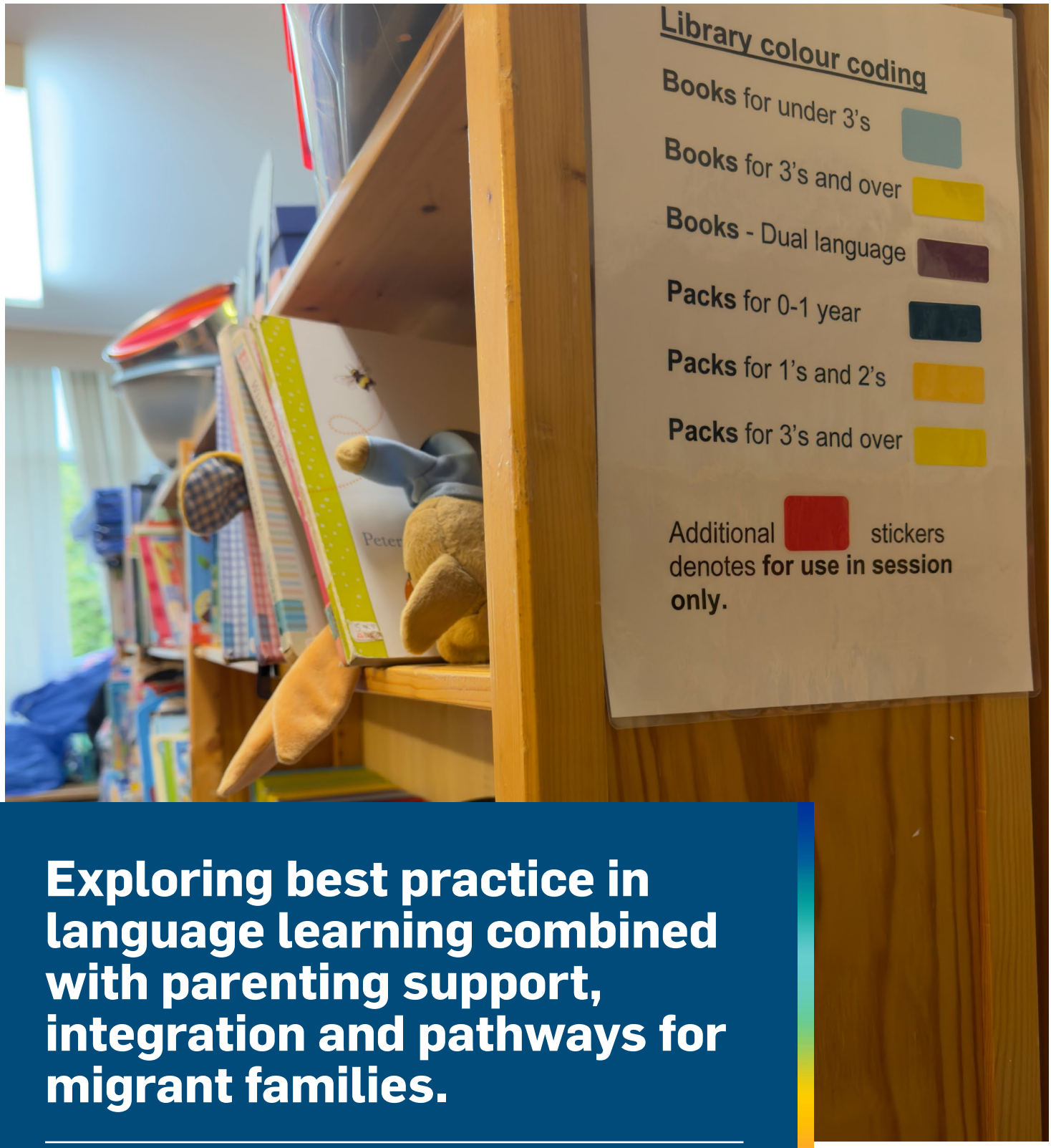


Exploring best practice in language learning combined with parenting support, integration and pathways for migrant families.

Emma Freitas

Victorian Skills Authority Fellowship, 2026

International Specialised Skills Institute

Victorian Skills Authority

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01 Acknowledgements

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Fellow's Acknowledgements

In writing this report, I want to acknowledge that this is not my own individual work. It is a collaborative work documenting the experiences, learnings, programs, achievements and struggles of many individuals, organisations and governments. To everyone who has contributed to this work, I thank you. Thank you to those who have trusted me with their personal stories, to the programs I visited internationally that opened their doors willingly and shared their learnings for the benefit of Australia, to my employer, Swinburne University, which provided me with flexibility to travel, and to my family for your ongoing support.

The story of migration is not new, and it will continue to occur. I leave the reader with an excerpt from a poem that stood out to me at Oxford University's Wonder of Birds exhibition during my Fellowship travels:

> *"The home of the bird is the body she lives in: migration makes a nonsense of our hard borders, our fortress nations. Bird, migrating, is a citizen of nowhere; wandering proof of life's interrelations."*

—Robert Macfarlane

I sincerely hope this research contributes to program development to help migrant families feel a greater sense of belonging, self-purpose and hope in the communities they find themselves living within across our great country of Australia.

02
Executive Summary

Emma Freitas' Fellowship explored how language learning, parenting support, play-based early childhood practice and community connection can be intentionally combined to better support migrant families with young children in Australia. The research was grounded in the Fellow's experience as both an English as an Additional Language (EAL) teacher and early childhood professional and was shaped by the experiences of migrant parents who delayed their own English learning because of caring responsibilities, settlement pressures and home priorities.

The Fellowship used a three-phase applied research approach to explore family-centred learning models. Phase 1 involved consultations with Australian and international experts in playgroup, parenting, early childhood and family support. Phase 2 gathered qualitative survey data from migrant parents and from organisations running playgroups for migrant families within Australia. Phase 3 involved international field visits to Singapore, Finland, England and Scotland to observe programs focused on responsive caregiving, family learning, civic orientation, parent-child interactions, community connection and learner pathways.

The Fellowship found that migrant parents are motivated to learn, but current systems are not consistently designed around family life, settlement, language learning and caring responsibilities. Victoria already has many of the required building blocks, including AMEP, child and family hubs, playgroups, community organisations and VET. The opportunity is to connect these strengths through an integrated two-generational model with shared funding, skilled staff, strong partnerships and clear pathways into further learning, volunteering and employment.

Effective programs for migrant parents with young children explored internationally were not simply language classes with childcare attached. The strongest models were intentionally designed around both the parent and the child, recognising that parents' language learning, confidence, parenting knowledge, social connection and future pathways are closely linked to children's development and participation in their child's early learning.

To trial a new model, the report proposes that Victoria pilot an integrated AMEP playgroup linked to the 22711VIC Certificate I in Supported Learning in the Home using Peep (Australian Government, 2026). This would test how functional English, play-based parent child learning, parenting support and community participation can be recognised as part of an accredited pathway into further study, volunteering and employment.

03
Fellowship Background

In 2026, it is widely understood internationally that children learn through play. Research consistently shows that play builds language, cognitive and physical skills, emotional regulation and social confidence, with effects that can last a lifetime (Minderoo Foundation, 2026; UNESCO and UNICEF, 2024; Zhao & Gibson, 2023). Governments and organisations around the world have responded to this knowledge. At the 2022 UNESCO World Conference on Early Childhood Care and Education, 155 countries committed to ensuring every child receives at least one year of free pre-primary education and to dedicating at least 10% of national education budgets to the early years (UNESCO and UNICEF, 2024). The foreword stated:

> *"Early childhood care and education is the most transformative investment a country can make to give all children a fair start in life and combat inequalities early on".*

—Stefania Giannini, Assistant Director-General for Education, UNESCO, and Omar Abdi, Deputy Executive Director for Programmes, UNICEF (UNESCO and UNICEF, 2024).

The Australian policy context

Australia has also increased its investment in early childhood education and care. In Victoria, Best Start, Best Life reforms are expanding kindergarten hours, strengthening the early childhood workforce and investing in infrastructure to support new early childhood programs and services (State Government of Victoria, 2026a, 2026b). These reforms reflect growing recognition that early childhood programs can improve children's learning, development and long-term outcomes.

Despite this investment, national data suggests that some children continue to experience increasing developmental vulnerability. The 2024 Australian Early Development Census reported that the proportion of children from culturally and linguistically diverse backgrounds who were developmentally on track decreased from 50.3% in 2021 to 48% in 2024. Children from culturally and linguistically diverse families have been identified as a priority group (Department of Education, 2025). This highlights the need for early childhood and family support systems that are accessible, culturally responsive and connected to the realities of migrant family life.

Language learning and family support for migrant families

Families who migrate to Australia can access a range of settlement supports and funded English language learning opportunities (Australian Government Department of Home Affairs, 2026; Australian Government Services Australia, 2026). The Australian Migrant English Program (AMEP) currently provides eligible migrants with free English language tuition and childcare so parents with young children can attend classes while their children are cared for (Australian Government Department of Home Affairs, 2026).

This is an important foundation. However, the availability of childcare does not fully address the needs of all migrant parents with young children. Some parents may not be ready to separate from their child, particularly when newly arrived, socially isolated, unfamiliar with Australian services or caring for a very young child. For these families, the separation between adult learning and child participation can become a barrier to engagement rather than a support.

Current research emphasises the importance of secure attachments, responsive caregiving and positive interaction in the home environment (Hackworth et al., 2013). This raises an important question for English language and settlement programs: could a family-centred, two-generational model better support parents who want to learn while remaining connected to their children? Rather than treating adult learning, parenting support and child development as separate service responses, a two-generational approach brings them together through intentional program design (Tighe et al., 2024).

Although Australia has strong settlement, English language, early childhood, playgroup and hub services, these are often designed and funded separately. This Fellowship explored how they could be better connected to support parent learning, child development, community participation and future pathways.

Research Aim and Methodology

As an EAL teacher, the Fellow met young mothers who had postponed learning English due to caring responsibilities, settlement pressures and home priorities. Some learners had experienced significant trauma and loss. Their stories showed that language learning, parenting confidence, child wellbeing and social connection are not separate issues for many migrant families; they are closely connected.

The central research question was: could Australia better support migrant families with young children through a two-generational model that combines English language learning, parenting support, play-based early childhood programs and community connection?

This question formed the basis of the Fellow’s applied research, which spanned from August 2025 to August 2026.

Aim

The Fellowship examined how language learning, early childhood, settlement and community services can be more effectively connected to support migrant families with young children. It explored approaches that strengthen parenting confidence, child development, community connection and pathways into further education, volunteering and employment.

Objectives

1. Identify examples of effective two-generational programs in Australia and internationally.
2. Gather stakeholder perspectives from migrant parents and organisations supporting migrant families.
3. Examine international approaches through field visits and stakeholder consultation.
4. Assess how findings could be applied within the Victorian and Australian context.
5. Identify opportunities for system improvement across language learning, early childhood programs, settlement and VET pathways.

Methodology

The Fellowship used an applied qualitative research approach and examined programs through a system lens over three phases. Rather than identifying programs for direct replication, the research explored how services, pathways, workforce structures and partnerships could be better connected to support migrant families.

Data analysis

Findings from consultations, surveys and field visits were analysed thematically to identify common patterns relating to participation, service integration, workforce capability, community connection and pathways into further education and employment.

Research limitations

This Fellowship was exploratory and qualitative in nature. While findings are not intended to be statistically representative, the combination of stakeholder consultation, survey data and international fieldwork provided valuable insights into emerging practices and system-level opportunities for Victoria.



Phase 1: Expert consultation meetings

Australian industry experts were consulted, online meetings were held with international organisations, and program sites were visited in Melbourne.

Phase 2: Qualitative survey data were gathered from two stakeholder groups in Australia:

- People who had migrated to Australia.
- Organisations running playgroups for migrant families.

Phase 3: International field visits

International field visits explored two-generational programs in Singapore, Finland and the United Kingdom. The visits focused on program design, flexibility, staffing, workforce models, service integration, vocational pathways and impacts on parent-child interaction, family confidence and community connection.

Figure 1. "The Playgroup Conference, held at the Melbourne Convention and Exhibition Centre from 25–26 March 2026, provided opportunities to collaborate with stakeholders and learn from industry professionals."

Key terms and definitions

EAL:	English as an Additional Language
CALD:	Culturally and linguistically diverse
AMEP:	Australian Migrant English Program
EC:	Early childhood, 0–6 years old
ECE:	Early Childhood Education
VET:	Vocational Education and Training
TAFE:	Technical and Further Education
RTO:	Registered Training Organisation
AEDC:	Australian Early Development Census
CAP Tulsa:	Community Action Project of Tulsa County, United States of America
NGO:	Non-Governmental Organisation
Peep LTP:	Peep Learning Together Programme
MSFD:	Ministry of Social and Family Development, Singapore
PRC:	Parenting Research Centre, Australia.
CHILD:	Centre for Holistic Initiatives for Learning and Development, Singapore
NUS:	National University of Singapore

What is a playgroup?

“A playgroup is a group of parents or caregivers with their babies, toddlers and preschool children who get together regularly for play and social interaction. Each parent or caregiver is responsible for the children they bring to playgroup. Playgroups vary according to the needs of their families” (Playgroup Victoria, 2026).

There are different types of playgroups that accommodate the needs of the families they serve in Australia. Playgroups can be run by parents, volunteers or, in some cases, by a paid skilled facilitator implementing strategies to support families within the program (Playgroup Victoria, 2026).

What is a two-generational approach?

To address the learning needs of two generations within one program, the 2Gen or two-generational approach “intentionally and simultaneously links services that foster the early development and well-being of children, with interventions that promote the education, income, livelihood, and well-being of caregivers” (Sommer, Franchett, et al., 2024, p. 24).

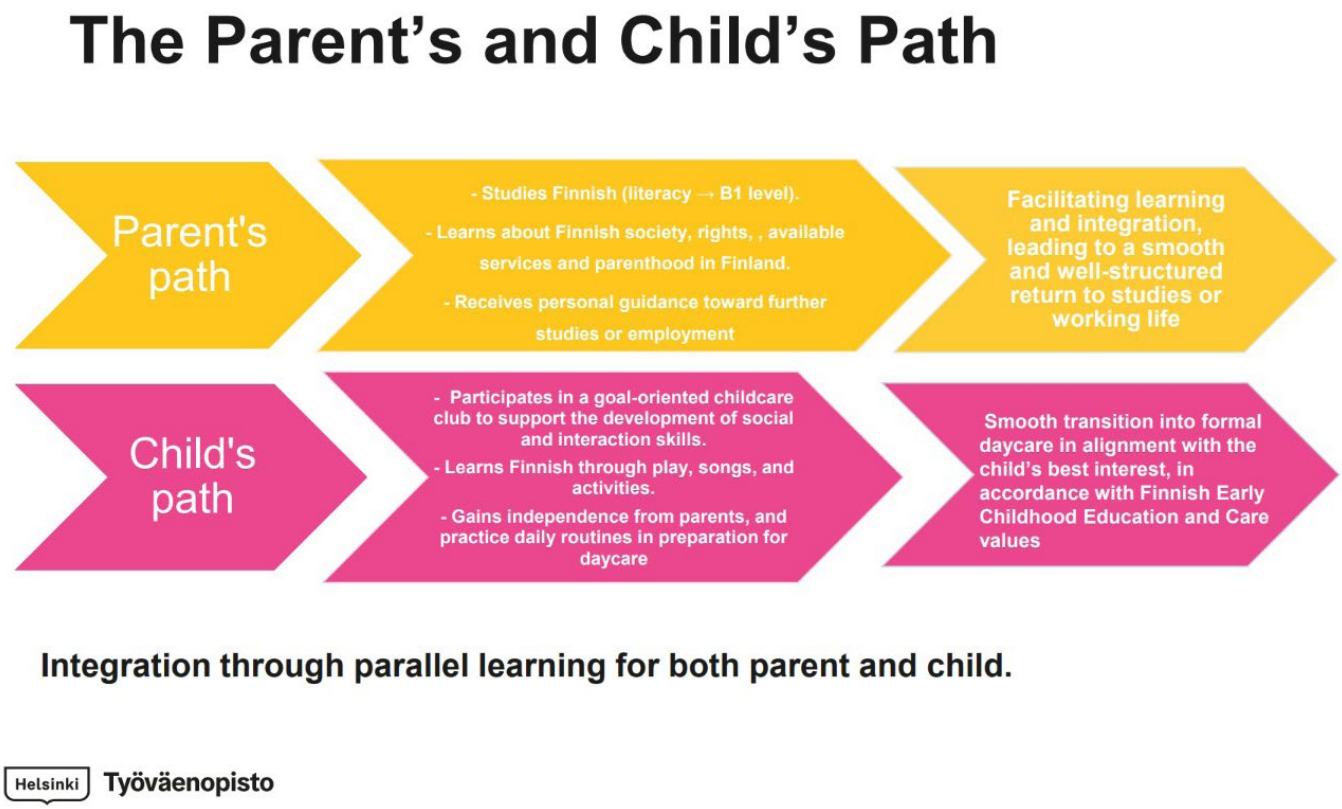


Figure 2. "Helsinki Adult Education Centre's KOTIVA Finnish and Civic Orientation Training for stay-at-home parents demonstrates a two-generational approach for parents and children." Slide courtesy of Helsinki Adult Education Centre.

Within the Australian context, the two-generational approach is being used within National Child and Family Hubs (hubs) across Australia. Parents and children attend the hubs together, and the hubs offer holistic support services to families. The hubs build community connection for families, provide support, resources, education and a safe place to be and build relationships. Evidence has shown that this has led to improved outcomes for families, as well as strong social return on the dollar value invested into the hubs (Social Ventures Australia, 2026).

