

*Das Wir ist immer stärker
als das Ich.*

Marie Juchacz

Migrant-Centric Language Training: Bridging Skills and opportunities

Jyoti Sharma

Victorian Skills Authority Fellowship, 2025

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01

Acknowledgements

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02

Executive Summary of Fellowship

Australia is a country of migrants. According to the latest statistics, there was net annual gain of 518,000 people in 2022-23. (Australian Bureau of Statistics 2023)

Learning English is an important factor in settlement of new migrants in Australian society. With knowledge and use of language comes job and social cohesion, and lack of it, can lead to long term unemployment, underemployment, isolation, and a sense of non-belonging.

The Adult Migrant English Program (AMEP) provides free language training to eligible migrants and humanitarian entrants to improve their English language skills and settle in Australia. It also provides migrants with other services, like free document translation and interpreting services for people who do not speak English.

Although, there are different levels at which the migrants can enter the program, from complete beginners to advanced, the focus of the program is to help migrants settle in Australia.

The fellowship addresses the needs of migrant students learning English as an additional language (EAL) whilst seeking employment in Australia. It awarded the opportunity to explore trends in imparting second language 'in' and 'for' work in various countries and learn ways to upskill or reskill and harness the skills already in the country, in terms of new migrants.

During the fellowship, the aim has been to explore language teaching models which are focused on employability for migrants and those that assist in assimilation of migrants, who are already employed, into the workforce more effectively by providing on-going training and support by educating and involving the workplaces.

The main objective of the fellowship is to assist migrant students with their language learning alongside developing skills and knowledge necessary to thrive in Australian job market, to implement language programs that are focused on work readiness and work collaboratively with VET training sectors and employers to assist migrants not only be job ready but also progress their careers successfully in various industries.

The intended fellowship has 5 main components:

- To look at integrating migrants through their existing qualification, knowledge, and skills
- To develop migrant centric language delivery which is tailor made to their needs
- To explore internship opportunities for migrants
- To work with other VET departments to develop courses/ assessments that are more second language learner centric
- To explore methods of supporting migrants in workplaces

During the initial research, the Fellow found that the European countries have been working on assimilating migrants into work through language delivery for a long time. Linguistic Integration of Adult Migrants (LIAM) project started in 2006 by the Council of Europe.

Language for Work (LfW) is an initiative of European Centre for Modern Languages (ECML) of the Council of Europe (Ecml.at. (2016). Language for work), which offers:

- “Coherent approach to work-related second language development, to help labour market and social integration of migrants, refugees and ethnic minorities”.
- “European learning network for professionals involved in the field Language for Work”.

LfW team consists of 4 members, Germany, the United Kingdom, France, and Sweden. The Fellow decided to focus on these countries after initiating contact with the representatives from the four countries of LfW team and finding that these countries provide effective and significant programs and models for language delivery at and for work.

The fellowship has enabled the Fellow to meet, learn and observe training strategies used in Germany and Sweden for swift and fast integration of migrants into the workplace. It has provided tangible approaches to language delivery focusing on vocational and contextualised training. Overall, there are many examples of direct and indirect language support strategies practised in Europe, along with integration through qualification (IQ) which are discussed further in the report.

It also highlighted the fact that work related language training is not only the responsibility of educators, but a joint responsibility of employers, educators, second language learners as well as the policy makers. The responsibility does not end with migrants finding a job, but it continues beyond that, as the labour integration happens when the migrant can find employment, make a positive contribution at work, and can progress their career.

Based on the findings of the research topic, migrant-centric language training, bridging skills and opportunities, there are four main considerations. Firstly, create cross disciplinary teaching material, which integrates language skills and vocational competencies and to ensure that learners understand all aspects of work life in Australia. Secondly, collaborating with leading companies and organizations, and those facing skills shortages, to provide insight into industry trends, internship opportunities, and potential career pathways for migrant students. Thirdly, creating scenario-based teaching and assessment material for EAL learners to enable them to use the language in real life situations at work and finally, do a demand and needs analysis at workplaces facing acute skills shortages, to create theme-based teaching material for language learners and language support material for migrant workers.

The following outcomes for training and education sector are identified:

- Vocational courses- Design ‘tailor made’ teaching and learning materials based on the needs of the migrants and the industries.
- Language courses for specialised skills- Focus on ways to develop occupational skills by providing contextualized English language training by building industry specific vocabulary and terminology.
- Language learning at work for low-paid low skilled workers- A revival of the Workplace English Language and Literacy (WELL) or similar program would be an opportunity to develop language delivery at work, based on the successful overseas models.
- Fast track recognition of prior learning (RPL) / opportunities to fill skills gaps for skilled migrants- Develop programs for skilled migrants so that they can fast track their career aspirations by filling in the gaps in terms of upskilling, gaining recognition of prior learning (RPL), articulating their skills and knowledge in English effectively or by getting training to clear English proficiency tests.

- Internship Opportunities for EAL learners whilst doing language courses- Deliver integrated training model, where migrants learn communication and other core skills along with more hands-on training or apprenticeships for sectors of industry.

03

Fellowship Background

The fellowship was initiated by the innovative program dual qualification in EAL and health services vocational training program at Swinburne University in 2022/23 which was taught and coordinated by the Fellow. The aim of this program was to prepare, support and teach a group of migrant English students to successfully complete a VET qualification in health services (Fig 1).



Figure 1. Dual qual students learning HSA Skills in nursing lab

During the Fellow's tenure as an EAL teacher, it has been observed that the primary goal of migrant students is securing employment to support their families. EAL classes consist of learners with diverse backgrounds, from those with no prior education to highly qualified professionals. Currently, language delivery is uniform for all. However, implementing a customized EAL program, as demonstrated in the dual qualification EAL/ health VET course, proves beneficial. The innovative program yielded following benefits:

- It provided students a pathway into a high-demand health industry, particularly post-COVID and considering Australia's aging population.
- It encouraged migrants to explore opportunities outside their previous jobs or qualifications.
- Finally, doing a course, with language support, which results in employment had high motivation and commitment factor (Fig 2).



Figure 2. Certificate ceremony on completion of dual qual

Following on the success of the dual qualification program, in terms of gaining employment by the migrant students who attended the program, this fellowship provided opportunity to explore programs run in other countries and find ways to assimilate migrants and fast track their entrance into workforce more quickly, as well as to explore strategies used by other countries for assimilation of migrants into the workforce whilst providing language training,

3.1 Why is the focus on employment integration important in Australia?

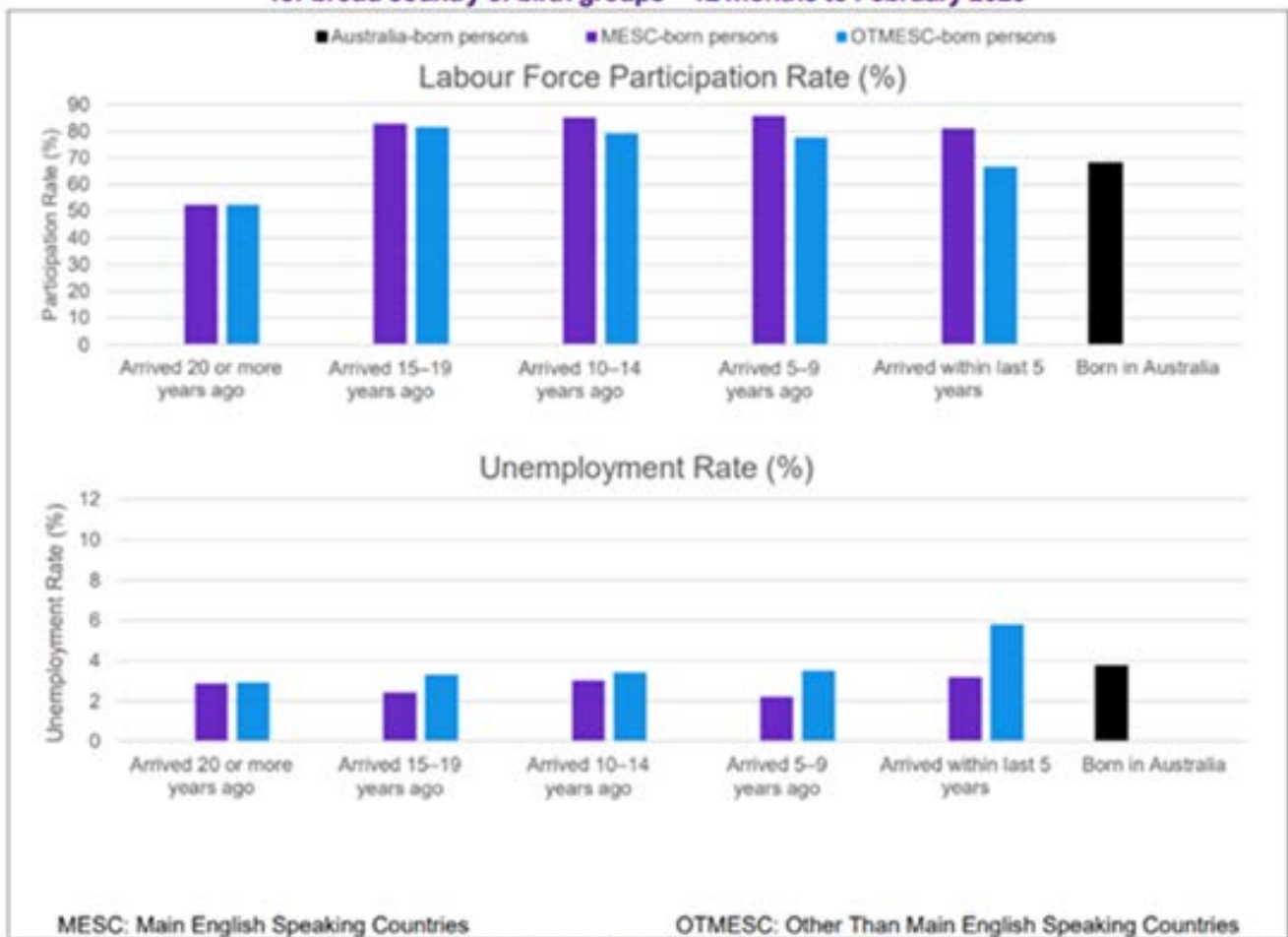
- **Higher rate of unemployability in new migrants-** According to Jobs and Skills Australia (n.d.). Australian Labour Market for Migrants (April 2023) report, unemployment rate amongst the migrants to Australia varies considerably as it depends on various factors, including age, skills, educational background, job experience and English proficiency skills.

