Title of resource	Year	Resource type	Link
4 AMES Australia, Deloitte Access Economics	Regional Futures: Economic and social impact of the Karen resettlement in Bendigo'	2018	Report	https://www.ames.net.au/-/media/files/research/23503-ames-bendigo-regional-futures-report_final_30aug2018.pdf
5 Federation of Ethnic Communities' Councils of Australia (FECCA)	Migration: An Opportunity for Rural and Regional Australia	2015	Policy Position Paper	https://fecca.org.au/wp-content/uploads/2015/08/Migration-and-Regional-Australia.pdf
Guideline – Building a culturally inclusive workplace				
1 Diversity Council Australia	Inclusion@Work Index	2024	Webpage	https://www.dca.org.au/inclusion-work-index-hub
Guideline – Supporting multicultural workers to know their rights				
1 Segrave, M., Wickes, R., Keel, C., & Tan, S. J. (ANROWS)	Migrant and refugee women in Australia: A study of sexual harassment in the workplace	2023	Report	https://www.anrows.org.au/publication/migrant-and-refugee-women-in-australia-a-study-of-sexual-harassment-in-the-workplace/
1 WorkSafe Victoria	Compliance code: Communicating occupational health and safety across languages	2022	Report	https://www.worksafe.vic.gov.au/resources/compliance-code-communicating-occupational-health-and-safety-across-languages
2 SafeWork NSW	Culturally and linguistically diverse (CALD) and migrant workers plan 2019-20	2018	Webpage	https://www.abs.gov.au/media-centre/media-releases/19-population-growth-driven-overseas-migration

Produced by AMES Australia supported by funding from the Victorian Government
June 2024

Access the full Toolkit, individual tools, and further resources at
www.ames.net.au/barrier-to-opportunity



Jobs, Skills,
Industry
and Regions