The two-generational approach is also evident in the government funded supported playgroup model in Victoria, where facilitators are trained to support both parents and children through implemented playgroups and/or home visits. Supported playgroups are a targeted early childhood intervention model designed to support families experiencing vulnerability. They are facilitated by trained early childhood professionals who simultaneously support child development and parenting capacity using research-based smalltalk strategies developed by the Parenting Research Centre (Parenting Research Centre, 2026). Evidence indicates that supported playgroups with specific interventions can improve child outcomes, including language, cognition, behaviour, socialisation and transition to school, as well as parent outcomes, including attachment, responsiveness and social connection (Hackworth et al., 2013; Parenting Research Centre, 2026).

The Fellowship specifically explored language learning within playgroup contexts. This focus was chosen because culturally and linguistically diverse playgroups already operate as a practical two-generational model in Australia. With stronger design, staffing and pathways, these settings could become a platform for formal learning, community connection and future education or employment, particularly in early childhood, education and care-related industries.

Fellow biography

Emma Freitas has worked in the education industry for over 25 years. Emma worked internationally as a nanny before completing a Diploma of Early Childhood at Swinburne University in 2004, followed by a Bachelor of Early Childhood Studies at Melbourne University in 2010. Emma's early childhood roles have included Kindergarten teacher, Educational Leader, Centre Director, Bush Kindergarten teacher and Perceptual Motor Program teacher. In 2018, Emma returned to Swinburne as a staff member in the Department of Early Childhood and Education. Emma completed a postgraduate certificate in Teaching English to Speakers of Other Languages in 2024 through Curtin University. At Swinburne, Emma specialises in VET courses including Early Childhood Education, School-Based Education Support and Teaching English as an Additional Language within AMEP. Emma's work contributions include supporting students to achieve their goals, course development, project leadership, industry collaboration and course delivery. Emma coordinates the 22651VIC Course in Facilitating Supported Playgroups Using *smalltalk* Strategies, collaborating with the Department of Families, Fairness and Housing, the Parenting Research Centre and Playgroup Victoria to deliver the course. Emma's skills in communication, collaboration and curriculum design reflect her dedication to high-quality and meaningful education. Emma enjoys nature, music, languages, travel and learning from different perspectives of other people and cultures.

04
Fellowship learnings and findings

Phase 1: Expert consultation meetings

Research was conducted and meetings were held with international organisations in Australia, the USA, Singapore and the UK that work with migrant families. These meetings informed understanding of current best practice programs. Introductory information was gathered on the following two-generational programs during this phase:

- Community Action Project Tulsa (CAP Tulsa), Tulsa, Oklahoma, USA.
- Peep Learning Together Programme (Peep LTP), United Kingdom, with programs delivered internationally, including in Australia.
- KOTIVA Finnish and Civic Orientation Training for stay-at-home parents, Helsinki, Finland.
- Supported playgroups, Victoria, Australia.
- Playgroups within National Child and Family Hubs, Australia.
- Purposeful Play, Singapore.

During the initial research in phase 1, attention was given to:

- The aims of each two-generational program.
- How each program supports families through parenting support, community building and, where relevant, pathways to further education and employment.
- Program outcomes and observed impacts on families.
- How each program is funded.

Analysis of international programs for learner pathway comparisons and considerations for the Australian VET system:

Currently in Australia, a migrant family's experience of formal learning within a hub, TAFE, or AMEP provider depends on which program is embedded at their local site, and whether those programs carry any credential pathway of their own.

Three international programs explored during phase 1 provide useful comparisons for explicit family learner pathways:



Figure 3. "Dr Sally Smith, CEO of Peeple, and the Fellow. Through program visits and meetings, the Fellowship explored Peeple programs, including training and accreditation across the United Kingdom."

1. Peeple (UK) links informal family participation to formal adult learning qualifications through the Peep Progression Pathway, creating a continuum from playgroup participation to accredited adult education (Peeple, 2026b).

2. Community Action Project of Tulsa (USA) embeds CareerAdvance within Head Start, offering parents a stackable credential pathway that integrates English language support alongside vocational training, anchored in local labour market analysis (Community Action Project of Tulsa County, 2026).

3. KOTIVA (Helsinki, Finland) offers early civic orientation classes that consistently lead to further study through education, integration and empowerment of learners (The Finnish Adult Education Centre, 2026).

These programs all apply a two-generational approach. They show that when parents and children learn simultaneously, the benefits can compound in both directions through gains in cross-generational learning and development (Sommer, Franchett, et al., 2024; Sommer, Tighe, et al., 2024).

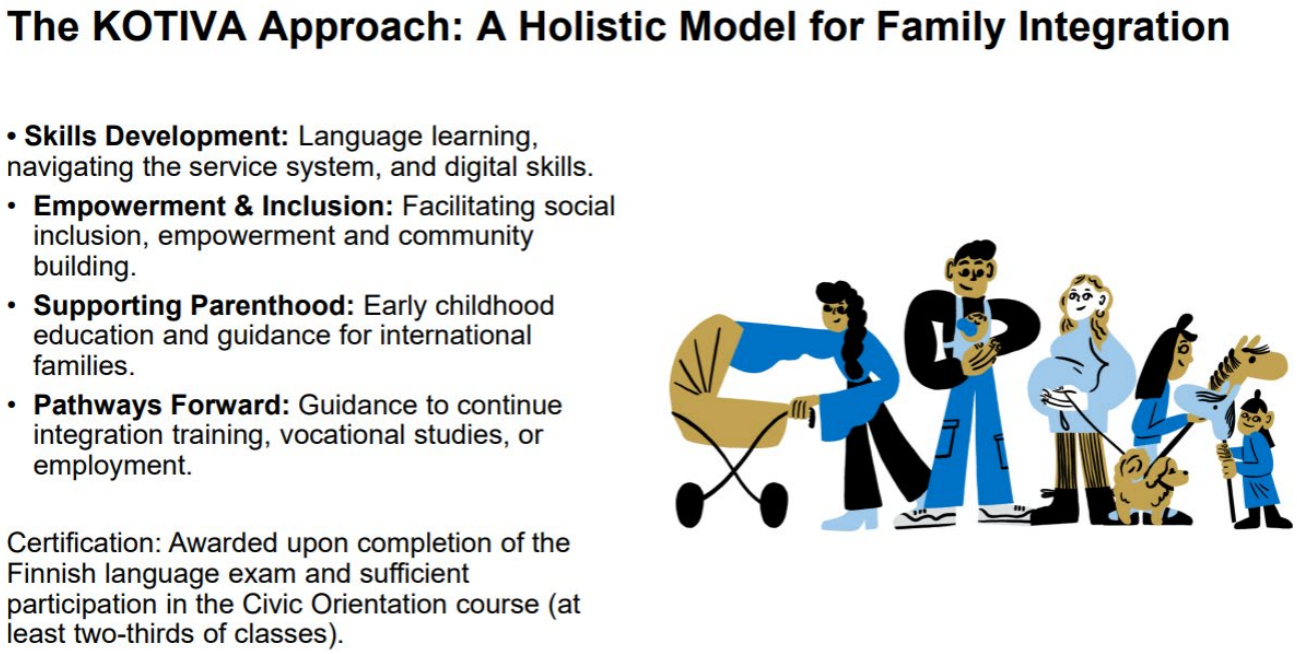


Figure 4. "Meetings with Helsinki Adult Education Centre and Integration and Employment Services for Immigrants in Helsinki supported understanding of the system model, policy, planning and funding behind the KOTIVA program." Slide courtesy of Helsinki Adult Education Centre.

In Australia, the AMEP could serve this function. AMEP currently provides English language learning and childcare, creating a strong platform for two-generational delivery. What is missing is the formal design that connects parent learning with child development, family support and recognised pathways.

Child and Family Hubs

What is a child and family hub?

Child and family hubs provide a local and welcoming “front door” for families, with approximately 460 family hubs operating across Australia within early years services, primary schools, community organisations, Aboriginal Community Controlled Organisations, and primary health care settings. These hubs are focused on integrating existing service systems and programs to better meet the unique needs of families in diverse communities, with $2.20 in social benefits realised for every $1 invested (Murdoch Children’s Research Institute, 2023).

Playgroups within hubs

Playgroups are a common hub feature. They build parenting capability and confidence through trusted advice, group programs and one-on-one support delivered in familiar settings. Some hubs offer playgroups alongside English lessons, educational workshops and other activities to meet the needs of diverse families. Hubs offer a successful two-generational, flexible delivery model for migrant parents with young children in Australia (Murdoch Children’s Research Institute, 2023).

In meeting with hub leaders and staff during phase 1, the following points were raised:

- Playgroups are seen as a high-value early intervention model, especially for migrant and refugee families, women in particular, but they need better funding, stronger formal recognition, and more tailored facilitator training to be sustainable and scalable. This is consistent with the recently published ‘Strengthening Playgroups in Community Hubs’ report (Stockdale et al., 2025).
- Vulnerable women and women with lower levels of previous education are highly motivated to learn, but they need trusted, flexible and culturally aware support systems, especially support with childcare arrangements, transport and community-based education, to fully participate in study, work and Australian society.
- Role models from the same community, especially women who have studied, found work or become bilingual, are powerful in changing expectations. Such women frequently gain qualifications and go on to become employed in the playgroup, school or community where they first attended playgroup with their own child after arriving in Australia.



Figure 5. “The Fellow’s Peep Learning Together Programme Training certificate.”

As a direct result of phase 1 meetings, the Fellow:

- Completed Peep training (November 2025).
- Formulated surveys in consultation with industry stakeholders to gather data from stakeholders for phase 2 of the research.

Phase 2: Survey data from Australian stakeholders

Migrant parent survey — summary of findings

Qualitative survey data from 16 participants, Victoria, Australia

Methodology

A structured online survey comprising 13 questions was developed in collaboration with stakeholders and administered in November 2025. Participants were recruited through community networks and supported playgroup programs in Victoria. Burmese-speaking participants provided verbal responses scribed by the researcher. Themes were generated inductively from participant responses; findings are illustrative of lived experience rather than statistically representative.

Participant overview

Sixteen participants completed the survey: 14 self-identified as migrant parents and two were adult children completing the survey on a parent's behalf. All but one respondent resided in Victoria. Countries of origin included China (n=5), Myanmar (n=4), India (n=2), Italy (n=1, dual heritage), Japan (n=1), Hong Kong (n=1), Fiji (n=1), and the Philippines (n=1). Six participants had lived in Australia for 1–5 years; the remainder had been resident for 6–20 years or longer. English proficiency on arrival ranged from none to fluent, with several Myanmar-background participants reporting no or minimal English.

Thematic findings

Five themes emerged across the open-ended survey questions.

1. Language as the central barrier

Language was the most consistently cited challenge, raised by most respondents across every question about difficulties on arrival and ongoing parenting challenges. For many, limited English prevented access to health services, schools, and parenting programs, and compounded social isolation.

> *"Without English you cannot do anything—make appointments for children, shopping, anything."*
>
> — Myanmar-background parent, 1–5 years in Australia

Several respondents also noted that English proficiency determined whether parents could advocate for their children in school or healthcare settings.

2. Cultural dissonance in parenting

Respondents from Chinese, Japanese, and Sudanese backgrounds described significant tension between home-country parenting values and Australian norms. Key friction points included expectations around child assertiveness, disciplinary practices, and communication styles. As children assimilated through schooling and peer relationships, some parents reported a loss of cultural authority and family cohesion.

> *"With the growth of children, after they start to receive education in Australia, the ways they think about a lot of things might be different with us."*
>
> — Chinese-background parent, 10–20 years in Australia

The Sudanese community respondent raised particular concern about disciplinary norms being criminalised, noting that some parents had become reluctant to apply any discipline, while others feared reporting to child protection services if they sought help.

3. Loss of community and the 'village'

Respondents from Fijian and Sudanese backgrounds articulated a profound disruption to collective child-rearing practices. Extended family and community networks that would normally share parenting responsibilities were unavailable in Australia, leaving families isolated in nuclear household arrangements unfamiliar to their cultural experience.

> *"In my country everyone helps to raise your children and you help to raise everyone's children. Here we don't have our whole village around us."*

— Fijian-background parent, 10–20 years in Australia

The Sudanese community respondent linked this isolation directly to mental health strain and the removal of organic daily support that previously buffered parenting stress.

4. Strong aspirations for children

Despite the challenges documented above, respondents across all backgrounds expressed high aspirations for their children, particularly around education. Myanmar-background participants, many of whom lacked educational opportunity themselves, placed particular emphasis on learning as the pathway to a better life. Chinese, Indian, and Sudanese respondents similarly cited education, responsibility, and civic contribution as core values they wished to transmit.

> *"We don't want them to be like us (without opportunity). We want them to have the best learning and be successful in their career and whole life."*

— Myanmar-background parent, 10–20 years in Australia

5. What works: community-based support

Supported playgroups, culturally matched peer navigators, and community connection were consistently identified as the most effective forms of support. One Myanmar-background respondent described how a Burmese-speaking Supported Playgroup had been transformative not only for parenting confidence but as a pathway to English learning, service access, and community leadership. Respondents emphasised that warm, proactive referral—being taken to services rather than handed a pamphlet—was essential for newly arrived families who were too unfamiliar or frightened to self-refer.

> *"The case worker should bring new families straight to a playgroup. They will be too scared to go by themselves. A referral is not enough."*

— Myanmar-background Supported Playgroup Facilitator, 10–20 years in Australia

Summary in relation to the current Australian system:

The survey findings show that migrant parents are motivated, resourceful and aspirational for their children. The system challenge is that parents are often expected to navigate language learning, parenting support, early childhood services, settlement services and future study pathways separately. A stronger response would bring these supports together in trusted, family-centred settings where learning can begin within the realities of parenting, settlement and caring responsibilities.

Summary of findings: survey of organisations running playgroups for migrant families

Australia, 2026

Methodology

An online survey was developed by the researcher in collaboration with stakeholders and was distributed to organisations across Australia delivering playgroup programs for migrant and culturally and linguistically diverse (CALD) families. Twenty responses were received between February and April 2026 from local councils, community hubs, schools, multicultural service providers and state-based peak bodies. Responses were predominantly from Victoria (n = 14), with additional responses from Queensland, South Australia and Western Australia. Data were analysed thematically.

Overview of Respondent Organisations

Respondents ranged from grassroots culturally specific programs — such as a Filipino intergenerational playgroup and a Burmese community playgroup (both Victoria) — to large-scale providers. Play Matters (Queensland) reported 39 CALD-specific and 377 CALD-inclusive playgroups; Hume City Council (Victoria) operates approximately 40 playgroups per week across 15 school-based hubs. Community groups served included families of Burmese, Filipino, Arabic, Chinese, Indian, Iranian, Pacific Islander, and many other backgrounds.

Thematic findings

Funding landscape

Funding is fragmented across federal (Communities for Children), state (DFFH, ACFE, Best Start), local government, school-based, and philanthropic sources. Several organisations reported no dedicated funding, absorbing costs through broader budgets or volunteer effort.

> *"Migrant families that attend learning programs with their little children are unlikely to study anywhere else due to their caring responsibilities. Funding in this sector is important to ensure enhanced literacy among families who are new to Australia."*

— Organisation 2, Victoria

Facilitator workforce and qualifications

Minimum playgroup facilitator qualifications range from Certificate III in Early Childhood Education and Care to no formal qualification. Valued worker attributes include cultural competence, trauma-informed practice, community language skills, and flexibility. Professional support for facilitators — mentoring, coaching, specialist training — exists in some organisations but is inconsistent across the sector.

> *"Playgroup facilitators need to be paid and supported — the work is difficult. They are exposed to vicarious trauma, diagnosing disability, discussion of family violence. If paid and supported they stay in the role, providing consistency."*

— Organisation 17, Victoria

Embedded learning and service integration

Most organisations embed family learning into playgroup settings, including parenting skills, informal English exposure, service navigation, school readiness information, and visits from health and allied health professionals. Co-located models — where playgroups run alongside adult English classes on the same site — were identified as particularly effective for families with caring responsibilities.

Role and value of EAL teachers

Approximately 75% of respondents do not currently include a qualified EAL teacher in their programs. Where valued, respondents emphasised the role must be collaborative, flexible, and culturally responsive rather than formal or classroom based. Cost and logistical complexity were the primary barriers to implementation.

> *"A qualified English teacher will be able to grade their language of delivery and contextualise lessons as per the needs of the target cohort — and families will be exposed to a teaching style they are likely to encounter in a more formal setting, such as TAFEs and RTOs."*

— Organisation 2, Victoria

Value of investment: impact on migrant communities

Across all contexts and program types, respondents described playgroups as high-value, cost-effective community infrastructure delivering compound benefits across settlement, child development, and family wellbeing. The evidence consistently positions playgroups not as recreational spaces, but as foundational sites of early intervention, community-building, and family empowerment.

Social connection and reduction of isolation

Social connection was the most consistently identified benefit. Playgroups provide informal, relationship-based spaces where newly arrived families — particularly mothers — build trusted networks with others sharing similar migration experiences, with direct links to improved mental health and settlement outcomes.

> *"Safe space to just be. Time to play with their child. Opportunity to meet other families. Make friends — from their own culture as well as others. Support each other — just to know you're not the only one who didn't get any sleep last night."*

— Organisation 5, Western Australia

Early childhood development and school readiness

Playgroups support social, emotional, language, and early literacy and numeracy development for children aged 0 to 5 years and prepare families for kindergarten and school transitions.

> *"Children develop social connection, emotional resilience, self-confidence, literacy and numeracy skills — then readiness for the next level of learning: pre-kinder, prep and beyond. It also builds the bond between child and parent in terms of learning, wellbeing and relationship."*

— Organisation 12, Victoria

Service navigation and settlement support

Playgroups function as soft entry points to broader service systems, enabling warm referrals to health, early intervention, settlement, and family support services. Early identification of developmental concerns and family vulnerability carries significant preventative value.