Another factor which influences the employment rate is the duration of time in Australia. Data shows that new migrants have a higher rate of unemployability as compared to migrants who have been in Australia for a longer duration.



Figure 3. No job, no experience diagram

Figure 5: Years since arrival in Australia by labour force participation rates (%) and unemployment rates (%) for broad country of birth groups—12 months to February 2023



Source: ABS (2023). LM7 – Labour force status by elapsed years since arrival, main English-speaking countries, sex, state and territory. Labour Force, Australia, Detailed. Retrieved March 23, 2023. <https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia-detailed/latest-release>

Despite having skills and job experience in their country of origin, new migrants struggle to find jobs when they move to Australia.

- **Underemployment amongst migrants-** Despite having vast experience in their native countries in their chosen professions, migrants struggle to find jobs. According to a recent ABC news report 'Skilled migrants forced to work basic jobs to survive', 44 % of skilled migrants are working in low paid, unskilled jobs despite two thirds of the migrants having arrived on skilled visas.

Underemployment can take two forms; someone is considered underemployed if they are working in a job for which they are overqualified or working less hours than they would like to. The book, *Life in a New Language*, examines language learning and job search issues faced by 130 migrants in Australia and it raises the case of underemployment in both forms, where migrants have faced one or both kinds of underemployment after coming to Australia.

- **Slow process of overseas skills and qualification recognition-** Skilled migrants face another difficulty in getting their skills and qualifications recognised as the process is quite lengthy and cumbersome and as stated in the ABC news "slow and haphazard skills recognition systems run by industry bodies".
- **Skills shortages in Victoria-** Currently, there are various jobs facing skills shortage according to the State of the Victorian Labour Market Report 2022. A total of 143 occupations are facing shortages across Victoria, including construction, hospitality, and health care, etc. with 15 unique occupations facing "acute shortage" according to the report.

New migrants are a resource, who can be retrained and used to meet these skills shortages with appropriate language training. Language delivery focusing on skill development for jobs needing more people can be a win- win for both, the migrants, who are looking to establish themselves by upskilling or continuing in chosen occupations in their own countries, and for employers and industries, who are struggling to meet the demands of workforce shortages.

- **Vicious circle-** Migrant students are at a disadvantage when they are trying to seek jobs, not only in terms of their language proficiency but also lack of work experience in Australia. Despite having necessary skills, migrants are stuck in the vicious circle of no job, no experience (Fig.3), leading to low self-esteem and under employment or downward occupational mobility. This is a loss for individuals, society and industries facing skills shortages.
- **Uniform language delivery-** EAL training in adult classroom primarily focuses on basic skills and knowledge for settlement purposes in Australia. Moreover, it is uniform for all migrants, irrespective of their previous educational background. Two programs offer EAL training currently to adults, Adult Migrant English Program (AMEP) and Skills for Education and Employment (SEE). The primary objective of AMEP is to learn basic English language skills to "successfully and confidently participate socially and economically in Australian society" and the SEE program aims to assist jobseekers in improving their Language, Literacy, Numeracy and Digital literacy (DLLN) skills "to participate more effectively in training or in the labour force" (Commonwealth Parliament 2017).

However, the two programs are limited in providing skill focus training required in the industries needing more workforce currently in Victoria. e.g., health and nursing, construction, aged and childcare. Work related training requires special terminology and more complex language for skilled work and professions as was seen in the dual qualification delivery at Swinburne's innovative program. The aim is to work out a pedagogy which is collaborative with industry requirements and supports learners in their language needs.

- **Low skilled, low pay limited English trap-** Migrants, who are underemployed, and/ or unskilled, fall into low skilled, low pay and limited English trap as discussed in the paper 'Supporting migrants in low-paid, low-skilled employment in London to improve their English' by Alexander Braddell and Linda Miller. Once

employed, migrants in low paid jobs find it hard to continue their language training because of work and family constraints (Fig. 4).

For better labour integration, language skills need to be developed before employment and continue to be developed post-employment, which enables migrants to make a positive contribution to work and progress in their career and consequently break free of the low skilled, low pay, limited English trap.

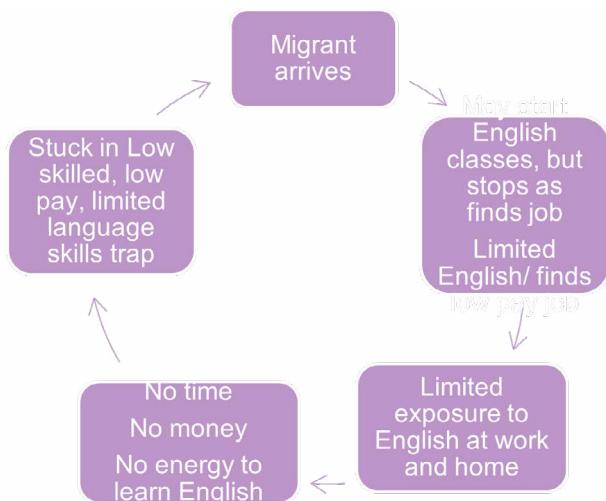


Figure 4. Low skilled, low pay limited English trap

- **Need for tailored/ customized/ industry specific language delivery-** There is a need to support migrant students with their English language needs alongside developing skills and knowledge necessary to assimilate in Australia's dynamic job market and mainly jobs and industries facing skills shortages.

Looking at the above-mentioned reasons, unlike traditional EAL programs focusing on basic English proficiency, this study explored tailored language programs that facilitate career transitions and integration into industries facing skill shortages. Two approaches were considered: a bottom-up approach focusing on improving English proficiency to access employment and a top-down approach integrating language training within specific workplace or industry contexts to enhance job readiness.

Swinburne's innovative dual qualification in EAL and health course saw exceptional motivation from

students, with full attendance and participation, driven by their goal of attaining job-ready qualifications for swift assimilation into the work force. So, the fellowship also focuses integrating migrants into Australian social and work culture by enhancing both their English language proficiency and job readiness. A language program that fosters confidence, language acquisition and vocational skills at the same time, would empower migrants to assimilate effectively into society.

3.2 Fellowship methodology

Initial research was conducted to explore language delivery models overseas that focus on work related language delivery. Through the research, the Fellow found that one of the main programs that runs in Europe is 'Language for Work', which is an initiative of European Council of Modern Languages (ECML) and the main aim of this program is to support migrants to develop work related language skills at and for work.

Online research showed that in various countries, including France, Germany, UK, and Canada, to name a few, where language proficiency is integral to professional qualifications and assessments, spanning sectors such as civil service, construction, healthcare, and cross-disciplinary fields.

Before the overseas travel, online Teams meetings were set with experts in the field of work-related language delivery in UK, Sweden and Netherlands.

3.3 International Research Destinations

Stockholm, Sweden- Visits to Vård- och omsorgscollege and Arbetsmarknadsförvaltningen/ The unit for language support efforts

Meeting, interviewing and discussions with experts in 'Language Advocates' program run in Sweden in the health care sector. Site visit the school to learn about the 'Internship with Language Support' offered to new migrants gave opportunity to explore strategies for internship opportunities to enable second language (L2) learners to get familiar with

and gain work experience in their chosen field of work. (Fig. 5, 6)

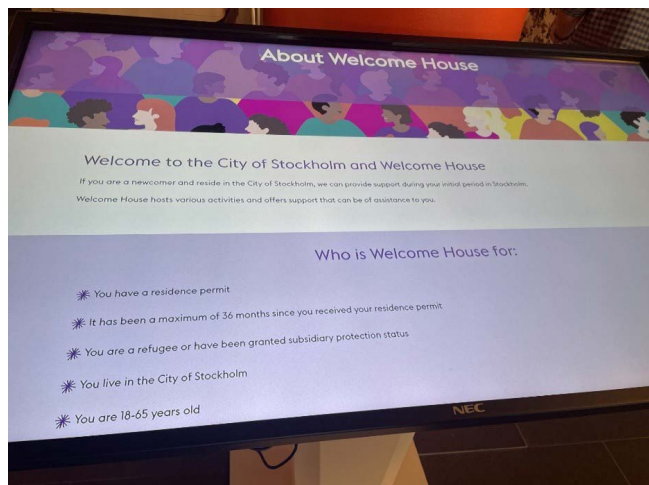


Figure 5. Visit to 'Welcome House', a service for newly arrived migrants.



Figure 6. Meeting with entrepreneur consultant who helps newly arrived migrants in setting up their businesses

Reykjavík, Iceland – Attended European Council of Modern Languages (ECML) Training and Consultancy for Members State Workshop

Languages for Work representatives from Germany and the UK delivered two-day workshop highlighting the direct and indirect approach for language delivery and examples focusing on work integrated language teaching approaches successfully practised in various countries across Europe. The workshop provided networking opportunity and gave insight into the importance of demand and need analysis for any work-related language delivery program. (Fig. 7, 8)



Figure 7. Language for work workshop, Reykjavik, Iceland



Figure 8. Presenters at the workshop, Matilde Monetti and Alexander Braddell, and staff at Mimir, who organised the workshop.

Germany- Visit to Passage gGmbH, Hamburg, AWO Kreisverband, Bielefeld, Job Centre, Herford, Frankfurt

Passage gGmbH offers language courses for migrants along with vocational training with focus on labour market and integration through qualification (IQ). Visit to the institute provided opportunities to talk to staff and attend language training sessions for nurses and teachers, which are useful in understanding integrating vocational aspect and developing resources for these courses. (Fig. 9)



Figure 9. Staff at Passage gGmbH, Hamburg

AWO also offers vocational courses along with general L2 training. Visiting this institute provided opportunity to sit on one-on-one coaching session offered to professional migrants. It helped in understanding 'need based' support in professional development and suggested ways to develop targeted language skills. (Fig 10, 11)



Figure 10. Staff at AWO, Bielefeld



Figure 11. Coaching session information meeting at AWO, Bielefeld

Interview with Commissioner for equal opportunities in the labor market and migration officer, Anette Kuhn in Herford (Fig. 12) gave insight into the courses offered and placement of migrants into different streams of courses, which helps in forming strategies for better streamlining of language courses for people with low literacy, and people who have a different script/ alphabet.

In summary, these countries were selected as they offer varied approaches to language delivery 'at' and 'for' work, to see various successful programs that they are running, resources that they have developed and most importantly the measures they have taken for quick and successful integration of migrants into the workforce. Each destination provided a valuable insight, learning and inspiration for this fellowship.

Apart from these countries, Teams meetings were organised with experts in other countries, such as Netherlands and the UK and within Australia, Loddon Campaspe Multicultural Services (LCMS), Bendigo to learn about their programs of language delivery to migrants that have enabled successful integration in workplaces.



Figure 12. Anette Kuhn, Commissioner for equal opportunities in the labor market and migration officer in Herford, Germany

3.4 Fellow biography

The Fellow has been an EAL teacher in the VET sector for over 17 years. In addition to holding leadership roles such as SEE Program Coordinator and Campus Convenor; the Fellow has maintained a strong passion for working directly with migrant students in the classroom. These students often bring a wealth of experience and insight, providing valuable learning opportunities for educators. Many of their stories are profoundly inspiring, reflecting their resilience in adapting to a new country, learning a new language, and striving to establish themselves while leaving behind families and well-established careers.

Motivated by the challenges migrant students face in securing employment aligned with their skills and qualifications, the Fellow took the lead on an innovative SEE program in 2022/23. This program was designed to prepare, teach, and support dual qualifications in EAL and VET for health services. Its primary aim was to deliver specialized and contextualized English language, numeracy, and digital literacy training to migrant students, enabling them to successfully complete a Certificate III in Health Services Assistance and gain employment in the health sector.

The program achieved remarkable success, with a 100% completion rate, 75% of participants finding employment, and 15% pursuing higher qualifications. The overwhelmingly positive outcomes and student satisfaction have inspired the Fellow to explore further opportunities for developing work-centred language delivery initiatives.

A passion for finding ways to upskill and retrain migrants, whilst they are learning English, is an opportunity that the Fellow would like to pursue and explore in the VET sector.

Abbreviations / Acronyms / Definitions

AMEP	Adult Migrant English Program
SEE	Skills for Education and Employment
HSA	Health Services Assistant
EAL	English as an Additional Language
LfW	Language for Work
L2	Second language
IQ	Integration through Qualification (a program run in Germany to integrate migrants by improving working opportunities for them.
LLND	Language, Literacy, Numeracy and Digital Literacy`
LLN	Language, Literacy and Numeracy
ME	Migrant English
CALD	Culturally and Linguistically Diverse
VET	Vocational education Training
ECEC	Early Childhood Education and Care
WELL	Workplace English Language and Literacy
DEEWR	Department of Education and Work Relations
OSLT	Occupation-specific Language Training
CEDA	Committee for Economic Development of Australia
ECML	European Council of Modern Languages
RPL	Recognition of Prior Learning
CoP	Community of Practices
TESOL	Teaching English to Speakers of Other languages

04

Fellowship Findings and learnings

4.1 Fellowship Findings

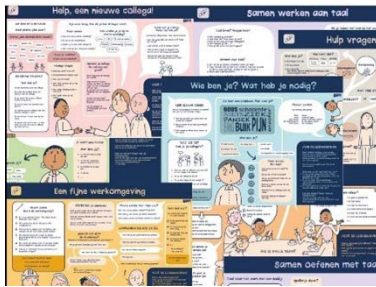
Institute and Country	Type of activity	Key Findings
ITTA, Language Institute for Basic Skills, Netherlands	Teams Meeting- Bregje Kaars Sijpesteijn, Senior Advisor	<ul style="list-style-type: none"> Highlighted importance of integration and participation through labour market participation course. Developed 'language at workplace' in collaboration with employers, employees and managers. Developed 'talking boards' posters (Fig.13) to provide guidance and connection at work and offer support where needed 
Loddon Campaspe Multicultural Services (LCMS), Bendigo	Teams Meeting- Robyn Matthews, Team Leader- Education and Employment	<ul style="list-style-type: none"> Delivered a pre accredited training course for cleaners in hospitals. Focus on industry specific vocabulary and needs of the learners. Cross cultural awareness training provided to all supervisors to understand difficulties faced by migrant workers. Remove unnecessary barriers to employment by simplifying job application process and realistic expectations of literacy and numeracy needs based on the job profile.

Figure 13. Figure 13: source <https://www.itta.uva.nl/werkvloer-107>

Institute and Country	Type of activity	Key Findings
VO College, Sweden	Meeting and Interview- Olga Orrit, Language Developer Kerstin Sjösvärd, Language for work	<ul style="list-style-type: none"> • Collaboration between education providers and local employers is essential. • Involvement of managers and administrators helped in success of language advocates program. • Contextualisation of teaching material to meet the needs of individual workplaces. • Mixed delivery mode, face to face and online proved to be more effective in training for language advocates. • Continuous improvement over the years in course structure. • Resources developed to 'raise language at work' for workplaces. • Communication and language development is responsibility of workplaces as much as the educators in the workplace. • Language programs not only benefit the second language workers but also helps in improving the overall communication at workplaces.
Funkton AmF Sprakstod, City of Stockholm, Sweden	Meeting with Rut Haregot, Branch Head	<ul style="list-style-type: none"> • Runs internship program to get migrants into Swedish working environment at an early stage. • The aim is to learn Swedish, provide 'supported employment' where the students get a wider network, gain fresh references and work experience in the Swedish job market. • Internships are run in all jobs, like retail, childcare, schools, healthcare, kitchen and aged care, etc. • Language support is provided in 6 different languages. • In 2024, so far 157 clients were placed and 70 got jobs and 25 got employment with the employers at the internship. • Events are organised for employers and job seekers to do fast interviews. 40 participants were offered jobs in the last event.