> *"Playgroups need to be funded as they are often the first access point for vulnerable families who would not access any other service. They provide incredible early detection and prevention work."*

— Organisation 13, Victoria

> *"When playgroups are positioned as an entry point to the local service system rather than just a nice activity for Mums to do — it supports families to access the right services at the right time."*

— Organisation 15, Victoria

Parenting confidence and skills

By modelling play-based interactions and providing culturally safe environments for questions and peer support, playgroups strengthen parenting confidence — particularly for families carrying trauma or limited access to support networks.

> *"Families become inseparable due to trauma experienced and loss. Their connection within families is strong, and so is their culture. It is important to respect and acknowledge this and use it as a positive tool in their learning."*

— Organisation 6, Victoria

Cultural safety, identity and belonging

Culturally responsive playgroups allow families to maintain home language and cultural identity while adapting to a new country, avoiding assimilationist pressure and building genuine belonging.

> *"For a newly arrived family, a free playgroup with people from your own culture — people who have had the same experience and understand, who can help you navigate your new life — is invaluable."*

— Organisation 5, Western Australia

Pathways to employment and community participation

Confidence, language skills, and networks developed through playgroups open pathways to volunteering, further education, and employment — particularly for women with significant caring responsibilities who face structural barriers to formal training.

> *"(Playgroups provide) Early detection and referrals to services, language development, transition to school, school readiness, social connections, parenting skills, pathways to volunteering and employment opportunities."*

— Organisation 13, Victoria

Summary in relation to the current Australian system:

The organisational survey confirms that playgroups already connect families to services, reduce isolation, support child development and build confidence. Their full value depends on sustained funding, skilled staff and stronger links to learning and pathway systems. These findings are consistent with the National Child and Family Hubs Network 2025 recommendations, which clearly describe the 'glue' needed to connect services and build effective leadership, co-ordination and relationships (National Child and Family Hubs Network, 2025).

Phase 3: International field visits. Countries and programs visited included:

Singapore

Ministry of Social and Family Development, Singapore

Purposeful Play program

The Purposeful Play Program, jointly developed by Singapore's Ministry of Social and Family Development (MSF) and the Parenting Research Centre (Australia), is an evidence-based parenting program targeting families with children aged 0–6 years. It equips parents with 10 strategies to create warm, stimulating home environments and use everyday activities to develop language and problem-solving skills. The program comprises five 1.5-hour in-person sessions delivered over five consecutive weeks, covering topics such as following a child's lead, shared reading, tuning in to routines, and using teachable moments. The program is freely offered to families near where they live, and resources are given to families participating in the program (Families for Life, 2026).



Figure 6. "Josephine Loh, Senior Manager, Training and Development, and the Fellow at Morning Star Community Services, Singapore. The visit included observation of the Purposeful Play program and discussion of the government investment supporting program quality, consistency and continuation across Singapore."

Centre for Holistic Initiatives for Learning and Development (CHILD) LET'S Care and LET'S Play programs

The Centre for Holistic Initiatives for Learning and Development (CHILD) was established under the National University of Singapore Yong Loo Lin School of Medicine (NUS Medicine). CHILD brings together experts in translational research, child development, and implementation science to help give children the best start to life (Centre For Holistic Initiatives for Learning and Development, 2026a). A core framework threaded throughout both the LET'S Play and LET'S Care programs is the O-U-R practice: sessions progressively build participants' ability to Observe children's verbal and non-verbal cues, Understand what those cues mean, and Respond appropriately — applied across daily routines, play, feeding, sleep, screen time, and managing children's big feelings (Centre For Holistic Initiatives for Learning and Development, 2026b).



Figure 7. "Researchers Celeste Tew and Natalie Koh from CHILD gave a detailed presentation about the LET'S Play and LET'S Care programs. The visit also included observation of a LET'S Care session for migrant domestic workers."

LET'S Care

LET'S Care is a six-session Sunday training program for domestic helpers co-caring for children under six. It covers child development, responsive caregiving, play, healthy lifestyle behaviours and caregiver communication. Participants who complete all sessions receive a Certificate of Excellence from CHILD, NUS. LET'S Care was developed as a pilot course following LET'S Play.

LET'S Play

LET'S Play is a free, four-session research program designed to help grandparent caregivers observe, understand and respond more effectively to their young grandchild. It consists of coaching sessions in which the coach draws on the grandparent's existing caregiving expertise and unique relationship with their grandchild, evident in filmed practice, to highlight effective caregiving practices and suggest further areas where the grandparent could be more responsive during play.

OneSky for all children (informal meeting with Esther Goh, Global Program Director)

OneSky is an international Non-Governmental Organisation (NGO) with over 26 years of experience training early childhood caregivers across Asia to ensure marginalised young children in low-resourced settings receive the responsive care they need to thrive. Operating in China, Vietnam, and Mongolia, they have trained over 121,000 caregivers and impacted more than 411,000 children's lives. The organisation works with local partners and governments to scale caregiver training and increase the quality and capacity of care for young children, thus improving outcomes for children, families and communities (OneSky for all children, 2026).

Finland

Programs for stay-at-home immigrant parents (Helsinki and Vantaa).

Finland runs programs for stay-at-home immigrant parents, especially parents of babies and toddlers, that combine Finnish-language instruction, civic orientation, and childcare or child attendance during classes. Its family-centred model supports parallel learning: parents build language, digital and civic skills while receiving guidance on services, study and employment, and children can take part in pedagogically planned early learning that strengthens social, communication and kindergarten-readiness skills. By reducing barriers to participation and strengthening parenting confidence, peer support and community connection, these programs help families move from isolation toward fuller participation in Finnish society. As a permanent part of Finland's education provision, the programs help stay-at-home parents build community, improve Finnish, strengthen confidence and prepare for later vocational study, employment or fuller participation in Finnish society (Finnish National Agency for Education, 2026; KEHA Centre, 2026; The Finnish Adult Education Centre, 2026).

Finland's programs for stay-at-home parents are well funded and supported by government. To learn about Finland's programs, meetings were held with:

- Immigrant Integration Services in Helsinki and Vantaa.
- Helsinki Adult Education Centre and service delivery locations.
- Vantaa Adult Education Centre and service delivery locations.
- Course co-ordinators.
- Finnish language teachers.
- Civic orientation teachers.
- Various playhouse locations and staff.
- Nice hearts, an NGO working in collaboration with immigrant integration services.

Finland strongly relies on NGOs, and government works directly with NGOs to support outcomes across different areas. In the context of this research topic, the NGO provided a safe space for migrant women and their children, including support, mentoring and targeted training. The non-accredited training teaches learners to support others and enables them to strengthen their own communities by empowering women to organise group activities and events. This, in turn, creates a pathway to volunteering and employment. Following course completion, the NGO meets with the women to assist them in setting up initiatives in their own communities. The NGO actively supports women to support others by helping them find locations, make applications, establish initiatives and review them with the women who initiate them (Nice hearts, 2026a, 2026b).

During international meetings, immigrant integration services reported that:

- Integration services in Finland changed in 2025 to include a legal requirement that immigrants outside the labour force are offered integration plans and civic orientation learning. Before this change, this was only required for immigrants seeking employment in Finland.
- Civic orientation and the community connection it creates have a strong positive effect on many newcomers, especially mothers. Staff observed that after attending civic orientation, many participants became more motivated to:
  → start full-time language studies sooner,
  → place children in early childhood education earlier,
  → engage more actively with integration services and future employment.

- These services also gave potentially isolated parents a reason to leave the house and build community connections. The programs were reported to be particularly impactful when they were:
  - → Accessed early.
  - → Practical and relevant.
  - → Culturally sensitive.
  - → Flexible.
  - → Connected to childcare or children's primary school education and language learning.

United Kingdom

"Peeple is an independent charity, dedicated to helping practitioners, parents and carers support their children's development and narrow the attainment gap, by making the most of everyday learning and play opportunities at home and in the community" (Peeple, 2026c).

To learn about Peeple's programs, the field visit included:

- Meeting with Dr Sally Smith, CEO of Peeple.
- Attending a multilingual Peep Learning Together Programme (LTP) and a babies Peep LTP in Oxford, England.
- Visiting the Peep resource centre at the offices in Oxford.
- Visiting Little Peeple Nursery in Oxford.
- Meeting with facilitators delivering the Peep Progression Pathway to CALD learners in Oxford and Barking, England, as well as in Aberdeen, Scotland.
- Visiting Peep LTP drop-in programs within the library at Barking Community Hub. The visit included a meeting with a hub 'navigator' whose office space is in a prominent and visible location within the library, allowing families to drop in and receive one-on-one contextualised family support from an employed professional.
- Visiting the Peep resource library at Deeside Family Centre, Aberdeen, Scotland.



Figure 8. "Dr Sally Smith, CEO at Peeple, and the Fellow at Oxford University."



Figure 9. "The Fellow visited the well-equipped Peep resource library with Natasha Martens, Peep Coordinator at Aberdeen City Council, Scotland."



Figure 10. "The Fellow in Aberdeen, Scotland."

- Visiting a multilingual Peep group in Aberdeen, predominantly for Arabic-speaking families.
- Visiting a New Scots Peep group in Aberdeen.
- Meeting with a bilingual teacher supporting a CALD learner through the final components of the Peep Progression Pathway and meeting with the learner completing the course requirements.
- Meeting with Aberdeen City Council staff working together to implement Peep programs, including:
  - → Peep Coordinator, Natasha Martens, Aberdeen City Council. As part of her role, Natasha oversees Peep delivery within Aberdeen as well as the 'Peep Progression Pathway' qualification for learners and facilitators.
  - → Deputy Head Teacher: Additional Support Needs and Outreach Team, Aberdeen City Council. Part of this role involves allocating staff work plans to deliver Peep programs within the community, including for CALD groups.
  - → Community Development Officer for the Resettlement Team, Aberdeen City Council. Part of this role is establishing new Peep groups according to community needs.

What the research revealed about effective systems

Across countries and programs, successful outcomes were associated with:

- Connected services rather than isolated programs.
- Clear pathways rather than standalone participation.
- Stable workforce structures rather than project-based staffing.
- Community-based access points rather than institution-centred delivery.
- Long-term investment rather than short-term funding.
- Family-centred approaches rather than separate adult and child systems.

Cross-cutting themes from the research

Across the field visits, consultations and survey findings, several themes appeared repeatedly across countries and program types. The strongest programs were not defined by one curriculum or one delivery model. Instead, they shared common design features: trusted relationships, accessible spaces, flexible delivery, skilled staff, practical language learning, strong partnerships and clear pathways for parents and children. These themes provide useful guidance for how Australia could strengthen two-generational programs for migrant families with young children.

Purpose-fit spaces increase participation and trust

Families are more likely to participate when adult learning and children's play or care are physically close, visible and easy to move between. For many migrant and refugee parents, especially those newly arrived or caring for very young children, physical proximity to children is not a minor design issue. It can determine whether they feel safe and comfortable enough to begin learning at all.



Figure 11. "An example of a purpose-fit space inside a community 'Family House' in Finland."

Examples across the Fellowship showed the value of well-set-up rooms and adjoining or nearby adult and child learning spaces. In Hume City Council, Australia, staff described the ideal layout as two connected rooms: one for adult learning and one for children's play, with enough connection for parents and children to see, hear or visit one another when needed. This arrangement also supports relationship-based referrals, because families who already attend playgroup can become familiar with the adjacent learning space before enrolling in formal English or family learning.

International examples reinforced this point. OneSky's Family Skills Training in Mongolia uses separate but nearby yurts for parents, children and babies. In Helsinki, KOTIVA classroom teachers explained that parents are often more settled when children are nearby, even when this creates some classroom disruption. Teachers saw this proximity as part of building trust in childcare and early learning systems, because parents gradually learned that their children were safe and that staff would call them if needed.

Implications for Australia: Existing hubs, schools, libraries, neighbourhood houses and AMEP sites could be used more intentionally to support parent-child learning. Co-locating English learning, playgroups and family support would allow parents to learn while staying connected to their children.



Figure 12. "Drop-in Peep sessions run regularly within Barking library. If the session is full, parents can utilise the services available while waiting for the next Peep session to commence."



Figure 13. "Barking library is located within Barking Learning Centre. This is in a highly accessible location close to the train station, shops and community services."

Accessible, familiar locations reduce barriers to engagement

Programs are most accessible when they are in familiar places that families already use or trust. Location affects visibility, transport, permission to attend, connection to services and the likelihood that families will continue participating over time.

Hub staff in Hume, Victoria, described the value of positioning hubs at the front of schools. Families see the hub when they enter the school, become familiar with staff and can stay after school drop-off rather than travelling to a separate service. For some women, this can reduce practical and cultural barriers to attendance because the learning and support are connected to a place they already have reason to visit.

Co-location also makes service navigation more practical. A Victorian supported playgroup facilitator described walking next door with parents to help them enrol children into kindergarten when paperwork and an unfamiliar system was a barrier. This kind of warm, practical support is difficult to achieve when services are disconnected from the places families already attend.

Examples from Singapore, Finland, England and Scotland showed similar patterns. Purposeful Play in Singapore is delivered in community centres, schools, libraries and local gathering places. In Finland, programs for stay-at-home parents are in adult education centres, family centres and playhouses close to transport and local services. In Barking, London, Peep sessions operate from a library within a hub that also provides social support, employment services, food support, allied health, adult learning, vocational education and practical community resources. The ability for parents to stay and socialise after formal learning ended was frequently observed in international programs, providing space for participants to build community connections and relationships.

Implications for Australia: Two-generational programs should be delivered in familiar community locations that families already use and trust. Schools, libraries, neighbourhood houses and hubs can reduce transport, confidence and service-navigation barriers when they are linked to local supports.

Trusted relationships and partnerships hold the model together



Figure 14. "The Fellow attended an end of year community party with playhouse staff members in Finland. The community party was a collaborative event involving the City of Helsinki's Immigrant Integration services, Adult Education Centres, playhouses and playground programs. It was organised, catered for and facilitated by employed staff, and was a free event for all families to attend."

Effective two-generational programs rely on more than individual program efforts. They require trusted relationships between families and staff, and strong partnerships across education, early childhood, settlement, health, community and family support services. These relationships allow families to receive support in ways that are warm, practical and culturally safe.

In the U.S.A, Community Action Project of Tulsa County's (CAP Tulsa) approach emphasised respect for migrant families as creative, resourceful and whole. Staff described the importance of explaining community expectations, such as health checks or school requirements, in ways that preserve cultural dignity while helping families understand the new system. In this context, English learning becomes more than language instruction; it becomes a way to understand why systems work as they do and how parents can act confidently within them. The same approach is evident in Finland's civic orientation curriculum, contextualised for stay-at-home parents.

Finland's integration services highlighted the specialist skills required to build relationships between public systems and local communities. Staff need cultural understanding, sensitivity to gender and community dynamics, and strong interpersonal skills to build trust slowly and respectfully. Aberdeen City Council staff also emphasised that programs succeed when managers and partner organisations share goals, value family learning and maintain personal relationships across departments.

In meeting with Aberdeen City Council staff, it was noted that council-based Peep delivery is a major strength in Aberdeen. The ongoing support and collaboration within the council structure helps with staffing, professional development, access to free venues, communication, connection with other council services and long-term program sustainability. Strong relationships between education, housing, community development, health and social work were built through council employment structures and were seen as essential to the effectiveness of the program. Compared to working with external organisations, council-based delivery was seen as more stable because it is less dependent on short-term funding and can utilise internal resources and relationships.

Implications for Australia: Stronger partnerships are needed between AMEP providers, hubs, early childhood services, community organisations and VET providers. Shared goals, warm referrals and coordinated staffing would help families move more easily between services.

Programs must be co-designed around local family needs



Figure 15. "Clothing for families to freely take at a family community centre in Finland. Play spaces are available at this location for families to use freely, and staff are available to support families through social interaction, parenting support and system navigation."

Effective programs begin with a clear understanding of the specific families they are designed to support. Migrant families share some common settlement experiences, but their needs differ according to language, culture, immigration journey, caring responsibilities, previous education, trauma history, employment goals and local service access.

Several programs demonstrated the value of designing learning around the real circumstances of participants. CAP Tulsa emphasised the importance of analysing the needs of each local cohort and building programs around those needs. Aberdeen City Council described the value of flexible family learning groups where parents could connect with others in similar circumstances, even when settlement or parenting challenges were not always discussed directly.

Singapore's Purposeful Play program showed that co-design does not only apply to migrant-specific programs. It responded to local parenting needs by helping families understand play, responsive caregiving and everyday learning. Facilitators modelled play, encouraged parent-child interaction and created a relaxed space where parents could ask questions in a practical and non-judgemental way.

CHILD's LET'S Care course in Singapore was co-designed directly with migrant domestic workers and stakeholders. This included consultation about course frequency, training needs, topics, desired skills and practical activities. This approach made the course relevant to the learners' responsibilities and strengthened the likelihood that learning would be used in daily caregiving practice.

Finland's programs also showed how design can respond to parent and child readiness. Helsinki's KOTIVA program for stay-at-home parents uses a two-week orientation period to help parents and children adjust before formal learning begins. Classes are then closed to new learners to build a close community and support predictable childcare attendance. Vantaa, Helsinki's neighbouring municipality, keeps mother and child Finnish language class enrolments open because staff recognise that isolated parents need access as soon as they are ready to leave the house and seek support. In the Vantaa community, it is important to have an open door for migrant families who may be deterred from attending if they are required to wait for a new term to start.

Implications for Australia: Programs should be co-designed with migrant parents, community leaders and local service providers. This would help ensure delivery reflects local language, settlement, parenting, cultural and pathway needs.

Skilled, stable and culturally responsive staff are central to quality

The quality of two-generational programs depends heavily on the people who deliver them. Across the Fellowship, effective staff were not only teachers, facilitators or support workers. They were relationship builders, cultural interpreters, practical problem-solvers and trusted connectors between families and systems.