Institute and Country	Type of activity	Key Findings
Mimir, Reykjavik, Iceland	Workshop 'Language Education for labour market integration'	<ul style="list-style-type: none"> • Labour market integration means finding suitable employment, making a positive contribution at work and to progress your career. • It happens at 'pre-employment stage' and 'in-employment stage.' • Demand and needs analysis is essential for any tailored work related L2 program. • Scenario based technique is a good way to practice language in context. • European countries have used different approaches to language delivery successfully at workplaces. • Direct and Indirect support to learners with examples from the UK, Netherlands, Sweden and Germany.
Passage gGmbH, Hamburg, Germany	Visit to classes and interviews with staff	<ul style="list-style-type: none"> • The institute provides vocational training for immigrants with focus on labour market and integration through qualification (IQ). • Integration through qualification (IQ) courses for healthcare professionals and teachers, namely, 'German for Nurses' and 'InLiQua' (teachers). • The language course for healthcare professionals is aimed at all international nursing professionals who would like to work as a nurse in Germany. • The "InLiQua" qualification is a qualification that prepares for employment in the schools or in all-day care at primary schools. Participants are in an internship throughout the semester, where they can get to know every day German school life better and practise what they have learnt. • The focus is on communication and specific vocabulary for everyday work in a health care facility or school. • German for vocational purposes is offered to learners to help in preparation of integration into the labour market by developing general vocational skills. Participants expand their vocabulary on the topic of work, they practise reading texts from the world of work and practise writing letters or emails. • Passage has also designed and developed multiple teaching/ learning resources with current information on job-related German lessons for the interested public. Development of resources includes vocational training apps for nurses.

Institute and Country	Type of activity	Key Findings
AWO, Bielefeld, Germany	Visit to classes, attend coaching session and interviews with staff	<ul style="list-style-type: none"> • AWO offers various integration courses. • Language coaching, an intensive individual support from a qualified person (coach). Coaching offers 'need based' support in professional development and places particular emphasis on developing targeted language skills. • Professional language courses for doctors and nurses. • German for Doctors is delivered using realistic simulations, where participants practise the key communication skills in the clinic and specialist language exam. • Participants learn the professional medical language for the most important medical disciplines and after 100 hours, a medical professional (doctor) does team teaching with the language teacher. • Learners also practise general German language skills, thereby acquiring essential skills like clear pronunciation, a broad vocabulary, correct grammar and accurate spelling. • Practise the key communication skills in the clinic and specialist language exam.
Frankfurt, Germany	Meeting with Matilde Monetti	<ul style="list-style-type: none"> • Raising awareness that language communication is central to work, is important. • Real issue for workplaces is not the cost but releasing the workers, and not to put too much pressure on others. • Combination of face to face and online language delivery works well. • Persuading employees and employers for training for any one with low skills is a movement that is recent in Germany and involves trade unions. • Language training is a possibility to break the low skills, low income and low language trap.

4.2 Fellowship Learnings

Fellowship travels and activities have resulted in the following learnings:

Need to break the vicious circle

Current language delivery programs provide support to migrants through generic English language programs focusing on settlement in Australia. Classroom delivery in EAL classes focus on job search skills which builds students skills to write resume, cover letter and develop their language learning skills, which may result in employment at a much lower skill level, as discussed earlier, and this is where the language support stops in Australia as shown in Fig. 14.

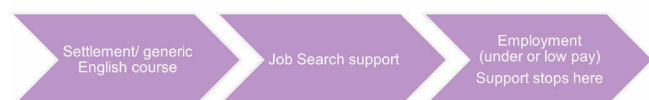


Figure 14. Current language delivery structure

Overseas models of work-related language training at and for work, can be classified into:

- Direct Support strategy
- Indirect support strategy

Direct Support Strategy	Indirect Support Strategy
Support is provided directly to the learner in a teacher-led environment, for example, in classroom.	Support is provided indirectly to the learner by providing resources, learning environment and practices that promote learning.
Language for nurses/ doctors/ teachers	Language advocates- Sweden
One on one coaching	Talking boards- Netherlands
Online classes	Bite size materials- UK
Mentoring	

Direct Support Strategy

EAL delivery for adults in Australia follows direct method of teaching pedagogy where language is taught in a classroom setting with a teacher. The focus is on communicative practices, listening, building vocabulary and teaching grammar points, along with reading and writing skills. Direct support strategy examples were observed in Germany in German for teachers, nurses and doctors' classes (Fig. 15, 16). Example of direct strategy, in Bielefeld' potato producing company was also provided in the conference in Iceland, where a language integrated course was provided at the workplace, along with coaching and mentoring.



Figure 15. German for teachers' class observation



Figure 16. German for nurses' class observation

One on one coaching session in Bielefeld, Germany is another form of direct strategy, targeting 'need based' support in professional development and places particular emphasis on developing targeted language skills. The aim is to improve language skills so that they can be better used for personal and professional goals. (Fig. 17, 18).

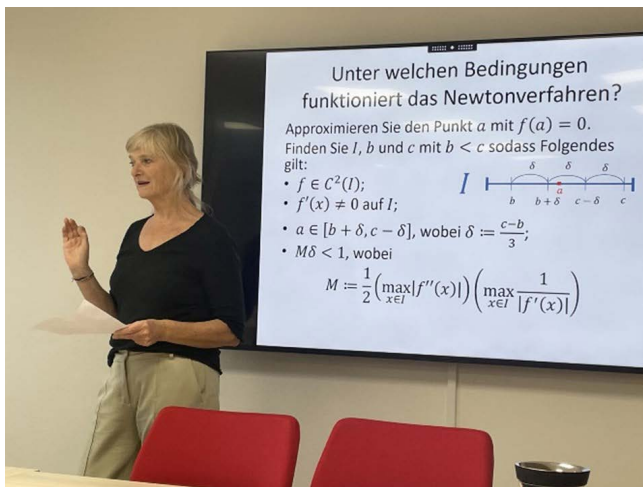


Figure 17. Understanding the concept of coaching to achieve goals for migrants



Figure 18. One on one coaching session

Indirect Support Strategy

Examples of indirect strategy were also observed during the fellowship journey. One of them discussed in the conference in Iceland is the UK example of making visible the 'what, why, how' of workplace communication at a hospital ward by creating 'bite-size' learning materials to explain and exemplify key communicative practices for the ward staff. The key areas covered in the booklets were handover, patient observations, helping patients at mealtimes, answering the ward phone, interacting with relatives, and welcoming visitors to the ward. (Fig. 19)



Figure 19. Bite size material, indirect support example from the UK

'Language advocates' program developed in Stockholm, Sweden, that focuses on workplace communications by developing inclusive, welcoming, and open culture at work and secondly, support colleagues with language tasks is another example of indirect language support at the workplace. (Fig. 20, 21)



Figure 20. Interview with Kerstin Sjosvard,



Figure 21. VO College, presentation about Language Advocate Program in Sweden

Challenge: Challenge faced in language advocates program is that there is a high workload on the managers as they deal with a large number of employees in health care facilities, as a result, the retention rate for managers is very low. If they leave, the next manager might not be as understanding and accepting of the language development program.

ITTA, Language Institute for Basic Skills, Netherlands conducted research in 2023 about what is needed to keep employees with limited language or basic literacy skills employed, help develop them personally and socially and how employers can support them. Based on this research they developed 'Talking Boards/ pictures', and released them in September 2024, which provide employers and employees opportunity to work in a more inclusive environment by providing support to workers with limited language skills. They are a way to encourage communication at work and create a better working environment by including topics like, a pleasant working place, help a new colleague, asking for help and give help, practising language together and working together on language. There are some discussion topics, like who are you, what do you need and what do you want to be able to do better.

Internship program for migrants in Sweden is an example of direct and indirect support simultaneously, where learners attend 5 weeks of course work along with 3 months of internship in a workplace. Main purpose of the program is to get migrants into Swedish working environment at an early stage, to learn Swedish, get a wider network and gain work experience in the Swedish job market. Internships are run in various industries, like retail, childcare, schools, health care, kitchen and aged care, depending on the interest of the learners. (Fig. 22, 23, 24)

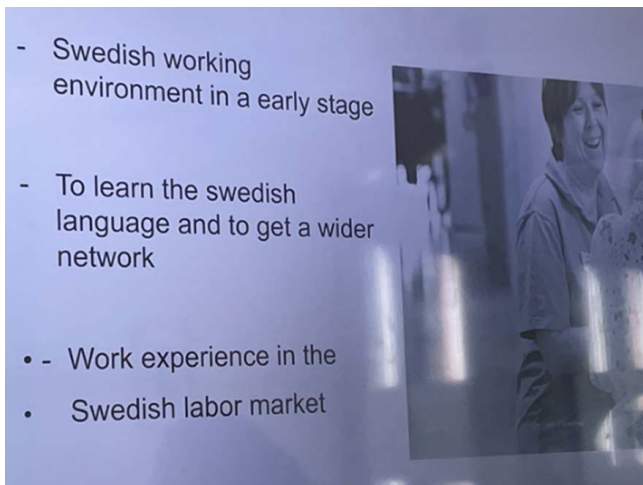


Figure 22. Internship Program presentation by Rut Haregot

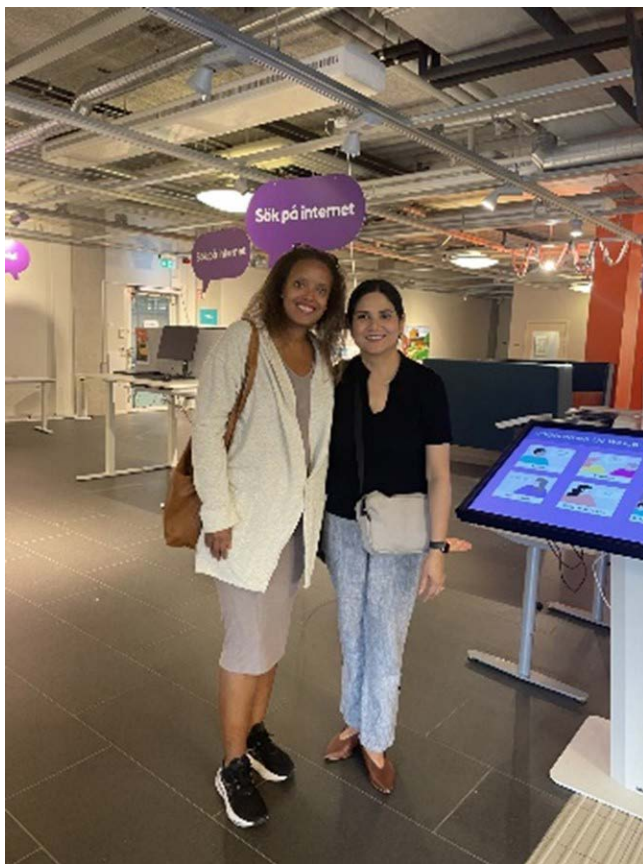


Figure 23. Meeting with Rut Haregot, Branch Head in Sweden

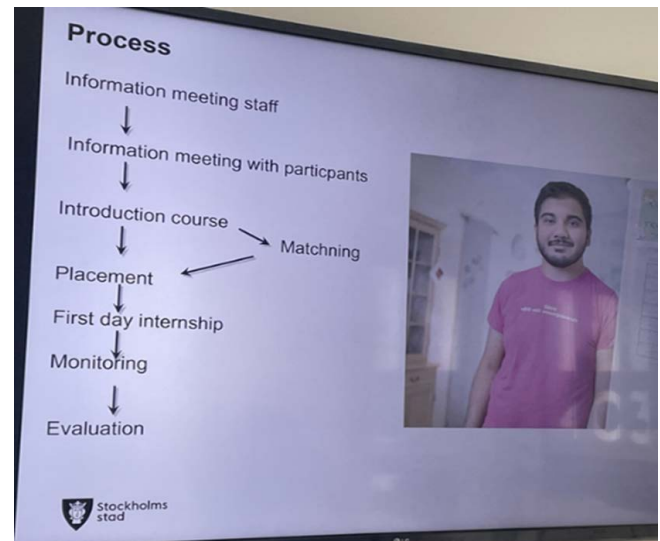


Figure 24. Internship Program Process

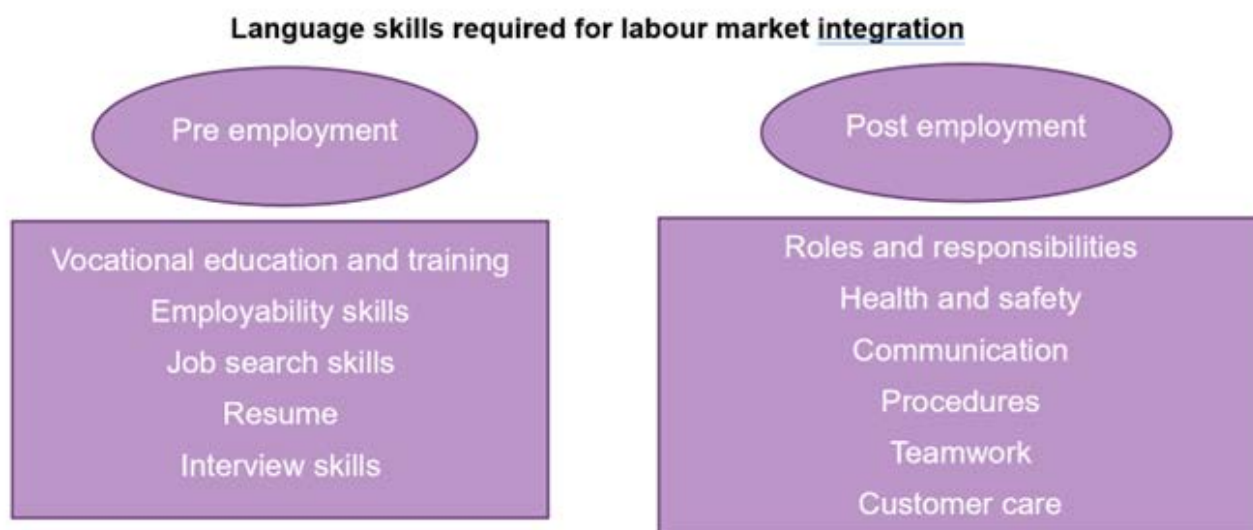
Challenges faced in the internship program:

- The program needs to be structured well. Placing students so that they are not in the same language workplace as their native language or working solo as the purpose is to be in Swedish speaking workplace.
- Ensuring that the migrant trainee is not used or taken advantage of.
- Ensuring the set timing for work.
- Clients dropping out due to various reasons, like struggling with settlement issues, family commitments and housing issues, etc.

Labour market integration does not stop with finding employment. It is a continuous process. It involves (conference: language for work, 29-30 Aug 2024 Reykjavik, Iceland):

- Find suitable employment
- Make a positive contribution at work, and
- Progress your career

Direct and indirect support strategies, both have their advantages. In terms of advantages, from the examples given above, both strategies provide extensive learner support before and after finding employment, as is evident from the models practised in various European countries. They are assisting in



assimilating and supporting migrants in workplaces to feel more settled and progress in their career pathways.

Currently, in Australia, the only form of support available to migrants is direct language support in the classroom. Some pre-employment language skills are included in EAL classes, like employability skills, job search skills, resume writing and interview skills. However, there are opportunities to explore and develop workplace training using direct and/ or indirect methods, that assists in breaking the low income, low language trap for migrants in Australia and assist migrants in their career progression.

Challenges and weaknesses of the findings

After interviewing Matilde Monetti, (Fig. 25) who has been delivering language training at and for work for more than 20 years in Germany, some challenges were identified in the language for work models.

- After initial training and finding work, language training stops and people fall into low-skilled, low-language, low-income trap. It is hard for L2 learners to find the time and motivation to continue to study the language.
- The real issue with companies is not the cost but releasing the workers. Releasing L2 workers or people with low literacy, puts too much pressure on other workers and can lead to resentment at workplace for migrants.

- Any language delivery model's success also depends on the motivation and determination of the workers to pursue the language. If the workers are not motivated enough, the language delivery will fail.
- L2 learners' attitude towards the country and the language is also important. One thing is motivation, another is how to pursue this as it takes energy to make this effort, so it is important for the migrants to reflect on it. According to Matilde, migrant must "use the language so it becomes part of yourself. Not to lose your first language but to make it (the second language) become a part of your body."
- Attitude of the company towards integrating migrants- not just words but requires actions. It is a task for the company to think about how many migrant workers they have and show positive attitude towards why it is important to learn a language in a practical way.
- Every place and country would be different, so we need to look at the structures that are similar and adapt them. Who are the people who can be involved, like trade unions or the ones that can be approached, otherwise it would be difficult to set up a training model at work. Look for best allies to deliver language programs.