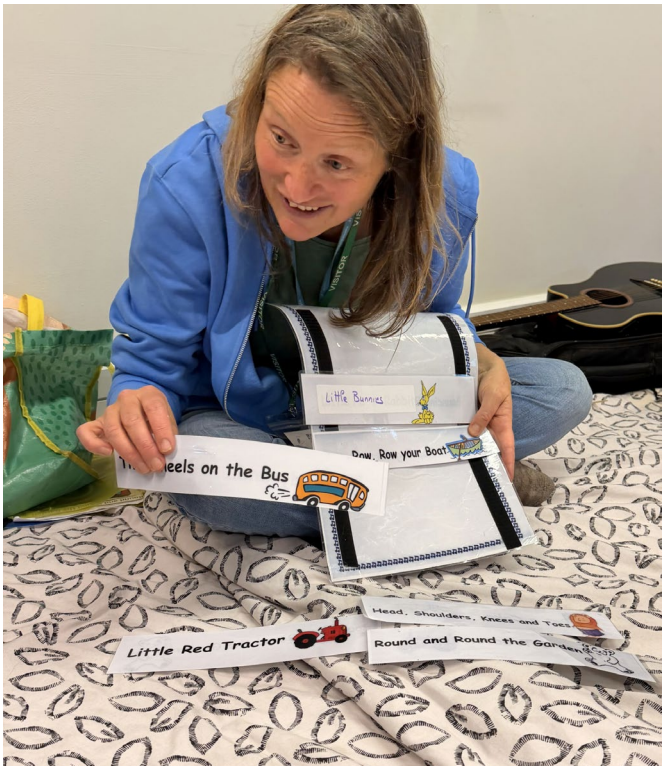


Figure 16. "During a multilanguage Peep LTP session, the trained facilitator encouraged a young child to choose a song to sing. The child pointed to the image of the bus. The facilitator encouraged the child with positive body language and reinforced language and literacy skills by reading the words on the card, saying: 'The wheels on the bus? Good choice!' During the session, the Fellow observed the facilitator informally teaching language and interaction, supporting a parent to enrol into the childcare centre next door, informing families about classes available in the community centre next door, and providing a fun, interactive and engaging Peep LTP session including games, songs and stories. This facilitator is also trained to support parents to complete the accredited Peep Progression Pathway when parents are interested and ready."

In Victoria, hub staff emphasised that families return when they have a trusted relationship with the playgroup facilitator. If the facilitator role is casual, unstable or disconnected from the community, attendance and continuity can decline. This was consistent with international examples where long-term relationships supported retention, confidence and deeper learning.

CAP Tulsa demonstrated the importance of coordinated staff roles. Each class includes a coach who supports individual learners, connects families with services and helps shape learning around the cohort's goals. The coach role is central because it links language learning, community navigation and learner wellbeing.

Bilingual and bicultural staff were particularly valuable. Single-language playgroups in Queensland showed how a fluent support worker from the community can build trust, model strategies and scaffold learning naturally. Within Aberdeen City Council, bilingual staff supported both Peep delivery and school children's bilingual support, acting as trusted bridges between families, children, schools and services.

Finland's civic orientation teachers showed the power of lived experience. Many had migrated to Finland themselves and taught in the learners' home language. They helped translate culture, explain services and model what successful participation in the new country could look like. Finland has a formal qualification for civic orientation teacher training and a curriculum for teachers to follow. Learners described the importance of teachers being non-judgemental, patient, supportive and understanding of the pressures of parenting and settlement. It should be noted that English speakers are also offered civic orientation classes to understand the culture, services and systems, and to successfully integrate into Finland, even though English is widely spoken there. English speakers expressed value in attending civic orientation classes, and many intended to continue Finnish language classes following completion of the civic orientation course.

The power of shared lived experience was well articulated by a KOTIVA co-ordinator and civic orientation teacher, who had migrated to Finland and clearly understood the journey her students were on:

> *"At the end of the day, I want all my students to get access to all the services…. I facilitate the learner's empowerment….. They are active agents in their journey, they have to do it. They are the people who are responsible for that journey. My role is a facilitator toward that journey. They (learners) start to understand. They all have their ah-ha moments when they feel this power inside them that: I know, I am able, I can do this, I can support my children".*

Implications for Australia: Two-generational practice needs a clearer workforce framework across adult learning, early childhood, settlement and family support. This should include training and pathways for bilingual workers, peer mentors, facilitators and coordinators.

Sustainable funding and policy alignment determine long-term impact

Strong programs require stable funding, clear policy support and system-level coordination. Across the Fellowship, successful models were sustainable when government, education, early childhood, settlement and community organisations worked together around shared outcomes.

Australian stakeholders described playgroups and hubs as high-value early intervention spaces, but also noted that funding is often fragmented, unstable or attached to specific roles rather than the whole model. This limits long-term planning, workforce stability and program expansion.

Singapore's Purposeful Play program showed the impact of national government support. The MSFD provided resources, trainer preparation, program materials, professional development and worked with other agencies to normalise parenting support as something available to all families, not only as a crisis response.

Finland showed how policy can create access for parents who may otherwise be excluded from integration support. Since 1 January 2025, immigrants outside the workforce, including stay-at-home parents, are required to be offered civic orientation. This policy shift recognises that parents caring for young children also need language, civic knowledge, service navigation and pathways to future participation.



Figure 17. "Vantaa Integration Services, Finland, demonstrates intentional and planned network meetings to build collaborative communication between services working with parents of young children who have migrated to Finland and are living in the municipality of Vantaa. Vantaa staff articulated that face-to-face meetings are more conducive to relationship building than online platforms." Slide courtesy of Vantaa Integration Services.

The 'Families Learning Together (FLT) Whole Family Wellbeing Fund Evaluation Report, 2026, states: "For Scotland, the national learning is clear: supporting families earlier, through trusted relationships and connected systems, creates stronger foundations for children and reduces the need for later intervention (p.10)" (Peeple, 2026a).

Implications for Australia: Funding and accountability should support integrated delivery rather than separate programs. Aligning settlement, AMEP, early childhood, hub and VET funding would reduce reliance on short-term projects.

Flexible delivery enables families to participate when they are ready

Flexibility was a defining feature of effective programs. Parents with young children may have interrupted attendance, changing priorities and childcare needs, different language levels and varying readiness for formal learning. Programs that allow families to enter, settle, participate and progress at different points are more likely to reach those most at risk of isolation.

Purposeful Play providers adapted delivery according to community needs, including small groups, age-specific groups and different arrangements for whether children stayed with parents or were supported nearby. Finland's municipalities also adapted civic orientation and family learning models to suit local communities, while continuing to work within a broader policy framework.

A closer look at VAMU, Vantaa for Australia to consider:

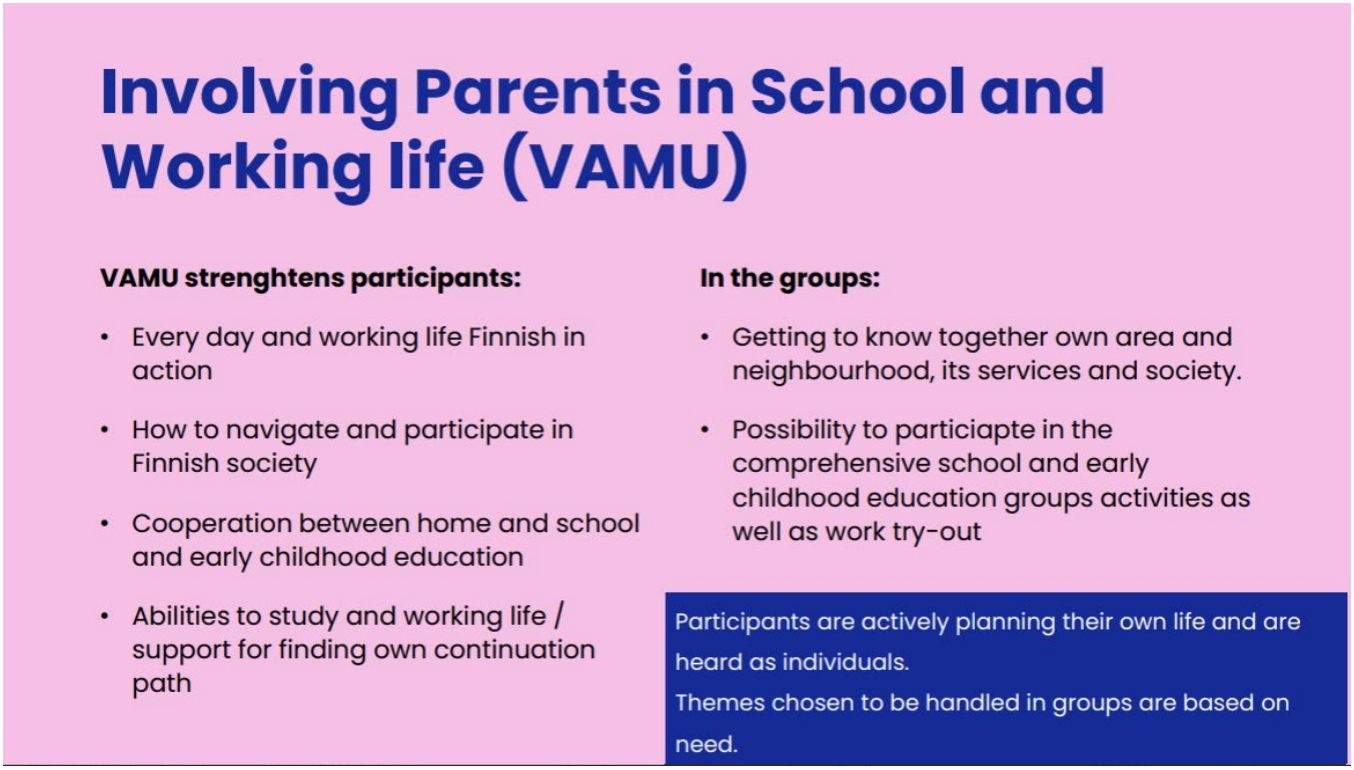


Figure 18. "Vantaa Integration Services gave a detailed presentation to the Fellow about their services. Vantaa's VAMU program is centred around involving parents in their child's education. It supports language learning, community connection, and can lead to volunteering, qualification attainment and employment for participants within early childhood and education settings." Slide courtesy of Vantaa Integration Services.

Vantaa's VAMU program for parents had been running for eight years as a pilot project. From January 2026, the municipality of Vantaa made it an ongoing program due to the clear benefits of this flexible, community-based parent support program. It helps immigrant families connect to early childhood education and primary schools, builds practical language and community knowledge, and often leads to volunteering, training or work pathways for participants. Within the VAMU program, the class has a coach who plans activities, topics, incursions and excursions within the learner's own community. The program is delivered entirely in Finnish and uses functional language learning, pictures, peer scaffolding, role modelling, community involvement and relationship building to support language learning (City of Vantaa, 2026). The program is flexible enough that participants can drop in with no Finnish skills and with their young children or attend regularly with high-level Finnish skills without their children, who may be attending school. Pathways to further study, volunteering and employment are embedded into the program, as learners can volunteer within a local school or early childhood setting. Staff described VAMU as a "straight pathway" from integration to employment in education and care industries. Staff noted that while it is a straight pathway, it is a slow pathway.

"Integration takes time, building trust and community connection takes time, and education takes time. Due to the high level of responsibility and increased pressures that raising children places on parents, particularly mothers, this can take a very long time. What is important is that the pathway is there for them, whenever they are ready to use it." — Vantaa integration specialist

Implications for Australia: Flexible, open-entry family learning models would better support parents with changing language levels, caring responsibilities and readiness for study. Supported volunteering and staged pathways could help parents move gradually into further learning or work.

Functional language learning works best when embedded in family and community life



Figure 19. "A community hub located in Hume, Australia, demonstrates the informal use of songs, print and routines to promote language and literacy learning within a CALD playgroup."

The international examples showed that language learning does not need to be separated from parenting, play and service navigation. Parents and caregivers use language and connection through songs, routines, visual prompts, peer support, community visits, practical tasks and conversations linked to children's daily lives. This is an approach that Parent-Child Mother Goose Australia has used effectively for many years, using songs, rhymes, and stories to support language and interactions within their programs (Parent-Child Mother Goose Australia, 2026).



Figure 20. "A sign in the Peeple office in Oxford, England, shows key messages shared with families that connect directly with the home learning environment".



Figure 21. Description: "Mother and babies Finnish language class, Finland. The class started on the floor in the children's play area with the teacher, mothers and babies sitting together. After some time, the mothers moved to the table while the babies continued to play or joined their mothers at the table. At one stage, a baby was sitting on the table while the teacher continued the lesson. The mothers continued listening and learning while also attending to their children's needs including incidental feeding, nappy changing, comforting and interacting with children. During the class, an additional staff member played with the children as much as possible to give mothers the opportunity to focus on the class content. However, responsibility for the child always stayed with the parent."

In LET'S Care, English was not the focus of the course, but it was strengthened through participation. Learners used simple English, visual resources, peer translation and trainer repetition and rewording to understand caregiving concepts and share examples from their own work. This allowed learners to participate meaningfully even when their spoken English was still developing.

Finland's civic orientation classes were delivered in the learner's home language, and the teacher also introduced key Finnish words, used public Finnish websites, services and community resources. This approach builds motivation for further language learning by showing why the language mattered for parenting, services, study, employment and belonging.

The mother and child Finnish language class demonstrated how language can be embedded in play and everyday caregiving. Parents practised basic conversation while children played nearby, and the teacher adjusted the lesson around feeding, crying, comforting and movement. This flexibility recognised that parents' priority was their child, while still creating meaningful opportunities for language learning.

Implications for Australia: AMEP learning could be more strongly connected to parenting, play, school readiness and community participation. Functional English taught through everyday family routines would make learning more relevant for parents with young children.

Peer role models create visible inspiration and encouragement towards learning, volunteering and future employment

Across several programs, former participants became role models, volunteers, peer supporters, potential future workers and qualified teachers. This was especially powerful for migrant women and caregivers because it made further learning, volunteering and employment feel visible and achievable.

In LET'S Care, previous students volunteered as program champions. They wore the same uniform as trainers, shared real caregiving examples and helped demonstrate course strategies. Their presence showed current learners that people with similar language and work experiences could become confident contributors within the program.

Finland's civic orientation teachers also acted as role models because many had migrated to Finland themselves. Their professional role, home-language delivery and personal insight helped learners see potential futures for themselves. This was also evident in the Peep LTP groups, where many participants had gone on to complete training and were employed as Peep LTP staff.

Implications for Australia: Parents who progress through playgroups, study or volunteering should be recognised as peer mentors, bilingual workers and role models. Clear qualification and employment pathways would make these progression routes more visible.

Formal training pathways give learning recognition and future value

Formal training pathways add value when they recognise the learning parents and caregivers are already doing and connect that learning to future study, volunteering or employment. Accreditation can build confidence, create a record of achievement and support progression into education and care-related roles.

Aberdeen City Council staff described the Peep Progression Pathway as valuable because it gives parents a formal way to recognise what they are already doing to support their child's learning and development. For some parents, it can be their first formal qualification. The pathway can build confidence, validate parenting knowledge and practice, and provide a possible step toward further study, work or volunteering. Staff described examples of parents who gained confidence, reconsidered their career direction, or used their portfolio to show their strengths as parents and learners, particularly when considering future roles in childcare, early years education, community support or further study.

The Peep Progression Pathway was also well supported by resources, assessor training, mentoring and quality processes. This showed that



Figure 22. "The Fellow learned about the accredited Peep Progression Pathway during visits to Oxford, England, and Aberdeen, Scotland."

formal recognition is most effective when it is properly resourced and embedded within a wider delivery system.

“Families Learning Together (FLT) helped build community capacity, enabling families not only to receive support but, in some cases, to become part of the local support system themselves (p.5)” (Peeple, 2026a).

Implications for Australia: Community-based family learning should be recognised as a pathway into accredited training. The 22711VIC Certificate I in Supported Learning in the Home using Peep could provide a practical starting point into further study, volunteering and education or care roles.

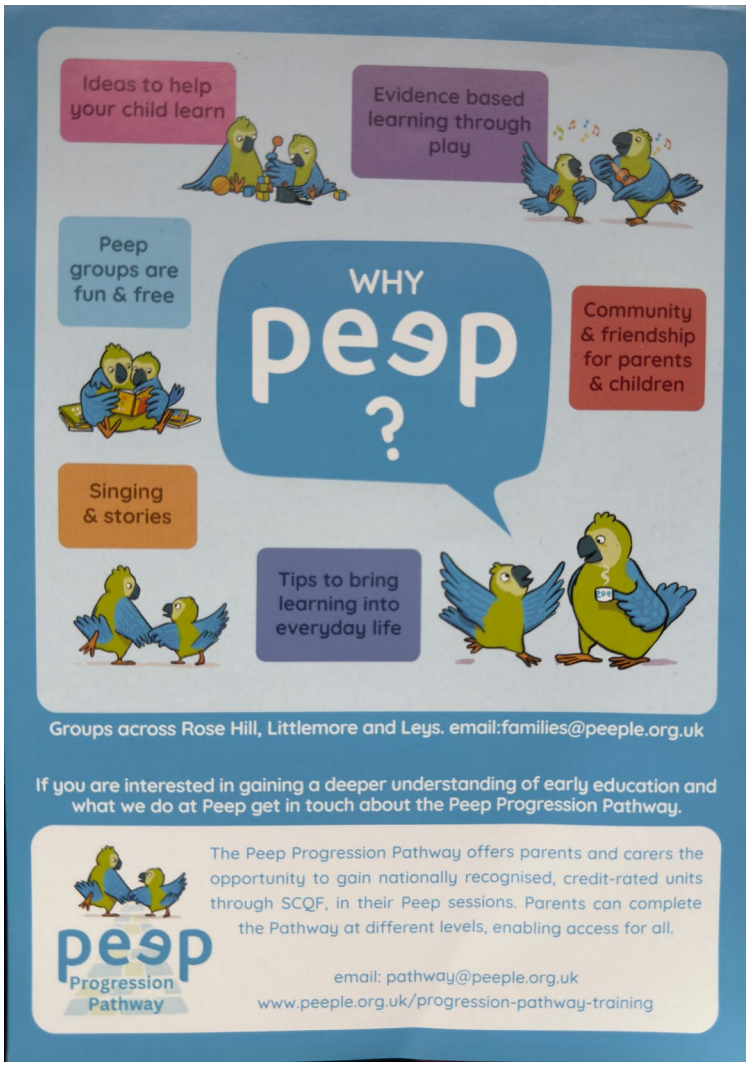


Figure 23. “The Peep Progression Pathway provides the opportunity for participants to gain a nationally recognised qualification.”