- Identifying the training needs, making workers, employers, and companies aware and making second language a part of that training is a challenge.
- Language learning must be a continuous process of knowledge, practice and reflection by the learner and embodied in them and then only they will be able to fully integrate into the society and workplace.



Figure 25. Interview with Matilde Monetti in Frankfurt, Germany

05

Considerations and Next Steps

Based on the European models of language delivery for faster assimilation of migrants into the workforce, there are following opportunities to extend the language support for migrants in Australia:

Vocational courses- There is a need to design 'tailor made' teaching and learning materials based on the needs of the migrants and the industries, as was done in pre accredited training courses for cleaners in hospital in Bendigo and in the USA under 'New American Workforce' initiative to increase the English language skills of retail workers. The aim of these initiatives was to create partnership between the employers and the service providers to increase the language skills of cleaners and retail workers, who were struggling to communicate at work. The programs focused on industry specific vocabulary and needs of the workers and the employers.

Swinburne's dual qualification innovative program is another example of a successful model where migrants are completing a VET course with EAL qualification for a better success of assimilating in the workforce. EAL delivery is contextualised and centred around the Health Services qualification for a better completion rate. It is a well-designed and collaborative approach between two teaching departments, Migrant English (ME) and nursing. The choice of VET qualification, health services, is appealing to prospective students, who can see good employment outcomes and pathway opportunities to further training, like, nursing and

allied health services. The LLND (Language, Literacy, Numeracy and Digital literacy) support is provided to the students at the preparatory phase which enables students to transition to a VET qualification effectively. The program shows excellent attendance, good retention, and high motivation from the student cohort.

There is an opportunity to develop more VET courses, especially facing skills shortages in Victoria, with EAL support for learners from culturally and linguistically diverse (CALD) backgrounds. One on hand, it would give opportunities to migrants to retrain or upskill, and on the other hand, it helps to deal with the skills shortages currently in the state and in Australia. To do this, VET sector and the language educators need to work together to develop course materials, learning resources and assessment tasks that are contextualised for the EAL learner cohort for a better success rate.

Next Step: Swinburne University is planning to extend the program to add another dual qualification with the nursing department to initiate Individual support qualification for students with language support. Fellow would be involved in the project to write course material for migrant students.

Future Aspiration: Develop course material for Early Childhood training with the VET sector. Swinburne University started dual qualification along with EAL/HSA in EAL/ ECEC in 2022/23 but

it was not successful as the students struggled with the workload and terminology of the ECEC course.

Languages courses for special skills – According to CEDA (Committee for Economic Development of Australia) Skills Mismatch Report published in June 2024, ‘Billion Dollar Benefit- the economic impact of unlocking the skills potential of migrants in Australia’, there is a lack of ‘harnessing’ the skills of migrants, currently in Australia. If the full potential of migrants is utilized in terms of their skills and qualification, there would be a benefit of nine million dollars in economy each year. It also identified “insufficient English proficiency for employment contexts” as one of the major barriers for migrants finding suitable employment.

Germany’s model of ‘German for Nurses’, ‘German for Doctors’ and ‘German for Teachers’ is a good example of integrating migrants through qualification. Integration through Qualification (IQ) is a program to successfully integrate migrants into the labour market according to their level of education. The focus in language courses for special skills is on developing the vocabulary and terminology used in the workplaces. It also provides teachers to get an internship opportunity in a school, which results in getting ‘local experience’ and then successfully finding a job.

Passage gGmbH, Hamburg, Germany offers ‘German for teachers’ 8 of 15 participants, who finished the course in January 2024, have found a job, most of them in the schools where they had their internship.

Ontario Colleges in Canada offer Occupation-specific Language Training (OSLT) aiming at developing communication and language skills for specific industries. Some of the areas in which OSLT is available are business, health sciences, child and youth work, technology, and construction. Similar model can be adopted in Australia to deliver integrated training model, where migrants learn communication and other core skills along with more hands-on training or apprenticeships for sectors of industry. This requires language trainers, VET institutes and industries to work together to get a

better understanding of the needs and demands of the migrants as well as the industries. For this, teachers need to be prepared and be able to identify workplace- relevant themes and scenarios, so there is a need for better collaboration with the industry and programs delivering VET qualifications.

Future Aspiration: To work with senior management and other EAL providers to target advanced level learners in Certificate 3 in EAL and to streamline the teaching content to meet the needs of specialized vocabulary and occupation specific language training for various industries rather than general English course material. This would require meeting with and understanding the requirements of industry experts to better meet the needs of both the learners and the industries.

Language learning at work for low-paying, low skilled workers- According to German and Swedish models of second language training for integration of migrants into the workforce, language learning at work has the biggest impact. Language advocates program in Sweden is a workplace support program in health industry which has proved to be ‘effective, affordable, and ‘scalable’(Matilde Grünhage-Monetti (DE) –Language for Work Network, LESSLA, 20th Anniversary)

Focus on the language delivery at work is on communication skills, where the L1 staff can support the L2 staff for “better communication, better care”. Language training at work becomes a shared responsibility between the employer, colleagues, and learners. There is a better link between instructions and the organizational needs when the learning happens at the workplace. Language support or training at work has also shown to have an overarching aim of improving overall workplace communication and not just individual language and literacy skills.

Indirect support strategies, like the bite-size materials for ward staff in UK and the talking boards/ pictures developed in Netherlands, are also good examples to provide language support at work for employees needing support with language or basic skills. For the resources to be developed, there needs to be input

from both employers and employees to determine areas that need to be addressed and would benefit the workplace.

A key consideration in any tailored work related L2 program is the demands and needs analysis. Where demand is the requirement of a particular job and need is the language profile and language need of the learners. It is important to understand the workplace, what tools, machinery or equipment is used, what communication processes are followed and what are the working conditions, etc. (Fig. 26, 27) It is also important to understand the skills specification required for the job. Scenario based technique is a good way to encourage learners to think of situations they deal with at work every day and practise language in context.



Figure 26. Iceland Workshop, looking at the pictures used to create training for migrants at workplace

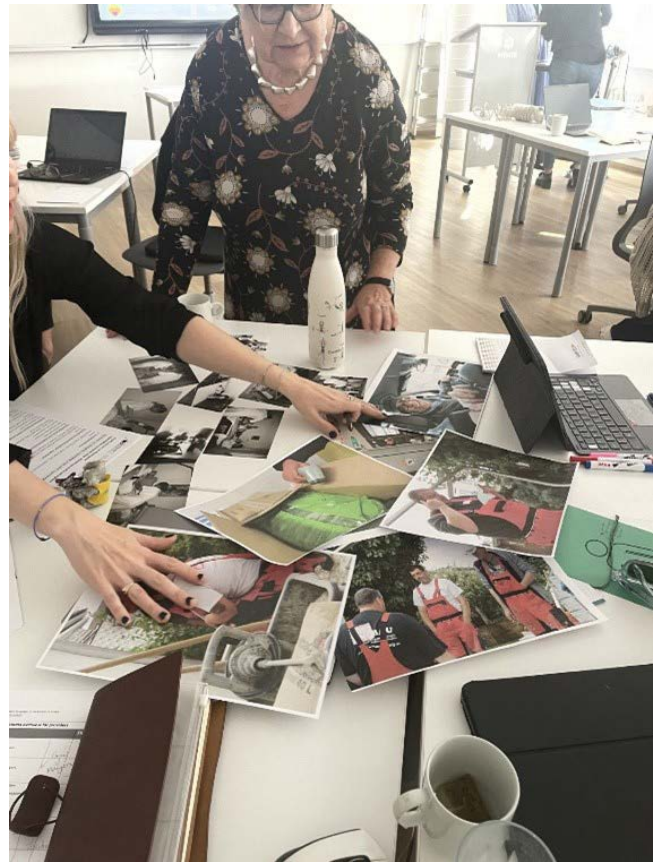
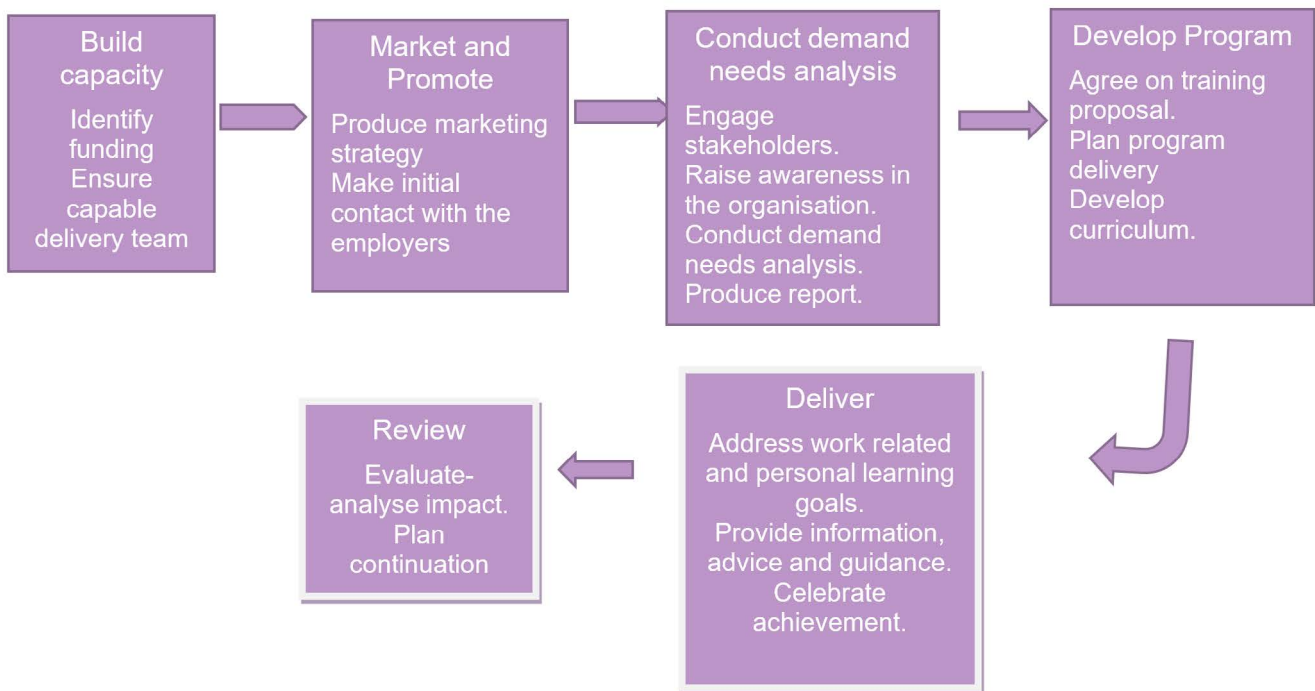