What the findings reveal about the Victorian VET system

The findings suggest that Victoria does not lack programs to support migrant families. It has AMEP, TAFE, learn local providers, hubs, playgroups, early childhood services, settlement services and community organisations. The system challenge is that these components are not consistently connected through policy, funding, governance, workforce design or recognised pathways. For migrant parents with young children, VET access is shaped by trust, childcare, transport, English confidence, service knowledge and whether learning is offered in safe and familiar places. Hubs and playgroups already act as soft entry points, but they are not yet consistently recognised as part of VET access and pathway infrastructure.



Figure 24. "A Community Hub timetable in Hume, Australia, demonstrates that the Hub is a direct access point for learning, parenting support and community connection for participants. Formally strengthening the connection between hubs and the VET system in Australia can lead to improved outcomes for children, families and communities."

The system issues identified through this Fellowship sit across five main areas:

1. Policy alignment

Language learning, early childhood education, settlement, family support and VET are often treated as separate policy areas. For migrant parents with young children, these areas are experienced together. A stronger system response would recognise that parent learning, child development, family wellbeing and pathway planning are linked.

2. Funding structures

Funding is often attached to separate programs, roles or short-term initiatives. This makes it difficult to deliver integrated models that require an English language teacher, a playgroup facilitator, child support staff, bilingual support, coordination time and partnership work.

3. Governance and partnerships

Strong local partnerships exist, but they are often based on goodwill, individual relationships and local initiative. A more sustainable model would require clearer governance arrangements between AMEP providers, TAFEs, learn local providers, hubs, Playgroup Victoria, playgroups, early childhood services, settlement services and local government.

4. Workforce design

Two-generational delivery requires staff who understand adult learning, early childhood development, parenting support, cultural responsiveness, trauma-aware practice, bilingual communication, service navigation and community engagement. At present, these roles are not consistently defined, funded or supported across the system.

5. Qualification and pathway design

The current VET system does not consistently recognise community-based family learning as a pathway into accredited training. The 22711VIC Certificate I in Supported Learning in the Home using Peep provides an opportunity to test how family learning and parent-child interaction can be connected to formal recognition, confidence-building, volunteering and future study or work.

The central system challenge is therefore to move from individual good practice to an intentional model. This means designing VET access around the real circumstances of migrant parents with young children, rather than expecting families to fit into delivery models designed for learners without caring responsibilities.

05
Considerations for next steps

The Fellowship findings suggest that Australia could strengthen its support for migrant parents with young children by developing a more integrated, two-generational VET model that connects English language learning, parenting support, play-based early childhood practice, service navigation and formal learning pathways.

The following system reform priorities are provided for Australia to consider.

System reform 1: Create pilot AMEP playgroups as an integrated two-generational VET delivery model.

System issue

Current AMEP and VET delivery models do not always meet the needs of migrant parents with young children. Although childcare is currently available for AMEP students, some parents may not be ready or willing to separate from their children, especially when newly arrived or when children are very young. For these families, the separation between adult learning and child learning can become a barrier to participation.

What needs to change

Victoria could trial AMEP delivery models that allow parents and children to remain connected while learning occurs. This does not mean replacing existing AMEP childcare. Rather, it means adding a flexible model for parents who would benefit from learning in a parent-child environment.

What this means in practice

Pilot AMEP playgroups should be trialled in selected locations such as hubs, TAFE campuses, learn local settings or community sites connected to schools, libraries or early childhood services. The model should include:

- an English language teacher
- a trained playgroup facilitator
- child support staff
- bilingual or bicultural support where needed
- a suitable adult learning space
- a nearby child play space
- opportunities for parents and children to move between the learning and play spaces

- functional English connected to parenting, early childhood, services, community life and future pathways

The pilot should link to the 22711VIC Certificate I in Supported Learning in the Home using Peep, so that parents can receive formal recognition for learning that builds parenting confidence, supports child development and creates a foundation for further study or volunteering. To do this, funding is needed to get the qualification on the scope of registration with a Registered Training Organisation (RTO), and develop the required resources for course implementation including training of staff, delivery and assessment materials.

System-level change required

This would require AMEP providers, VET providers and family support partners to move from parallel service delivery to integrated delivery. Funding, timetabling, staffing and reporting arrangements would need to allow for shared planning and shared outcomes across adult learning and family support.

This reform redesigns AMEP and VET access for parents who need parent-child proximity, trusted relationships and flexible participation before formal classroom learning is possible.

Suggested first step

Develop and trial pilot AMEP playgroups in partnership with Playgroup Victoria, AMEP providers, hubs, TAFEs or learn local providers, with clear evaluation from the start.

System reform 2: Recognise hubs and playgroup settings as VET access points

System issue

For many migrant parents, the first place of trust is not a formal classroom. It is often a playgroup, school, community centre, library, hub or local service. These settings help families build confidence, relationships and knowledge of services. However, they are not consistently recognised as part of the VET system.

What needs to change

The VET system should recognise community-based family settings as legitimate entry points into learning. This would help parents move from informal participation into accredited learning, volunteering, further study or employment pathways at an earlier stage in their settlement journey.

What this means in practice

Hubs and playgroup settings could be used to:

- introduce parents to learning in a low-pressure environment
- build confidence before formal enrolment
- gently connect parents with VET
- support warm referrals into study or volunteering
- provide information about early childhood, education support and community sector pathways
- create visible pathways from participation to qualification

System-level change required

This would require stronger formal partnerships between VET providers and community-based family services. These partnerships should be funded and recognised as part of delivery design, not treated as optional outreach.

This reform shifts VET access from an institution-centred model to a family-centred model, where trusted community settings become recognised entry points into learning and pathways.

Suggested first step

Map existing hubs, AMEP providers, learn local providers and TAFEs to identify suitable pilot sites where playgroups, English learning and pathway planning could be connected.

System reform 3: Develop a workforce framework for two-generational VET delivery

System issue

The workforce needed for two-generational delivery is broader than a traditional classroom workforce. Effective delivery requires English language teachers, playgroup facilitators, bilingual workers, child support staff, coordinators, navigators and community-based roles. These roles are not consistently defined, funded or supported.

What needs to change

Victoria should develop a workforce framework for staff delivering two-generational programs with migrant families. This should clarify the roles, skills, qualifications and support needed across the model.

What this means in practice

The workforce framework should identify the capabilities needed in areas such as:

- adult English language teaching
- early childhood development
- play-based learning
- parenting support
- cultural responsiveness
- trauma-aware practice
- bilingual communication
- service navigation
- assessment and recognition of learning
- partnership work
- community engagement

It should also consider pathways for migrant parents who have participated in programs to become peer workers, volunteers, bilingual aides, playgroup facilitators or future workers in early childhood, education support and community services.

System-level change required

Workforce development should be planned across VET, early childhood, settlement and family support sectors. This would require shared investment in training, supervision, mentoring and stable employment structures.

This reform builds workforce capability across learning, settlement, parenting, child development and community connection, rather than keeping staff within narrow program boundaries.

Suggested first step

Undertake a workforce analysis of hub-based, AMEP-linked and playgroup-based delivery to identify current role gaps, training needs and possible qualification pathways.

System reform 4: Fund partnerships, not only programs

System issue

Integrated delivery depends on coordination, shared planning, relationship-building and warm referral pathways. However, funding is often attached to individual programs or short-term initiatives rather than the partnership work required to connect services.

What needs to change

Funding models should recognise the time and staffing required to build and sustain partnerships between AMEP providers, VET providers, hubs, playgroups, early childhood services, settlement services and local community organisations.

What this means in practice

Future funding should include resources for:

- coordination between partners
- shared planning time
- bilingual engagement
- family outreach
- warm referrals
- professional development
- evaluation
- data collection
- communities of practice
- local governance arrangements

System-level change required

Funding should support the whole model, not only individual delivery components. Without this, integrated programs remain vulnerable to short-term grants, staff turnover and local inconsistency.

This reform recognises that integration depends on relationships, coordination and shared infrastructure, not single programs working alone.

Suggested first step

Develop a partnership funding model for pilot AMEP playgroups that includes coordination, staffing, evaluation and community engagement costs.

System reform 5: Build qualification pathways from participation to further study, volunteering and employment

System issue

Many migrant parents build confidence, skills, relationships and community knowledge through playgroups and family learning. However, this learning is not always connected to formal qualifications or visible pathways into further education and work.

What needs to change

The VET system should create clearer pathways from informal family learning into accredited training, volunteering and employment-related learning.

What this means in practice

The 22711VIC Certificate I in Supported Learning in the Home using Peep could be used as an entry-level qualification that recognises parents' existing strengths and builds confidence for further study. It could also create pathways into:

- further English language learning
- early childhood education and care
- education support
- playgroup facilitation
- community services
- peer support roles
- volunteering in schools, hubs or early childhood settings

System-level change required

Pathway planning should be built into delivery from the beginning. This means that learners are not only supported to complete a course, but are also supported to understand future options, build confidence and connect with local services and workplaces.

This reform makes informal participation, parenting knowledge, volunteering and family learning visible as steps toward accredited learning and employment.

Suggested first step

Develop a pathway map showing how parents could move from AMEP playgroup participation into Certificate I, volunteering, further study and employment-related training.

Measuring success and impact

The proposed pilot should include evaluation from the start. Success should not only be measured by course completion. It should also be measured by whether families who were previously isolated or unable to participate become connected to learning, services, community and future pathways.

Evaluation should consider outcomes at four levels.

Parent outcomes

- enrolment in the pilot
- attendance and ongoing participation
- increased confidence using English in family and community contexts
- increased confidence asking questions and accessing services
- increased parenting confidence
- increased knowledge of early childhood development and play-based learning
- progression into further AMEP learning, Certificate I completion, volunteering, further study or employment pathways

Child and family outcomes

- children's participation in play-based learning
- increased parent-child interaction during sessions
- family connection to kindergarten, early childhood services or school transition supports
- increased family confidence using local services
- increased social connection and reduced isolation

Workforce outcomes

- staff confidence in two-generational programs
- improved collaboration between teachers, facilitators, child support staff and bilingual workers
- staff participation in professional development
- clearer role descriptions
- staff retention and continuity
- increased use of reflective practice and communities of practice

System outcomes

- number and quality of formal partnerships created
- referral pathways established between AMEP, VET, hubs, playgroups and family services
- number of learners moving from informal participation into accredited learning
- evidence of improved access for parents with young children
- sustainability of the delivery model
- potential for replication at other sites

Evaluation should include both quantitative and qualitative evidence. This could include participation data, learner progression data, staff reflection, family interviews, partner feedback and case studies showing how families move through the pathway over time.

06
Impacts of Fellowship

Personally

At a personal level, the Fellow grew in knowledge and confidence, with an increased desire to make an impact in course delivery for migrant learners with young children. The Fellow developed a deeper appreciation of people's need to play, interact and contribute to society as fundamental ingredients for health and wellbeing. The mentorship offered by staff at the ISS Institute greatly contributed to the Fellow's personal and professional growth.

Professionally

Professionally, the Fellow developed relationships and connections with individuals and organisations in Australia and overseas. The Fellow completed Peep LTP training at the invitation of Playgroup Victoria in November 2025 and developed relationships with Child and Family Hub staff in Victoria. The Fellow has been formally invited to continue learning through opportunities including Peep Progression Pathway training, follow-up meetings with Peeple, and a return visit to Finland to experience the improvements and additions being made to the VAMU program in Vantaa when it recommences after the Finnish summer holidays. Plans are already underway in Vantaa to build upon the already highly successful VAMU program.

Organisationally

At Swinburne, a community of practice for VET research has been established since the Fellow commenced the Fellowship. The Fellow has formally presented research insights and the Fellowship experience to this group. Swinburne has begun discussions with Playgroup Victoria regarding potential course development for the newly accredited 22711VIC – Certificate I in Supported Learning in the Home using Peep, which officially became accredited during the Fellow's Phase 3 international travel. In September 2026, the Fellow shared research insights at the Victorian TAFE Early Childhood and Education Support Network Conference (VTECESN), and presented to the Centre of Foundational Studies department at Swinburne.

Broader VET sector

As a result of industry collaboration, research partnerships and the Fellowship findings, discussions are underway regarding a pilot program using 22711VIC – Certificate I in Supported Learning in the Home using Peep for a contextualised EAL program for migrant parents with young children. The pilot, expected to be overseen by Playgroup Victoria, has the potential to demonstrate how language learning, parenting support, play-based learning and accredited training can be connected through a two-generational model. Playgroup Victoria is currently seeking funding to get the 22711VIC course on scope of registration with an RTO so

that a pilot program can be planned and implemented. While Playgroup Victoria and the Fellow have been approached by stakeholders wanting to run a pilot, the initial work of getting the course on scope and planning delivery is not yet possible due to a current lack of funding.

The Fellowship contributes to broader discussion within the VET sector about how education systems can better support migrant learners through system analysis and change. The findings highlight opportunities to strengthen pathway design, workforce capability, community-based access to learning, and partnerships between VET providers, early childhood services, hubs, settlement services and community organisations. These insights may help inform future approaches to workforce development and family-centred learning across Victoria and Australia.

The Fellow has collaborated with Claire Georgiou, National Manager Peep Learning Together Program at Playgroup Victoria, throughout the Fellowship and will disseminate findings through Playgroup Victoria, AMES Australia, the National Child and Family Hubs Network, the Victorian Skills Authority, Swinburne University and other professional forums.

The Fellow has expressed interest in contributing to course development for the proposed pilot program and is considering the possibility of undertaking a Master's by Research to evaluate its effectiveness. The Fellowship has also identified opportunities for future workforce analysis and strategic planning to support ongoing improvements across the Child and Family Hubs sector, a space the Fellow would be interested in contributing to if opportunity allows.

The Fellowship has created opportunities for ongoing international collaboration. If funding becomes available, the Fellow would like to return to Vantaa, Finland, to gain further insight into the highly successful VAMU program. Time constraints during the Fellowship limited opportunities for direct observation of the program. The Fellow has received an open invitation from Vantaa Immigration Services to return and continue learning from its integration programs, particularly the VAMU program. Likewise, the Fellow would like to complete the Peep Progression Pathway training and learn detailed information about the accredited qualification in Scotland to support the development of the qualification in Australia, should it go ahead.

07
Conclusion

The Fellowship found that migrant parents are not failing to engage with learning or VET; rather, systems are not yet consistently designed around family life, settlement, language learning and caring responsibilities. Victoria already has strong foundations through AMEP, hubs, playgroups, community organisations and VET. The opportunity now is to connect these strengths through an intentional, funded and recognised two-generational model that supports parent confidence, child development, community belonging and future pathways. This could potentially transform the lives of vulnerable families through early community connection, bringing hope for a better future.



Figure 25. "The Fellow at Heartbeat@Bedok, Singapore."

08
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09
Appendices:

Phase 1 initial research notes: Comparative overview of international two-generational programs

Fellows perceived understanding of programs researched during phase 1.

Countries represented: United States of America | United Kingdom | Finland | Australia | Singapore

Program and Location Base	Delivery Model	Program Aims	Program Outcomes	Funding
Community Action Project Tulsa (CAP Tulsa). Tulsa, Oklahoma, USA	Combines centre-based and home-based early childhood education for children with adult programs for parents. Includes English as a Second Language and stackable healthcare credential training (CareerAdvance). Cohort-based enrolment; face-to-face and virtual delivery. A family coach is integrated throughout.	To break the cycle of poverty by simultaneously improving children's school readiness and parents' economic self-sufficiency through language learning, career training and family coaching. To build social capital and civic integration for low-income and migrant families.	Sustained gains in child literacy and numeracy to Grade 8. Increased parental employment and earnings. English language gains across reading, writing, speaking and listening domains. Families report stronger social networks and civic integration. Evidence includes a comparison group study and randomised controlled trial components (Community Action Project Family Life Study; Aspen Institute two-generation research). https://captulsa.org/our-impact/accomplishments	United States federal Office of Head Start (Administration for Children and Families, Department of Health and Human Services); state government; private philanthropy; Aspen Institute research partnerships.
Peep Learning Together Programme (Peep LTP). United Kingdom (programs delivered internationally including Australia)	Group-based family learning delivered by trained practitioners via the Peep Learning Together Programme. Flexible delivery: universal or targeted, one-to-one or group, in-person or virtual. Practitioner train-the-trainer model. Participants may gain nationally recognised qualifications through the Peep Progression Pathway.	To strengthen the home learning environment so children become confident communicators and learners. To narrow gaps in outcomes for disadvantaged children. To provide a pathway into formal adult learning and employment for participating parents.	Improvements in children's language, vocabulary, early numeracy and self-esteem compared to comparable groups. Parents report increased confidence and enhanced aspirations. Progression Pathway participants advance to further study and employment in the early childhood sector. https://www.peeple.org.uk/research	Funding of specific Peep LTP is dependent on the organisation delivering it. This can include government or philanthropic sources. Peep LTP training is delivered by Peeple, a registered UK charity based in Oxford, England.
KOTIVA Finnish and Civic Orientation Training for stay-at-home parents. Helsinki, Finland	Finnish-language courses and civic orientation groups for stay-at-home parents of toddlers. Free childcare provided concurrently by the City of Helsinki playground service. Delivered in-person and online. Multilingual instructors available; multiple	To support immigrant parents to learn Finnish, integrate into Finnish society, and understand services, employment and cultural expectations while caring for toddlers. To reduce isolation and build parenting confidence in a new cultural context.	Increased Finnish language proficiency, civic knowledge, social inclusion and parenting confidence. Removal of the childcare barrier increases participation access for stay-at-home parents. https://tyovaenopisto.hel.fi/opiskelijapalvelut/maahanmuuttajille/	Funded by the City of Helsinki (municipal government) via the Helsinki Adult Education Centre. All courses and childcare are free to participants.