Figure 27. Iceland Workshop, scenario-based language training, understanding the needs of the workplace through pictures taken before starting training

European countries have used different approaches, direct and indirect, online and face to face, for language delivery successfully at workplaces. It can be a combination of two or more.

The process of developing, delivering, and evaluating a work related L2 delivery consists of 6 steps as shown in the figure below and discussed above.

Workplace English Language and Literacy (WELL) program was a Federal Government initiative to support people with low language, literacy and numeracy skills at workplace and was closed in 2014 creating a gap in the LLN needs of workers in Australia. According to Adult Learning Australia media release report 'Fighting for better literacy and numeracy', 44% of adult Australians lack the literacy and 55% lack the numeracy skills to meet the demands of everyday life. A revival of the



WELL program would be an opportunity to develop language delivery at work, based on the successful overseas models.

Next step- The Fellow intends to present her findings to Department of Employment and Workplace Relations (DEEWR) to initiate the possibility of language support model at work under the SEE funding. Swinburne University is looking to start a project to start training for low literacy students in retail industry. Similar projects could be initiated in other sectors where there is a large number of migrant workers.

Fast track recognition of prior learning (RPL) / opportunities to fill skills gaps for skilled migrants- Germany's initiative to integrate migrants through qualification and fast-tracking recognition of prior learning helps in smoother and faster integration of skilled migrants. According to 2023 federal government statistics (Anerkennung in Deutschland - Statistical data. 2023), 45 % of RPL applications were successful with full equivalence in Germany. In Australia, on the other hand, RPL process is "confusing, time-consuming and expensive", according to the Settlement Services

International (SSI) 'Skills Mismatch report' (Tilly Carrodus (2024). Billion Dollar Benefit).

The 'Skills Mismatch report' (Tilly Carrodus (2024). Billion Dollar Benefit) also highlights that migrants are 1.7 times more likely than Australian-born individuals to hold an overseas university qualification. To help migrants reach their full potential there is a need for a 'collaborative' approach between employers, governments at various levels and industries to provide right support and environment. The RPL and overseas qualification assessment processes need to be simplified and streamlined. This would benefit not only the migrants but also the industries especially the ones facing skills shortages.

Based on these statistics and the report, another consideration is to develop language programs or support at the individual level, as is done in AWO Bielefeld, which provides one-on-one coaching session for skilled professionals. The motto of the program is "Up the career ladder with language coaching" (Netzwerk-iq.de., 2025). Coaching is intensive individual support from a qualified teacher. Coaching offers 'need based' support in professional development and places particular emphasis on

developing targeted language skills from conflicts with children to writing protocols or developing presentation skills for work, for qualified people from overseas who have already applied for RPL or would like to do so. Coaching helps in developing confidence, and language skills that would assist the individuals to progress their personal or professional goals. Language coaching has three main components (Netzwerk-iq.de., 2025) :

- Identify the start point and set some individual goals
- Provide language learning advice
- Work on the specific language concerns

There are certain opportunities that can be provided to skilled migrants to fast track their career aspirations by filling in the gaps in terms of upskilling, gaining recognition of prior learning (RPL), articulating their skills and knowledge in English effectively or by getting training to clear English proficiency tests.

Future Aspiration: Streamline English proficiency test so that it assesses the language skills required in the workplace as is done by Passage gGmbH, Hamburg, Germany, which developed and evaluated a language test for healthcare professionals from overseas. The test is very close to the real scenarios in the hospital. The test was developed with a group of experts in the hospital and the language centre. The test has 3 parts:

- 20 minutes of communication with the patient
- Dialogue with another nurse or doctor, and
- Documentation (written test)

The aim of the test is to simplify and streamline language skills needed by healthcare workers from overseas and fast track their career in health sector.

Challenge: This level of change requires all levels of governments to work along with the group of experts in the industry and the educators. It is a long process as it requires approval and evaluation once the test is created.

Internship Opportunities for EAL learners whilst doing language courses- As discussed above in the report, newly arrived migrants are stuck in the vicious circle of not being able to find job because of lack of local experience. This often leads to uncertainty and lack of confidence amongst the skilled migrant community. There are certain initiatives by the Victorian government like the Asylum Seeker VET program (ASVET) and the Asylum Seeker and Refugee Internship Program, which offer traineeship and internship opportunities to asylum seekers and refugees. However, there are no internship or traineeship opportunities available to AMEP/ SEE students on other visas.

Swedish example of 'Internship Program for Migrants' is a good example to follow as it is aimed at Job seekers who are on welfare and are referred by the Job centres like SEE students in Australia. Providing internship opportunities to L2 learners will help in better assimilation as they will still have the language support available in the language classes simultaneously. This will enable the students to learn the needs and demands of the Australian workplace, break the vicious circle and fast track their career aspirations, as well as tackle the skills shortage faced by various industries. Language centres can work with employers and match the skills and interests of the migrants to various jobs. Events can be organised where job seekers and employers can engage in conversation and fast interviews. Forty migrants found employment during such event in Stockholm last year.

Next Step: Work with other AMEP, SEE providers, job service providers and the management team at Swinburne University to create employment events in collaboration with various industries and apply for innovative grants to run an internship project for migrant students.

06

Impacts of Fellowship

Personally

The fellowship has enabled the Fellow to build connections both internationally and domestically with like-minded educators who share a passion for migrant-centric language delivery. The Fellow has gained greater clarity and vision for improving language delivery for migrants. It has facilitated the establishment of networks across Europe, with whom the Fellow continues to engage, exchanging ideas and collaborating for future projects. Because of her collaboration with the UK educators and sharing of the SEE innovative dual qualification delivered at Swinburne, the Fellow submitted an abstract and was successful in publishing an article 'Innovative Program: Dual Qualification in English as an additional language (EAL) and Health services vocational qualification in Australia' in the journal NATECLA 'Language Issues Volume 35.2, Winter 2025'.

Additionally, the fellowship has significantly boosted the Fellow's confidence, allowing her to initiate conversations with international peers, plan and navigate solo travel to multiple countries, and step out of her comfort zone to present her findings. It has also played a key role in helping her overcome hesitation in public speaking.

Overseas migrant language delivery perspective has led to a greater sense of passion in the Fellow to implement some of the findings to initiate language delivery targeting VET courses and some work-related training or internship opportunities for migrant students. It is heartening to see that second language

educators in Victoria are interested in and committed to exploring these opportunities and the Fellow feels hopeful about being a part of these changes in English language delivery in the classroom.

Professionally

The Fellow has built networks within Australia and internationally, sparking innovative ideas for language delivery in Victoria and now has a deeper understanding of how to design effective language programs and their associated challenges.