Program and Location Base	Delivery Model	Program Aims	Program Outcomes	Funding
	proficiency levels offered including literacy, introductory and advanced streams.			
Supported Playgroups. Victoria, Australia	Facilitated weekly group sessions using the evidence-based parent–child interaction program *smalltalk*. Parents and children attend together. Facilitators hold an accredited qualification in facilitating supported playgroups using *smalltalk* strategies. Home visiting 1:1 option available within the program.	To improve children's developmental outcomes and school readiness by strengthening the quality and frequency of parent–child interaction. To build parenting confidence, reduce family isolation and disadvantage, and connect families to community services.	Significant improvements in parent–child responsiveness and child language development for those who attended *smalltalk* groups evident in the Early Home Learning Study (EHLS) . Increased parenting confidence, reduced isolation and improved child developmental indicators were also evident. https://www.smalltalk.net.au/about-smalltalk/research-ehls/	Funded by the Department of Families, Fairness and Housing for eligible families.
Playgroups within National Child and Family Hubs. Australia	Structured playgroup programs such as Supported Playgroups using *smalltalk* strategies, Peep Learning Together Program or English language learning may be embedded within some Hubs Playgroup and learner offerings. (Note: Peep Progression Pathway not available within Australia at time of writing).	Hubs provide an accessible, integrated entry point for families experiencing adversity or disadvantage. To enable early identification of and response to developmental risk. To improve equitable access to services, reduce service fragmentation and build community connection.	Integrated service location, providing holistic and responsive support for families. Hub sites co-locate and coordinate health, education and family support. Build social and economic capital: Deloitte social return on investment analysis: $2.20 in social benefit per $1 invested. https://www.childandfamilyhubs.org.au/child-and-family-hubs/	Fragmented across jurisdictions: state and territory governments, Australian Government, local government, and philanthropic funders (Ian Potter Foundation, Minderoo Foundation, Paul Ramsay Foundation support the National Child and Family Hubs Network).
Purposeful Play. Singapore.	Five structured group sessions with parents and children attending together. Certified trainers guide parents through ten evidence-based, play-based strategies. Delivered by certified Purposeful Play trainers employed by Families for Life community agencies. Fully funded and free to eligible families.	To build parents' understanding of how children learn through play. To strengthen parent–child interaction and attachment. To support child development from birth to six years. To increase parenting confidence and community connection through group participation.	Develop parenting confidence and stronger parent–child interactions through giving parents' evidence-based strategies to use within the home. Strategies co-developed by Parenting Research Centre, Australia, and Ministry of Social and Family Development, Singapore. https://familiesforlife.sg/pages/Programme/Purposeful-Play-for-Parents-and-Children-Aged-4-to-6-Years	Funded by the Singapore Ministry of Social and Family Development via the Families for Life national movement. Free to eligible families.

Appendix 2: Survey Results of Migrant Parents' Experience of Raising Children in Australia

Survey responses — 16 participants, Victoria, November 2025. Responses reproduced verbatim except where noted. Burmese-speaking participant responses scribed by the researcher.

Respondent Descriptor	Home Country	Location	Years in Australia	English on Arrival	Cultural Values in Child-Rearing	Challenges: Parents from Your Culture	Community Strengths in Raising Children	What Would Help Newly Arrived Families	Main Challenges on Arrival	Support Systems on Arrival	Biggest Challenge for Migrants Raising Children	How Australia Could Better Support Migrants	Other Comments & Suggestions
I am a migrant parent.	India	—	More than 20 years	Fluent English. (I spoke English confidently and fluently when I first arrived in Australia).	Respect for others, value of family and friends, education	No help when kids are younger, sending the kids to childcare is the only option. Sometimes differences in how you grew up and adjusting to the new culture that children are exposed to. I especially struggled with letting my children go for sleepovers when they were in primary school.	Strong family values and beliefs	Affordable childcare	Homesickness	Friends	Different cultural values so I was apprehensive about raising kids in Australia. Teaching my language to my children was another challenge.	—	—
I am a migrant parent.	Hong Kong	Victoria	1-5 years	Enough for complex conversation. (I learned English in my home country. I could have complex conversations to manage my family's specific needs when I first arrived in Australia. E.g. Negotiating housing, Centrelink, interviews and employment).	—	economy	—	—	English	friends	Time	—	economy

Respondent Descriptor	Home Country	Location	Years in Australia	English on Arrival	Cultural Values in Child-Rearing	Challenges: Parents from Your Culture	Community Strengths in Raising Children	What Would Help Newly Arrived Families	Main Challenges on Arrival	Support Systems on Arrival	Biggest Challenge for Migrants Raising Children	How Australia Could Better Support Migrants	Other Comments & Suggestions
I am a migrant parent.	China	Victoria	10-20 years	Enough for complex conversation. (I learned English in my home country. I could have complex conversations to manage my family's specific needs when I first arrived in Australia. E.g. Negotiating housing, Centrelink, interviews and employment).	Being honest and pay attention on education.	culture differences.	Parents are working hard and trying to give their children a good life.	Have MCH nurse who speaks Chinese for better support and understanding. Parenting groups will help as well.	English not good enough to understand the class and writing my essays.	Mainly friends as I was an international student at the time.	Cultural differences, with the growth of children, after they start to receive education in Australia, the ways they think about a lot of things might be different with us.	To have a local support officer which speaks their home languages that new immigrant could get contact with if they have questions.	—
I am a migrant parent.	China	Victoria	6-10 years	Enough for complex conversation. (I learned English in my home country. I could have complex conversations to manage my family's specific needs when I first arrived in Australia. E.g. Negotiating housing, Centrelink, interviews and employment).	In Chinese family cultures, there elements are important to be educated, they are harmonious, manners, respect, responsibility, modesty, collectivism.	Culture conflict. For example, In China, children are raised in prioritizing the overall situation or people. In Australia, children are raised in taking care of themselves before considering others; In China, children are educated to maintain a modest attitude towards compliments from others, and in Australia, children are taught to be confident and express gratitude when faced with compliments	Chinese families place great emphasis on cultivating children's character and morality, such as respecting the elderly and loving the young, resilience in dealing with adversity, and a sense of responsibility towards the collective.	In the aspect of language, encourage migrant families to participate in English courses to ensure fluent English during communication. In the aspect of cultural exchange, actively participating in community activities/events to understand Australian community cultures and strengthen connections with the community is beneficial for the export of Chinese culture and learning about cultural differences, reducing prejudice and cultural conflicts.	The way of speaking can be misleading. For example, A ask B, would you like a cup of tea? B don't want a cup of tea and respond to A that, " I am fine." A would misunderstood B's respond and offer a cup of tea to B, but B would be frustrated about he was affirmative disclosure that he don't want it.	-family friends -council activities/event -fellow association	The child has been living and studying in Australia since birth, exposed to local Australian culture and values. At home, children accept the values and culture brought by their parents from their original country. It would make migrant parents hard to educate their children and cultural conflicts lead to estrangement in relationships.	-English course. -Provide Australian education related resources and values materials to new immigrant parents.	—

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						from others. Cultural different may impact on the interpersonal communication between people from different countries.							
I am a child of a migrant parent completing this form on behalf of my parent.	Italy	Victoria	More than 20 years	None. (I learned to speak English in Australia).	Respect your elders, discipline and make sure you get a job lol	There was no childcare services	always surrounded by big families to help out	speak the language, have a job and a home and assimilate into the communities	being ostracised	friends	language	I think Australia has an amazing support system in place to support new Australians	—
I am a migrant parent.	Japan	Victoria	10-20 years	A little bit. (I mostly learned English in Australia).	In Japan, being polite and respectful toward others is considered the most important value when raising children.	In our culture, we believe that expressing our emotions too directly can be considered disrespectful, so it can be challenging for us as parents and caregivers to show our feelings openly through words or actions.	Our cultural community sees its strengths in qualities such as diligence, seriousness, and a strong sense of discipline. We value not only thinking about ourselves but also acting with consideration for others.	In Australia, families can benefit from a different kind of freedom that we don't have as much in Japan, as well as the kindness, openness, and culture of embracing diversity. There is less pressure to worry excessively about what others think, and there are many opportunities for children to explore and try out their own lives.	One of our main challenges was that neither we as parents nor our children could speak English. The language barrier was a significant concern for us when we first arrived in Australia.	We received support from my husband's relatives, my children's school teachers, the AMEP program I attended at Swinburne, and also from Centrelink. I feel these were the main sources of help when we first arrived.	In my opinion, the biggest challenge is definitely the language barrier. Whether or not you have someone who can communicate well makes a huge difference. Also, while Japanese people generally try to adapt to other cultures, for many migrants the differences in food culture, lifestyle, and religious beliefs can become significant obstacles.	I think it would be helpful if there were programs where trained guides from the same country, religion, or cultural background could regularly visit newly arrived migrant families. Many families do not have a car or easy access to transportation, so having a guide come to their home and provide the information and support they need would make a big difference.	—
I am a migrant parent.	China	Victoria	1-5 years	Enough for simple conversation. (I learned English in my home country. I could have simple conversations to manage	Kindness, honesty, diligence, responsibility, respect for others ,value of education and learning, politeness,	Parents from my culture may find it challenging when children become very opinionated and less cooperative, as this can clash with traditional	Our strengths in raising children include giving a lot of care, love and attention, being very family-centred, and believing that strong family	Such as accessing to community support services, opportunities to learn English and connect with other families. This support helps us understand local rules, reduce stress and feel more	Main challenges such as language barriers, unclear about the laws, transport, healthcare and education etc,. and concerned about fitting in, making friends and adjusting to a different lifestyle and environment.	When we first arrived in Australia, the support systems included the family, friends and the agency that helped us settle in.	In my opinion, the biggest challenge is balancing cultural values, including differences in communication and expectations, and adjusting to the fact that children may become more influenced by school	By providing easy-to-understand parenting information, offering translation and language support, and connecting families with	Thank you.

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				my basic needs when I first arrived in Australia. E.g. shopping and making appointments).	helping others.	expectations for children to listen to their parents.	support is the most important part of a child's upbringing.	confident raising the children in a new environment.		We also searched for information and learned from government and community websites by ourselves.	and peers than by our traditional culture.	community groups and parenting programs. Australia may help parents understand different family values and guide them in raising children in a new country.	
I am a migrant parent.	China	Victoria	1-5 years	Enough for simple conversation. (I learned English in my home country. I could have simple conversations to manage my basic needs when I first arrived in Australia. E.g. shopping and making appointments).	道德培养和技能培养	没有隔入社会	各种社团活动	更多的融入社会	ENGLISH	FRIENDS	隔入社会	语言学校	—
I am a migrant parent.	Myanmar	Victoria	1-5 years	Enough for complex conversation. (I learned English in my home country. I could have complex conversations to manage my family's specific needs when I first arrived in Australia. E.g. Negotiating housing, Centrelink, interviews and	Respect to the elderly people and respect the nature.	The challenges we face at the moment is we are listening and respect to the parents. Here is more discussion and express their feeling.	The strengths in raising children in Australia is the children got more freedom and confidence for their life.	In my opinion, the families should understand the cultural different and adjust both your culture and the new culture in Australia.	The weather and food	family	The children can adapt quickly but for the parents the challenges are environment and culture different.	Different families have different needs. It is better to ask what they need in the first meeting.	In general, raising children in Australia is the best decision for me.

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				employment).									
I am a migrant parent.	Myanmar	Victoria	1-5 years	Enough for simple conversation. (I learned English in my home country. I could have simple conversations to manage my basic needs when I first arrived in Australia. E.g. shopping and making appointments).	Myanmar everything is very behind compared to other countries. The most important is education. Our people need knowledge.	Importantly English language. People from my country do not speak English. We cannot support our children with education because we do not speak English. Since we can't speak English, we cannot reach out and discover what is available in the community. This puts us more and more behind. We need help and support to find things available to help with parenting and English.	We are good in supporting our children into education. Since we don't have education ourselves, we want our children to learn and be educated because we did not have this in our country. With knowledge and education our children can get good jobs and have a good life.	This (Supported Playgroup-Burmese) is very helpful because no requires speaking English. We can communicate in Burmese and the children and parents can learn together. In this playgroup, we have little topics and talks for the children. Adding English to this playgroup would be very good because we cannot leave our children. We must look after them. Any opportunity to learn English in the playgroup with our children would help us.	For me, speaking English. This is most important because this country speaks English. Without English you cannot do anything.... make appointments for children, shopping, anything.	First the government. We had a KIS worker but then couldn't call him anymore. My husband speaks English so it helps us but some friends have no help. I did AMEP for 2 months.	English.	More help with English. Anything to help us learn and understand the culture and school.	(the researcher directly scribed verbal responses at Burmese speaking Supported Playgroup).
I am a migrant parent.	Myanmar	Victoria	6-10 years	A little bit. (I mostly learned English in Australia).	That parents understand their children. Community is important.	The culture. In our country we use the stick (physical punishment), the man is always right. Here is very different. Children cannot complain to parents in our country. In Australia is a big difference. In Australia we have to change our attitude and our actions.	Food and helping each other. Sharing life.	Language. When I first arrived, I did English classes for 4-6 months. Then I pregnant and had baby so I stopped English. I no have car, I need to go by walking. Very hard with baby. I stayed home 1 year with baby. I did online lesson with Burmese teacher. If we can learn English at our children's school this would be very good.	Money is okay. Medicare is free. Hardest thing is language. I arrived at airport and I did not understand the questions they asked me. "Did you bring food?" I did not understand anything.	My husband.	English.	Playgroup with support person (Supported Playgroup) and English teacher. It's very hard for parents, if we can do English at playgroup on same day it's a big help.	(Responses scribed by the researcher at Burmese speaking Supported Playgroup).
I am a migrant parent.	Myanmar.	Victoria	10-20 years	None. (I learned to speak	High expectation on our	Firstly, language and also parenting.	We meet other families at groups like	Build community-that's how they connect at first.	Lots of worries. How will I survive without English? Worried	The case worker helped us	We don't understand English and parenting in Australia. We don't	The case worker should bring new families straight	What services do you support

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				English in Australia).	children. Even though we don't speak English, we want them to have the best outcomes. We don't want them to be like us (without opportunity), we want them to have the best learning and be successful in their career and whole life.	Parenting is very different in Australia. In our country, the parent has a baby and doesn't know what to do or how to be responsible. We have no knowledge, so we don't know how to support our children. We have no language (English in Australia), so we don't know our rights and can't communicate with the school teacher or the nurse or anyone. We can't communicate with other parents or community. We lack knowledge of programs that can help us.	church or playgroups and we share our experiences. We help each other and build a community to support each other. At church we have a church school program to help children grow in a better way like sharing and looking after each other.	Give them lots of knowledge about equality within relationships. Someone who has knowledge can share, explain and role model this. When we share, both parents learn. When we get connected, then we can share. Playgroup is a good place to connect and learn.	about work, Centrelink, supporting the family, finding work, how to make appointments, how to communicate. When I had my first baby, I had it at night. I was so hungry. I couldn't communicate so I was hungry all night. I didn't know how to ask for food.	settle-housing and English class. I finished 19 hours of English class but had to stop because I had a baby. Then I had another baby 2 years later so I couldn't go back to English, and the English classes had to be done within 5 years (for funding). I so regret that I couldn't go to English class. One lady helped me, she came to my house to teach me English. Then I went to a Playgroup through a church community support person. I'd walk from home to the bus, then bus to the train, and then swap trains, then catch a bus or walk to the church playgroup. It took 1.5 to 2 hours to get	understand children's development so we don't know how to support them.	to a playgroup. They will be too scared to go by themselves. They need to be told how important the benefits of playgroup are for children. It takes a long time for families to find playgroups. New families don't know about playgroups. They don't know that children learn through play, they don't understand Kindergarten or why it's important. You need to have trust and relationships with people and educate them, help them to understand. It would be good for new families to be taken to places that can help them so they get introduced and can feel comfortable, not just get a referral. A referral is not enough. They may not read it, they may not know the rules of the place. That's what I think.	families into as a Supported Playgroup Facilitator: English classes Parenting support/ role modelling skills smalltalk program Checking in on kindergarten/ nurse/ dentist/ MCH/ women's health appointments Education on domestic abuse and help available Listening! Being there for people Translated materials/ resources Community services-story time, library, promoting mother tongue Courses/ training with interpreter support. School/ Kinder enrolment Filling in forms or referring to the right person who can support them.

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										there. I attended playgroup for two years, and two years later I did leadership training and started to connect to other services. It inspired me, I wanted to help my community. I studied English and Children's services once a week to complete my study. It took me a long time to get the certificate.			Lots of little things. Some contact me after the program finishes. (researcher scribed verbal responses).
I am a migrant parent.	fiji	Victoria	10-20 years	Enough for simple conversation. (I learned English in my home country. I could have simple conversations to manage my basic needs when I first arrived in Australia. E.g. shopping and making appointments).	we all have role to play in raising all the children. Our job is to guide and raise our children. children are very important and should be with family. we need to treat all children with love and kindness. we give what we have to our children and help	we don't have our whole village around us. in my country everyone helps to rais your children and you help to rais everyone's children. this means that children have lots of mums and dads and lots of brothers and sisters and uncle and aunties that rais them all together. in Fiji children don't have to go to play dates or friends cause all their friends are their	that we love our children so much and that we spend time with them always. our children come with us everywhere and are part of everything we do. even in my county people might bring their children to work meetings with them. Also that you rais all the children in your village and everyone raises your children. so the children always have people to go to and people are	being able to do more of the things we need to do and take our children with us. if we have to go meetings or classes to be able to take our children with us if we need and not be away from them as much.	a lot of different things like the shops, trains, and so much reading needed to be able to do anything. cant even go to doctors without lots of reading. Both having to work and baby and children in childcare for long days is hard.	wife and family. also rugby club and our church. and some family we meet here.	so many papers and forms all the time for everything. just knowing all the different places they need to be. and living in houses away from all the family when we are use to having family in all the houses around us.	more things for them to do with their children and their children coming with them to things. more chances to do things that means the children can play with lots of other children. especially for me when we come form a village where there is children everywhere and then to a house with just 2 children. more things where we can go together and play with other people.	—

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					them with everything we can. We show our children about their culture and their land and respect for there elders.	cousins in the village so you don't need to worry about where they are or whose house they are at.	always looking out for them. they have lots of mums and dads and aunty and uncles that they go to.						
I am a migrant parent.	India	Victoria	10-20 years	Fluent English. (I spoke English confidently and fluently when I first arrived in Australia).	To understand and value their roots while adapting to new ways of thinking and living. I would like them to know of traditions but choose what to follow.	It's often a shock in culture, religious beliefs and general value systems especially in terms of hierarchy in a family and school. The way people dress could be quite different too	Having been exposed to different value systems is a bonus. Often there is a strong bond with others from the same background.	Educate educators/teachers to be culturally competent and aware. Educators can be more open to different lifestyles and traditions.	The school system is quite different. The teacher -student interaction and casual approach to academics took us by surprise. It took a while to adapt to this.	Friends	This depends on the families concerned. A lot depends on the education, employment and financial condition of the family. If I have to put a finger on one, it would be the balance parents want to achieve - between the adopted country's and their original one. Assimilating is difficult for some parents, and they often resist when children try to. This could lead to conflict.	Increase awareness especially among educators and support staff at school. Cultural competency is crucial.	—
I am a child of a migrant parent completing this form on behalf of my parent.	Italy & Sudan	Victoria	More than 20 years	Enough for complex conversation. (I learned English in my home country. I could have complex conversations to manage my family's specific needs when I first arrived in Australia. E.g. Negotiating housing, Centrelink, interviews and employment).	Honest, Acting with Integrity, Sustaining strong Family Ties, Strong Global Citizens, Productive to Society, Adequately Educated, Respect for Elders, Peaceful Upstanding Members of Community, Benevolent, Charitable, Altruistic and Kind\!	If we are discussing the Northern Sudanese, Muslim Community- the main ones revolve around: Parenting styles that clash with Australian (and often human rights codes) law. For example disciplinary measures and specifically corporal punishment as a means of disciplining children. Or, the other side of the	-Strong family values -Resilience -interest in working hard (with the correct support and training) -interest in 'giving back' to Australia for all the opportunities afforded to all citizens here -strong, serious respect for elders- not unilike Indigenous Communities, where elders are revered, held in high esteem and	Training Early Childhood Educators in aspects of the culture (not just the Sudanese culture either) through 'nights' and 'events', professional development interacting and building strong relationships with families. Most of all though- serious financial support from governments to ensure this can happen. Monetary injections to raise ECE wages and conditions is imperative to this aspect/suggestion. Community Support	For my post WWII parents - their lives were negatively impacted in almost every way from the aftereffects of war. Mental health challenges (no health support network, or any mental health infrastructure that basically left him to his own devices). Lack of English -that resulted in severe lack of opportunity at the time (1950's) and being locked into lower paying jobs. in the case of my mother, who has signs of dyslexia, after she'd worked in a garment factory on the floor picking up scraps and	From my parent's perspective: my father had only the mates and the friendships he formed here in Australia from his cultural group Mum had her family, who were also struggling with the negative after effects of war. Particularly for my	Refugees: PTSD, loneliness, lack of English, general lack of Education, economic disadvantage, fear of authorities, shame in asking for assistance/help/guidance, poor mental health, domestic violence, lack of understanding of support services actually available to families Migrants in general: some of the above but generally not lack of education; in some cases no economic disadvantage; in the case of International students/ holders of Skilled Visa's often a	The creation of an Early Childhood Hub. That is an early learning centre throughout the day, but has facilities for education and training in the evenings/weekends; funding and infrastructure for recreational facilities and community groups and just as importantly astute planning for events that allow all community members to come together interact, know	I think what you are doing is wonderful, you have the most suitable warm, empathetic, informed, experienced, understanding and passion that a delicate project like this warrants. I wish you every success in this and every other project you

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						spectrum - becoming reluctant to use any disciplinary measures in fear of breaching the law and being reported to community service. Being hesitant to ask for assistance, or being fearful of asking for assistance; or not knowing who and where to ask for assistance in this area. Children who do adopt to Australian norms, values and ways of life make some parents fearful that they have lost authority or influence of their children and this results in negative affects. Concerns that our children will face discrimination across the board in Australia, be this in school, jobs in the public. Especially since the media has hyped this situation up considerably with the 'African Gangs" stereotyping, that was also further exaggerated by	their word often taken as law. -focus on education (I was shocked at the amount of Sudanese women who are highly educated with higher degrees from Sudan - from all walks of life. I was pleasantly surprised too with the number of women in parliamentary and community leadership roles) Our own family in Sudan who come from a hutted village- currently have graduates who have studied abroad (usually in Europe but also in China) from various fields: medicine, agriculture, economics and the list is growing...) On this point, there's often frustration that these education degrees are not accepted here in Australia (naturally) and thus require the graduate to undertake additional study and	- from trained peers and every other group in Australian society Translators Mental Health programs targeting youth and give them good news of what is achievable in this great country! And, how to achieve this. Programs developed from early childhood that map out what any student/person can do and access in Australia. Programs that target, deal with and train Sudanese youngsters to fee good about themselves/strengthen their identities and get them to understand that it is possible to exist (and peacefully interact) alongside every other group in Australian society Develop programs in schools and outside of school that are well funded offering the opportunity for the youth and their parents to interact under the mentoring of Australians (across the board) to enjoy recreationally activties so that the temptation to commit crimes is lessened or even removed and replaced by healthier interactive activities	later on the machines (13 years old to 19), Mum did not work again for the rest of her life. Poor literacy kept her trapped and was the reason she'd skip school as a 12 year old, placed in a Prep class. When the news of her skipping class and heading off to the movies with her cousin hit her father's ears- she was promptly taken out of school and put to work in the garment factory. PTSD Malnutrition. Financial constraints and poverty. Overcrowded housing Poor family planning support/advice/awareness Low self esteem His experiences were somewhat different, but not totally. He arrived as an international student and worked his way through a Masters Degree, and later a PhD. His father had mastered English through university education in Sudan in the 1950s and despite the poverty the family experienced, this gave his son a definite advantage that allowed him to study to the highest degree. As a result he has been able to assist his family in Sudan and all over the world with study fees and educational equipment. His family recognise the importance of women	grandfather. Their household was fraught with domestic violence and abuse. My grandfather was a prisoner of war. An italian solider he was intercepted by Aussie soldiers and interned in a war camp. Ironically, once he'd be released after 4 years, he returned to Italy, applied for passage and relocation and migration to Australia!!\! There were community groups that rapidly dried up after my parents' generation.	combination of everything mentioned.	one another, understand and eventually appreciate and support one another. Parenting is hard for us all, having so many obstacles and some serious disadvantage unfortunately negatively impacts life outcomes; and can be a serious driver of anti-social behaviour and even criminality when youth hits, on those youth who do have low self esteem/identity crisis, often through no fault of their own.	undertake.

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						some politicians. Not only does this concern parents and make them want to 'keep their children safe' at home with them but it can have a devastating impact on children's sense of identity- and this can result in anti-social behaviour down the track. Disempowerment of parents who lack adequate English schools when it comes to communicating with their children's schools, healthcare or support services. Leaving our community members confused and fearful. Inadequate English language skills often also translate to missing out on higher paying jobs/opportunities. This can trap families in the welfare cycle- many reluctantly. The negative and ongoing effects of war, displacement	English language skills and when financial stresses/realities hit (especially when children are in the picture) this aspect of on-going/certification often goes out the window -community support and collective responsibility still plays a big role in the Sudanese community -Sudanese children become very efficient in English language when they are locked into studies and always master the Australian accent (check social media!) \- love to truly 'assimilate' and often establish true, hardy friendships that transcend cultures/socio-economics.		in education and he has facilitated sisters and nieces through higher degrees, one of whom is a newly graduated medical doctor. Also, his father's training through a university in Sudan changed his perception of how to raise children (and the importance of women continuing their education). Sadly, it's not all good in this area as corporal punishment was rife and was a caustic feature in the relationship. Wasn't sure where to put this in... support for women who experience domestic violence. Real, robust, properly funded and informed support. Trauma informed support. In addition to this programs that fund 'better men' projects where men are brought together as a group (less pressure) enjoy leisurely activities, with a leader who is trained in mens mental health and domestic violence and how to steer men away from mindsets, perceptions, stereotypes and all other behaviours and ideas that are harmful to all those around them. Having groups with members who are cross culture and across socio-economics would be even more impactful. Subtly the leaders could impart healthy				

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						and PSTD can render some parent's unable to function at full capacity. Losing the 'village' to assist in raising children. Finding themselves alone in homes loneliness and feelings of being overwhelmed can have severe impacts on caregivers. Daily interactions, checking in , support and assistance from family and friends in the home country has been replaced by a void and this is difficult for this community who love to interact with one another daily.			parenting advice, and advice on how to relate to all others respectfully and healthily. As, the current model of leaving some cultural groups to their own devices is proving catastrophic. If we begin now in early childhood and parenting, targeting negative mindsets and supporting this with adequate funding, and adequately trained specialist there is no doubt in my mind that outcomes for all of society would improve. I know this from experience and what happens when individuals from diverse/minority communities are given the training, support, kindness and resources to achieve-outcomes improve for all those around them. I know my dad passed away always feeling 'other' and never truly feeling part of Australian society. To the point that he refused to speak English his whole life. He did however, advise him to strengthen his English skills and to continue studying.				
I am a migrant parent.	Philippines	Victoria	6-10 years	Enough for complex conversation. (I learned English in my home country. I could have complex conversation	Family ties, and respect and love for one another.	Looking after the children while doing household chores.	Hands on practices in raising own children.	Information on what assistance they can avail especially to families with children.	Access to information about Filipino communities to approach and right department to go, to be informed with all the fundamental information about the services and	Family - friends - government	Achieving balance in responsibilities between children, work and studies. As you have additional children, the expenses also increases.	Free access to parenting training, first aid training and a handbook for all the services and support that parents can access.	Hope this survey will achieve its purpose and be able to improve the recent services that Australia is

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				s to manage my family's specific needs when I first arrived in Australia. E.g. Negotiating housing, Centrelink, interviews and employment).					assistance you are entitled to.				providing to migrant families with children.

Note: '—' indicates no response provided. Some responses have been lightly edited to de-identify participants. All other wording is reproduced as submitted. Responses in languages other than English reproduced as submitted.

Appendix 3: Survey Results for Organisations Running Playgroups for Migrant Families[1]

Id	Name of organisation (write 'anonymous' if you do not wish to be named):	Where is your program located?	Please describe the CALD-specific playgroup programs your organisation runs for migrant families, including the number of playgroups per week and the CALD community groups they serve.	Of the CALD playgroups mentioned above, how many are funded and through what funding sources?	What skills do facilitators or playgroup leaders have (or need to have) to run CALD playgroups?	Does your service have volunteer community members within the CALD playgroup?	Does your service embed learning for families into the playgroup (e.g. parenting skills, community connection, English skills)? Please list all that apply and any specific resources you use (if applicable).	Does your service have a qualified Migrant English teacher working alongside the playgroup facilitator within the CALD playgroup?	What value, if any, do you see in having a qualified Migrant English teacher working alongside the playgroup facilitator in your CALD playgroups? Please explain your response.	How long have playgroups for migrant families been running within your organisation?	In your opinion, what benefits do playgroups provide for migrant families?	In your opinion, how could playgroups be best utilised to meet the needs of migrant families?	What other information would you like to give funders and policy makers to consider improvements to support the needs of migrant families arriving in Australia with young children?
1	Ballarat regional multicultural council	Victoria	Multicultural playgroup and Storytimes two days a week	playgroup fund Victoria gov and Storytime fund by development of health	Early childhood education certificate	Yes	yes	Yes	There is significant value in having a qualified Migrant English teacher working alongside a playgroup facilitator in CALD (Culturally and Linguistically Diverse) playgroups particularly when the role is collaborative, flexible, and culturally responsive rather than formal or	6-10 years	Create Safe, Culturally Responsive Spaces Migrant families often face isolation, culture shock, and uncertainty. Playgroups can become safe "bridge spaces" between home culture and the new society. Best practices: Celebrate different languages and cultural traditions.	Support Language Development (for Both Children and Parents) Language is often the biggest barrier for migrant families. Playgroups can: Model simple, everyday English through play. Use visual supports, gestures, songs, and repetition. Encourage bilingual developmen	Reduce Social Isolation Many migrant parents especially mothers experience loneliness. Playgroups can: Create opportunities for informal parent conversation. Organise small group discussions. Pair new families with "buddy families." Encourage peer support networks outside playgroup.

[1]All responses are reproduced verbatim from the original survey submissions. Typographical errors present in the source data (e.g., “eanglish”, “shcool”, “genaration”, “Sllied”) have been retained without correction to preserve the integrity of the original data.

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									classroom based. Focus Support: Children and Parents Playgroups traditionally focus on children's development, but in CALD settings, parents often need language support just as much as their children. A Migrant English teacher can: Support parents' functional English (e.g., everyday conversation, school communication, health terminology). Model		Include multicultural books, music, food, and festivals. Allow parents to share songs, stories, or games from their culture. Avoid pressuring families to assimilate instead promote belonging. This helps children maintain identity while adapting and reassures parents that their culture is valued.	t rather than replacing home language. Offer informal conversational English practice for parents. Importantly, playgroups provide low-pressure language exposure, unlike formal classes which may feel intimidating.	Strong social networks are linked to improved mental health and smoother settlement. Provide Informal Settlement Support Playgroups can function as soft-entry points to services. They can: Invite guest speakers (health nurses, library staff, community services). Share information about schools, healthcare, and local systems. Help parents understand child

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									language-rich interactions between parent and child. Strengthen parents' confidence in using English in real-life contexts. This creates a whole-family approach rather than separating child learning from adult learning.				development expectations in the new country. Offer referrals to support services when needed. Because playgroups feel informal and relationship-based, families are often more open to seeking help.
2	Anonymous	Victoria	We are not directly involved in the running of playgroups, however, the organisations we work with run child friendly activities for parents	Most of the participants are funded through Adult, Community and Further Education (ACFE) board.	Facilitators that we recruit/work with have teaching background and a very good understanding of the target cohort (mainly through prior work/experience). In some	Sometimes	Well, we don't necessarily embed learning in playgroup setting. Instead, we deliver slow-paced contextualised non-accredited course in literacy, numeracy and digital literacy. While learning, in most instances, participating students	For some playgroups (not all)	A qualified English teacher will be able to grade his/her/their language of delivery and contextualise lesson as per the needs of the target	1-5 years	It makes learning flexible, accessible and culturally safe.	For me, the most important factor in this regard would be funding. We need to have enough funding to employ a	Migrant families that attend learning programs with their little children are unlikely to study anywhere else due to their caring

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			(mainly, mothers) from CALD background in School Hubs, space within local primary schools dedicated to mainly English language, literacy and digital literacy training. To the best of my knowledge, 4-6 sessions are run every week, however for two/multiple groups.		instances, school hubs have the funded to provide a fully qualified child minder.		receiving childcare support from a qualified child minder. But it's not always possible.		cohort. Besides, participating students will be exposed to a teaching style they are likely to encounter in a more formal setting (for example, at TAFEs/RTOs).			qualified literacy/English language skill teacher and a child minder. Besides, we need to have someone (could be a volunteer) to coordinate the program.	responsibilities. So, funding in this sector is important to ensure enhanced literacy among the participating families who are new to Australia.
3	Anonymous	Victoria	Our organisation doesn't fund or run the CALD specific groups. We have staff that visit all playgroups in the local	unsure how these groups are funded.	language specific to CALD group, cultural understanding, early years training/experience. Not certain of exact skills as we are not responsible for	No	general information about supports and services in local area. They will also collect with our staff to enable us to visit the groups where extra support is needed for families.	No	unsure of role	More than 15 years	connection to other migrant community members, understanding of services and supports and how to	guest speakers relevant to CALD group and their needs, information sharing and supports relevant to	unsure

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			municipality and support families to connect with supports and services when necessary. There are approximately 10 groups run by volunteers and organisations within the municipality.		employing facilitators.						access, process and procedure for participating in programs, support to connect with agencies, organisations etc	the specific CALD group, incorporated customs and culture into the sessions	
4	Play Matters	Queensland	39 CALD specific playgroups - They are a mixture of Language, CALD however not specifically for only migrant families however inclusive of migrant families. 377 have a CALD focus and welcoming of	Mostly part of CAPS funding for our Volunteer led playgroups	Most are volunteers and have a varied skill set, the volunteer led playgroups are supported by PMA by Community Development Officers, customers experience team and online facilitator portal	Yes	Yes Parenting skills as learning how to play with child and parent being first teacher, community connections through providing information about services in the community, visit from First 5 Forever, Child Health.	No	To support families to learn english and be active members of the community they live in. Learning eanglish would support families to be able to connect with their community, support their	More than 15 years	Children to play, families to connect and be part of a community.	Playgroups are a wonderful way for families to meet other families, for the children to play and learn. It is a place to build community and connect with community. It is a way for families	For families arriving in Australia with children aged 0-5, access to community-based playgroups can be a vital early support. Playgroups offer low-cost, culturally inclusive environments where newly