During her overseas trip to Europe, the Fellow visited various language delivery centres and participated in the classroom settings in Germany, to observe language delivery for work and had the opportunity to be a part of language for nurses, doctors, and teachers' classes. This is a great segue to develop and initiate language programs targeting the healthcare sector in Victoria.

At the Iceland workshop, the Fellow received a set of seven bite sized material that was developed in UK to assist the healthcare workers, and the senior advisor from ITTA, Language Institute for Basic Skills, Netherlands, has also shared the link for 'talking boards' developed to improve the communication at workplaces. In collaboration with the nursing department at Swinburne, the Fellow intends to use this material as a starting point to generate course material for Certificate III in Individual Support for migrant students.

Recently, the Fellow has started a new role at Swinburne as an Education Manager, this would enable her to be more actively involved in the decision-making processes, initiating innovative ideas for AMEP or SEE grants, collaborating with other VET courses managers, and implementing new ideas.

The Fellow aims to work with other VET providers delivering EAL and other key groups to implement the recommendations from this fellowship to develop resources, opportunities and programs that facilitate upskilling and/ or reskilling migrants to meet the needs of the industries facing skills shortages as well as assisting in better assimilation of migrants in the workplace in Victoria.

Organisationally and Broader VET Sector

At an organisational level, the Fellow had a one-on-one discussion with people at her workplace about feasible strategies to implement new and effective methods for supporting migrant students in their transition to the workforce. After presenting her findings to the leadership team at Swinburne University, the enthusiasm has been particularly encouraging. The Fellow also presented her findings at the end of year PD Day to all the Migrant English and General Education staff of three campuses and the response from teachers has been very encouraging in terms of ideas being shared to include more job-related topics in classes.

Swinburne is taking concrete measures to initiate a few innovative courses to support language delivery and literacy programs. The HSA/EAL dual qualification is running successfully and has attracted a lot of migrant students since it started in 2022. Second group of 17 students successfully completed their dual qualification at the end of 2024 and are making their pathway into jobs and other VET courses, like allied health, community services and individual support, etc. A new group of 20 students has started the dual qualification program. This is a clear indication that it is a great way to retrain migrants moving to Australia to find employment and make progress in their career.

Swinburne is also working to start Cert III in Individual support for migrant students, based on the same model of HSA/EAL qualification. The Fellow will be involved in working with the nursing department and writing the curriculum for EAL to support the linguistic needs of the students whilst they are doing the Individual Support certificate.

At the broader VET sector, the future action plan is to look for an opportunity to share these insights with other providers, including AMES, VALBEC, Chisholm, Melbourne Polytechnic, Loddon Campaspe Multicultural Services (LCMS), Bendigo, AMEP and SEE CoPs. The aim is to disseminate the findings from the research to the stakeholders in 2024/ 2025 to achieve the following goals collectively:

- Create tailored language delivery solutions for migrants within the VET sector- As proposed earlier, liaising with other departments, like nursing, early childhood, community services and Trades, will provide opportunities to develop tailor made courses for migrant students. Nursing department at Swinburne University is applying for a grant to deliver dual qualification in Cert III in Individual Support, which would be tailor made based on the needs of migrant students in terms of time allocated to units and clustering of units to make it more practical for learners who need English language support.

Having CALD students in other VET courses will help the educators to be akin to the linguistic needs of the learners and develop opportunities to work with language teachers to share and learn from each other's experiences for a better outcome for the students. Regular feedback from the students and teachers can help in continuous improvement of the programs.

There is LN support available to adult learners, including native speakers, who need literacy and numeracy support whilst they are completing a VET qualification. Having a language support/ bilingual support person, who can assist CALD learners in VET courses will help in improving the learning outcomes and completion of courses for migrant students.

- Look for opportunities for innovative grants through AMEP/SEE to develop pilot programs- A funding of 1.5 million dollars was announced in August 2023 to 'enhance' AMEP to facilitate more pathways to employment "in specific sectors, including hospitality, beauty, horticulture, and social enterprises. This strategic approach seeks to bridge the language gap and equip migrants with the linguistic skills needed to thrive in these fields." ((Bureau Report 2023) and to provide 'tailored tuition' to specific cohort, like Afghan women and people facing trauma and disengaged youth. AMES Australia delivered an innovative program in 2023 in Mildura and Robinvale in Victoria to deliver language delivery through alternate methods, in this case, an app, to 30 students who stopped learning English as they found employment.

Swinburne's Dual qualification EAL/HSA was also an innovative program delivered through SEE funding. Another innovative program that was delivered at Swinburne is Digital Literacy Skills (DLS) in 2023-24. It aimed at improving the digital literacy skills of job seekers from CALD and English-Speaking backgrounds to find employment or successfully engage in other VET courses.

There is a positive impact of these innovative programs as was evident by continuation of HAS/EAL delivery for the third time in 2024- 25, with continuous improvement happening in the course. DLS program is also a popular course at Swinburne now, with almost 20 students participating along with attending EAL and General Education classes.

Exploring ways to provide opportunities through the pilot projects will set the way to create new and better ways for language delivery in the long term.

- Initiate language delivery programs at workplace- Bringing back language delivery programs at work will bring a better understanding of the needs of CALD workers, moreover, it leads to the overarching goal of better communication for all in the workplace. Cultural education at work can

be a part of the professional development as it depicts our multicultural Australian society.

This will also help the language educators to understand the needs of a particular workplace/ industry in a more comprehensive way, which can then be incorporated in language delivery in classroom and help in preparing the migrants about the linguistic skills required at a workplace.

- Liaise with businesses to create internship opportunities for migrants- It is important to build relationship between the VET sector and the industry/ businesses for better understanding of the needs of each other. Involving the industry partners in employment forums to provide information to migrant students has been a successful strategy at Swinburne. However, there is a need to strengthen this relationship further by providing internship opportunities to trained or skilled migrants which will not only enable them in networking and getting references but also help in understanding the Australian work culture.
- Work with the VET sector to create gap fill programs for migrants who come with qualifications and experience in a specific industry- The large-scale impact of the fellowship will be to simplify the process of RPL and overseas qualifications so that migrants do not have to start at the bottom of the ladder to start work in their chosen field or previous work experience. To overcome the problem of underemployment, there is a need to create programs/ units of learning in the VET delivery programs that aim at filling the knowledge or skills gaps in terms of Australian standards in a particular industry, for the migrants.

For this to happen, there is also a need to streamline the English proficiency test. A language proficiency test that tests the language skills required to work in a particular industry, would be more effective than a general English level test. For example, a scenario-based language proficiency test for nurses that tests their ability in talking to patients, communicating with other nurses and doctors and writing a patient's report is more relevant than ability to write a letter to an editor.

This would not only help solve the problem of underemployment but also assist in assimilating migrants into the workforce more effectively and efficiently.

07

Sector Engagement (Dissemination)

The Fellow has disseminated her findings to the following people and organisations to date:

- October 2024- Meeting with the manager, Department of Migrant English and General Education, Swinburne University of Technology
- October 2024- Presentation to the leadership group, Department of Migrant English and General Education, Swinburne University of Technology
- December 2024- Presentation at Department PD Day, Swinburne University of Technology
- December 2024- Presentation to SEE program manager at AMES
- January 2025- Presentation at AMES PD day, Multicultural Hub, Melbourne
- March 2025- Presentation to CEO and Team Leader, Education and Employment, Loddon Campaspe Multicultural Services, Bendigo, Victoria

Future actions- The Fellow is in the process of planning and organising dissemination opportunities at the following organisations in 2025:

- May 2025 - Victorian Skills Authority- VSA presentation
- May 2025 - Presentation at SEE Community of Practices
- 2025- The Professional Educator College at Chisholm Institute
- 2025- Presentation at AMEP Community of Practices
- 2025- Melbourne Polytechnic
- 2025- Presentation to Department of Employment and Workplace Relations (DEEWR)
- 2025 VicTESOL Conference

08

Conclusion

This report emphasizes the need for a migrant-centric approach to language training, identifying gaps in existing language delivery programs. Through the fellowship, valuable insights were gained from successful European models, direct and indirect methods of language delivery, which can be adapted to enhance language training within Victoria's VET sector. Expanding language programs to include occupation-specific training, streamlining the RPL process for faster workforce integration, and providing work experience or internships for skilled migrants would help address industry skill shortages while supporting migrant integration.

Additionally, the report identifies key stakeholders engaged in disseminating findings and exploring ways to enhance language support for migrants in the workplace. While challenges exist in work-centred language delivery programs, the benefits of implementing targeted initiatives outweigh the difficulties.

As a progressive multicultural society, it is a shared responsibility of educators, employers, and policymakers to recognize migrants' skills and qualifications, provide opportunities for retraining and upskilling, and support their swift integration into the workforce while fostering long-term career growth.

09

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