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			CALD members						children's early years journey and then transition into shcool.			to learn about the early years pathways and provide early support. See many benefits below	arrived parents and children can begin to build their foundations for settlement, learning, and wellbeing. By providing culturally safe and inclusive playgroups to every family with children under 5 years provides so many benefits to family and children future outcomes for migrant families. Key benefits of playgroups for migrant families 1. Reduce social isolation Newly arrived

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													families often experience loneliness, limited social networks, and difficulty navigating a new environment. Playgroups provide: A welcoming, informal place to meet other parents with shared migration experiences Regular opportunities to develop friendships and build trusted social circles Community connection, which supports mental health and family wellbeing 2. Support for Early

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													Childhood Development Playgroups offer developmentally appropriate activities that help children thrive: Play-based learning that supports language, communication, early literacy, and early numeracy Safe spaces to practise social skills, emotional regulation, and routines Opportunities to observe and learn from other parents' approaches - parents as first teachers This builds a

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													strong foundation for children's learning and develop skills to support transitions to early education and school. 3. Navigation of Early Years Systems Newly arrived parents often face barriers understanding Australia's early childhood and school systems. Playgroups can help by: Sharing information about child health services, immunisations, early learning programs,

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													and kindergarten pathways Connecting families with local services such as maternal and child health, settlement services, libraries, and community organisations Preparing parents for school readiness processes and expectations 4. Strengthening Parenting Confidence and Skills Playgroups reinforce the role of parents as children's first teachers by: Modelling positive play

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													and learning interactions Providing opportunities to play with their child with differnt resources than they may have at home Offering culturally safe environments Building parents' confidence in supporting their child's learning at home 5. Promoting Cultural Safety, Inclusion, and Community Participation Culturally responsive playgroups provide: A sense of safety and

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													recognition for families from diverse cultural backgrounds Opportunities to celebrate home languages, traditions, and identities A pathway into broader community life- volunteering, local events, and service participation This strengthens social cohesion and supports smooth settlement for new families. 6. Early Identification and Support for Developmental Needs Through

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													regular attendance, playgroup facilitators and partnering services can: Notice developmental concerns early Connect families with health, allied health, and early intervention supports such as NDIS or ECDP programs
5	anonymous	Western Australia	2x facilitator led multicultural playgroups each running once per week. Although a facilitator is present our Playgroups are very much	Both are funded federally via Swan Communities for Children	Experience working with CALD families and an ability to recognize the important role parents/carers play is highly valued, an early childhood or community development	Sometimes	Whilst our main focus is on time for parents to have playtime with their little one, we do have support available when requested. Parenting skills - Child health Speech therapy - visits when requested Various community services,	No	Not really sure of the value, as we have so many different languages, but if our families think it would be of value we	More than 15 years	Safe space to just be. Time to play with their child/children Opportunity to meet other families Make friends, from	All of the above.	Funding for these groups is important. For a newly arrived family a free playgroup with people from your own culture, people who have had the

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			about parent involvement, recognizing their skills and encouraging them to take ownership of the playgroup, child led play is also an important part of our philosophy. CALD groups include families from, India, Pakistan, China, Singapore, Iran, Philippines, Thailand, Shri Lanka, Malasia and Indonesia.		qualification is desirable. Facilitators need to be flexible and able to adjust to the ever-changing needs of the playgroup, these groups are often transient.		again as requested, could be someone coming to talk to families about school transition, visiting the dentist or NDIS info session. We find our families prefer the visitor to stay for the morning and talk to those who are interested, they don't really enjoy whole group info sessions.		would consider it.		their own culture as well as others Find out what else is happening in the community support each other, just to know you're not the only one who didn't get any sleep last night!		same experience and understand that can help you navigate your new life is invaluable.
6	Foundation Learning Centre	Victoria	Three playgroups running at the same time as migrant mothers learn English.	Two of the playgroups are funded by the primary school. One is funded by a grant applied	Certificate III Early Childhood would be ideal.	Yes	The English classes are funded by the Adult Further Education Fund.	No	Highly valuable to have playgroup facilitator working alongside	1-5 years	Independence and confidence for children. Structured learning and developmen	Complimentary curriculum that would benefit not only the English	Families become inseparable due to trauma experienced and loss.

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				for in conjunction with Community Hubs Australia and Foundation Learning Centre.					our CALD educator.		t of skills. Social connection.	learning of the parents and the developmental skills of the child. But also, the parenting skills will be developed as they work alongside the playgroup leader.	Their connection within families is strong, and so it their culture. It is important to respect, acknowledge this and use this a positive tool in their learning.
7	Playgroup SA	South Australia	We have specific language playgroups but also lots of playgroups have a number of CALD families attending even though they arent labelled as specific 'CALD' playgroups There is a mix of funded but	There is a mix of funded but many community ran also. We have one supported playgroup at Ingle Farm Family Zone that isn't aimed specifically at CALD families but 90 percent of the families attending at	viewing themselves as the learner, aware of inclusive practice, strategies to support natural engagement, strong communication skills and empathy led practice skills. Facilitators are able to connect and build realtionships	Sometimes	Yes, we deliver PEEP program within playgroup and are connected to other organisations who can come and chat to families.	No	I think it would be valuable because it would help parents connect in a supportive and informal setting. It would also benefit children by supporting language development and early learning.	More than 15 years	Connection and support navigating systems, knowing what to do and where to go for support.	Through stronger connections and referral pathways with new migrant organisations.	After being out in the community... the biggest barrier I have seen is language and struggles to communicate. It would be fantastic if there were more interpreters in community playgroups.

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			many community ran also. We have one supported playgroup at Ingle Farm Family Zone that isn't aimed specifically at CALD families but 90 percent of the families attending at CALD families. This group is funded through Communities for Children.	CALD families. This group is funded through Communities for Children.	with families no matter where they are from.								
8	Playgroup SA	South Australia	Two a week. Tuesday 9.30-11.00am Thursday 1.00pm-2.30pm	Salvation Army	Extensive early childhood experience and experience with CALD families with a co worker from With CALD background	Sometimes	Singing , stories, talking and doing activities is the best way to learn English for children and adults.	No	I see this as an added expense that most funders will not pay for. We use other parents of the same background to translate	1-5 years	So many benefits. Socialisation for child and parent Early literacy, numeracy and social skills. Learning	Exactly as we are running. To become part of the community in which they will have to function,	I think they already get great supports and I hope that continues.

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									or other family members who help fill in paper work.		societal norms in Australia and learning how to implement them. Feeling supported and included. Creating a safe culturally responsive and safe space.	children and adults I believe an open playgroup for all is the best and most educative way to go.	
9	Boroondara council	Victoria	Chinese Child Parent Mother Goose Program once a week	Local council funding	Special training as qualified facilitator	No	Yes	No	As a qualified facilitator we have sufficient English to support families and the program is promoting mother language development to enhance the purpose	6-10 years	Connect , understanding cultural diversity, enhance mother tongue language, providing resources in the community , creat sense of belonging etc	Regular sessions, term based , qualified facilitators , good veune and environment etc	First point of contact like MCH Nurses , migration agencies to promote and advise about the program and providing childbearing resources in Mandarin and Cantonese

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									of the program				
10	Munting Lakbay Playgroup	Victoria	Intergenerational Playgroup for families with Filipino background	Smarty grant - intergenerational	Core cultural skills, Facilitation and Interpersonal Skills, Foundation of Early Childhood Knowledge	Yes	Community Connection like Kindergarten information	Yes	More ideas to input to the playgroup.	1-5 years	A safe space where the families could gather, check each other, learn parenting and networking, children build friendship and learn the culture and values where their parent came from.	More resources to connect with the culture, and fundings to meet the playgroup's activities like in purchasing more Filipino books	Funding towards putting a permanent hub where the cultural playgroup can meet and display their resources for easy access for families to educate their children, thus maintaining the cultural knowledge and sustainability.
11	MiCare Ltd.	Victoria	MiCare, in partnership with Wyndham Community and Education Centre, has run Communities of Burma	This playgroup has been run as part of the Settlement Engagement and Transition Support as there is no specific	Skills integrated into cross-culture competence with child development and trauma informed practice could be the most	No	Yes, the embed learning for the families includes parenting program, family violence awareness related information sessions, and humanitarian settlement related information such as general local laws,	No	It could benefit the program itself around empowerment and referral pathway.	10-15 years	The benefits may include as the following but not limited to; school readiness for child participants, parenting skills, social	Extra funding could contribute to creating a more culturally appropriate relevant program.	Integrating parenting information into orientation for newly arrived families.

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			Playgroup for parents/carers with a Burmese background on Fridays during school terms, with weekly average participants 22.	funding for itself.	relevant area to consider.		road policing and safe driving information sessions, and employee and workplace rights.				support, settlement and local knowledge.		
12	Wyndham Community and Education Centre	Victoria	Melton Burmese playgroup runs by Wyndham Community and Education Centre Settlement Services and Micare for newly arrive migrant families for Myanmar background. Playgroup runs 2 hours Weekly on Friday.	The two-organization support the program in financial need and equipment has supported by Melton city council playgroup department.	The facilitators experience in the fields to facilitate the CALD playgroup.	Sometimes	We have numerous of opportunities for the parents to learns and engages in parenting, community connection, English language and future employment pathway training.	No	More connecting to the families.	6-10 years	Children develop in social connection, emotional resilience, build up self-confidence, improve literacy and numeracy skill, then readiness for advance preparing for the next level of learning, (pre-kinder and prep	Opportunity to link the family to services, adapting new culture and system. It also breaks out traditional or preculture binding and enhance family in social, emotional and mental wellbeing through numbers of educational	It is opportunity to education the parent about parenting, new system and culture. Preventative future crisis for a new genaration by guiding in early ages.

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											etc.). Moreover, it is bonding between child and parents' relationship intern of learning, wellbeing and have better relationship.	training and information.	
13	Hume City council	Victoria	Hume supports 15 school based hubs running over 40 playgroups per week. They target refugees and migrant families with preschool age children who are socially isolated, lack language skills and new to the country	7 funded via Communities for children Uniting. Other funded by schools themselves- various numbers. Others run by Vicseg, McKillop and Playgroup Vic	We have a playgroups project officer who provides ongoing mentoring and coaching, support with resources development and trainings each term.	Yes	All of the above. Relevant service providers are invited to come and visit playgroups to provide info to families. Some playgroups align content with the adults English classes run at the hubs.	No	We are more in need of allied health professionals who can support with dealing with the complexity of the families who are currently presenting.	More than 15 years	Early detection and referrals to services, language development, transition to school, school readiness, social connections, parenting skills, pathways to volunteering and employment opportunities	They need trained and highly skilled facilitators who can support the complexity of needs the families are presenting with. They should be part of the early years curriculum and universal services. They can be utilised more	Playgroups need to be funded as they are often the first access point for vulnerable families who would not access any other service. They provide incredible early detection and prevention work. They require professionals who are fully

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												as part of school readiness programs.	trained, rather than volunteers.
14	54reasons	Victoria	Sets program @ doveton x2 Also the 6 Play2learn and supported playgroups have 100% cald participants at Doveton college and Hallam.	dss and dffh	Passion, calm and welcoming personality, openness, additional language is also a huge advantage.	No	Abecedarian approach, community connection, parenting topics, developmental children's evaluations, parenting efficacy tools, English skills and guest speakers.	No	Ease of learning and collaborative support. Higher outcomes due to better communication	6-10 years	Community connection, knowledge, health and empowerment	Inclusive for all. Placed based support. Warm referals	Timeframes and visa category limitations are not always applicable as an eligibility criteria as this often excludes families requiring additional support that can be more optimal being provided in these types of programs.
15	Our Place	Victoria	Our Place doesn't directly operate any playgroup services but works with providers to operate	All playgroups have funding through DFFH	Various. Some have Early Years qualifications.	Sometimes	Yes.	For some playgroups (not all)	Very. Supporting parents is a core feature of Playgroups. We see this as adding high quality.	1-5 years	Community, connection to the local service system. Knowledge on parenting in Australia. Developmen	When playgroups are positioned as an entry point to the local service system rather than	Our System is hard and confusing to navigate. Playgroups can be a great place to support families.

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			migrant and settlement playgroups on our sites where there is community need. We have CALD specific playgroups on 5of our 9 sites. All operate weekly.						Playgroups are a gateway and soft entry point for so many families- so this is a critical aspect.		tal support and guidance.	just a nice activity for Mum's to do- it supports family outcomes and better local service system utilisation. It supports families access the right services at the right time.	
16	Greater Shepparton Lighthouse Project	Victoria	We host Council-facilitated playgroups at 3x Community Hubs in schools.	Community Hubs playgroups are funded via the Victorian Government's Best Start program and Greater Shepparton City Council.	A calm, welcoming and trauma-informed approach. Understanding of using interpreting and translation services. Experience using simple English. An understanding of the importance of	Sometimes	Yes - Council is delivering Vic Gov't parenting strategies program "Small Talk" through playgroups.	No	I would be cautious in introducing this element as we find that English learning for parents is more difficult without child minding services available.	6-10 years	Introduction to Western education systems, connection to local services for families, social connection, role modelling play activities, building	Be place-based in their future kindergartens or schools, provide connections to services, provide a safe and non judgemental space to ask questions, provide	Please ensure that they are connected to someone they can (and feel safe to) continually ask questions of. Playgroups, Community Hubs, Settlement Agencies,

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					teaching children in the parents' best known language, and of teaching reading without parents needing to understand English. Cultural curiosity and respect. It's also important to provide a comfortable space similar to a lounge/play room.						familiarity with school sites and staff.	parenting advice.	MCH Nurses, and religious and community leaders need to be aware of the needs and services for migrant arrivals.
17	Hume hub playgroups	Victoria	We have 15 hubs running multiple playgroups approximately 40 per week	We have funding for 7 (soon to be 8) playgroups funded by Uniting Communities for Children	Minimum Cert 3 in early childhood, training on inclusion topics each term organised by the Inclusion Project Officer (neurodiversity, Stolen Generation and Aboriginal culture, music	Yes	There are English classes with childminding attached at each hub but this is separate from Playgroup. We embed visits from services to the playgroup (MCHN, Bilingual storytellers, visiting library vans, mobile dentists) We have a partnership with Melbourne City Mission providing	No	Language enrichment and language modelling would be valuable but our focus is to maintain/build the connection with carers and kids so we value the	10-15 years	Warm referrals that work Community connections Early intervention and diagnosis of disability and delay Improved English confidence School	Embed them in places with established trust and community (like hubs)	Playgroup facilitators need to be paid and supported, the work is difficult (they are exposed to vicarious trauma, diagnosing disability, discussion of family violence). If

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					training, family violence etc)		allied health within playgroups. We survey parents on if they feel they have gained community connection and parenting skills- this can be provided if needed)		carer and kids staying together		readiness Access to services they may have missed		paid and supported they stay in the role, providing consistency
18	Davis Creek Primary school Community Hub	Victoria	Run a weekly CALD playgroup our community is very diverse last week I had women from 12 different cultural backgrounds at an event	Our playgroup does not receive direct funding. I Support the Playgroup through the Community Hub funding	I facilitate the playgroup. I have run CALD playgroups for many years and have undertaken CLAD training and playgroup training.	Sometimes	Yes, all of the above we have guest speakers and provide information to parents throughout the year. we also run separate English classes that women can attend with their preschool aged children on other days	No	Not sure, our group is very Multicultural It would be great to have the support of a bilingual worker; it may help the families connect more together. It would definitely assist with the children who do not speak any English.	1-5 years	Playgroups are of great benefit to families. Connection Creating friendships Building networks Linking with community organisation Parenting support Preparing for kindergarten and school Friendly relaxing environment	I think we do that fairly well. As we have a different structure, we are able to offer parenting workshops etc outside of playgroup time. So, this time truly becomes a time for woman to relax, connect with other women, play with their children and	Providing ongoing funding for playgroups and facilitators.

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												for children to play, learn and grow in the playgroup with other children	
19	anonymous	Victoria	4 sessions p/w - Arabic, Assyrian, Turkish, Indian, Sri Lankan, Nepalese, Urdu, Dari, Mong, Philipine	4 funded - Communities for Children	Need to have Formal early years training (min certificate or diploma)	Yes	Hume council MCHN, Kindergarten info/enrolments/enquires, Hume bi lingual library story times and sessions. Allied health services and other training	No	Don't have a migrant teacher as the facilitator speaks the languages that are more dominant in groups . (Arabic /Turkish)	10-15 years	Connection with other families, support services, early years development and learning , engagement with child and other families.	interpreters or facilitators who speak the language , connection with families with similar backgrounds and experiences to feel supported and feel connected and sense of belonging.	Newly arrived migrants central point of information for various services eg: playgroups, other services that support their own language to assist with school, kinder, GP, government support services.
20	Dohertys Creek College Community Hub	Victoria	We hold two playgroups. A general multicultural playgroup and a Pacific specific playgroup	Both are funded through the community hub program.	One has partly completed a CertIII ECE and the others have years of experience in facilitating playgroups	Sometimes	We have visiting organisations that share information about different services.	No	It would most likely help us to engage with more families as they would be able to assist	1-5 years	It gives them an opportunity to connect with others and learn about programs	To help them settle and make connections to people, services and information.	providing funding for free playgroups

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			both are held once a week.						families with getting English focused information		and services available for them.		



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