

# *Sharing Best Practice Programs for Women*

Case Studies from TAFE NSW Institutes 2009



Cover Photo: Taken by Julae Kubus, Coordinator General Education, VAMNET Video Audio Media New Educational Technology program delivered by TAFE NSW – North Coast Institute, Kingscliff Campus, 2009. Used with permission.

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## Foreword

These case studies illustrate just a handful of the many initiatives developed by Institute staff to meet the needs of women enrolled with TAFE NSW. They indicate the wide range of approaches that have been adopted to address the challenges faced by women in overcoming barriers to educational and employment pathways.

I was very interested in the extensive array of partnerships with external organisations that have been developed in responding to the local needs of women. This is particularly relevant given the Commonwealth Government's emphasis on the principles of social inclusion and joined-up service provision. Often we need to work with other agencies in order to assess and then address the complex nature of disadvantage found in our local communities.

An old academic thesis recently came across my desk which described what TAFE was like for women in the past. It was interesting to read that:

- in 1951, women comprised 18,670 enrolments in NSW technical colleges (or 31.8% of total enrolments)
- in that same year, no women were enrolled in the building, electrical or mechanical engineering trades.

In 2008, women comprised 247,657 enrolments in TAFE NSW (or 49.1% of all enrolments) and now there are significant enrolments across trade areas – but not enough. We have clearly come a long way though challenges still remain.

In 2009, the Global Gender Gap report of the World Economic Forum indicated that Australia:

- has an overall ranking of 20, down five places from 2006
- is ranked equal first in educational attainment but is ranked fiftieth in terms of labour force participation.

This points to a conundrum. In Australia we have a large number of women who have been able to acquire high level qualifications and develop successful career pathways. At the same time, there are many women in danger of being left behind.

As an organisation, we need to be judicious in how we target our resources and creative in how we realise our goal of addressing disadvantage.

The case studies that follow provide valuable signposts for the way ahead.

I trust that you find this edition of Sharing Best Practice Programs for Women inspiring and informative.

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# Sharing Best Practice Programs for Women

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# Aboriginal CINELiteracy through Film Sydney Institute

The *CINELiteracy Through Film* was funded by TAFE NSW - Sydney Institute's Youth Pathways Initiative. It provided access to training for two groups of 'at risk' young Aboriginal mothers to encourage them to re-engage with education to complete secondary schooling and progress to further study or employment. The program was delivered at Randwick College.

## Aim

The program aimed to encourage 'at risk' young Aboriginal mothers to re-engage in schooling, further study or employment.

Literacy and numeracy skills were integrated into the learning around film making, which provided a meaningful context in which to increase and enhance these essential life skills.

## Description

The *CINELiteracy through Film* program provided training to two groups of six young Aboriginal mothers.

The Statement of Attainment in Access to Work and Training (9070) was customised to provide culturally appropriate delivery over 12 weeks. Two units from the Certificate II in Media Industry and the Certificate II in Skills for Work and Training were included in the program.

Twelve women enrolled in the program and produced a documentary about some of the significant events in their lives.

Literacy and numeracy skills were contextualised and integrated into the documentary film production.

Childcare was provided to enable the mothers to participate in the program.

## Partnerships

The *CINELiteracy through Film* program was a collaborative effort between TAFE NSW Randwick College Adult Basic Education and Information Technology sections and the College's Aboriginal Education Unit.

NSW Health La Perouse Aboriginal Community Health Centre contributed student referrals and provided childcare.

## Outcomes

The *CINELiteracy through Film Project* achieved the following outcomes:

- All women (12) completed the course
- Three women produced a documentary about their grandmother who was instrumental in lobbying for basic utilities such as running water and electricity at the Yarra Bay Mission
- The documentary premiered in November 2009 at La Perouse Community Clinic
- Six women plan to enrol in further study with TAFE NSW in 2010
- The *CINELiteracy through Film* program will be rolled out to the Sydney Children's Community Health Centre in 2010.

## Factors for success

Specific features of the *CINELiteracy through Film Project* which contributed to the success of the program included:

- ★ Culturally appropriate setting for Aboriginal learners
- ★ Effective collaboration within TAFE NSW
- ★ Community partnership established with NSW Health La Perouse Aboriginal Community Health Centre
- ★ Practical hands on approach enabled engagement and participation by women.

# Aboriginal Young Mums Proud Mums North Coast Institute

The Young Mums Proud Mums program addressed the needs of young Aboriginal mothers aged between 15 and 25 years of age. It developed literacy and numeracy skills, increased awareness about educational pathways and heightened understanding of good job prospects in a high growth occupational area. The program was delivered at Taree Campus.

## Aim

The program aimed to meet the needs of young Aboriginal mothers and engage them in vocational education and training. The goal was to assist the young Aboriginal mothers to raise their own happy and healthy families, and also provide a platform which would lead to further training or employment opportunities.

## Description

Sixteen young mothers aged between 15 and 25 years enrolled in the Certificate II in Community Services. These enrolments resulted from the women's initial engagement in a literacy and numeracy course.

TAFE NSW - North Coast Institute has been conducting courses for young Aboriginal mothers at Taree TAFE Campus since 2000. One of the former students now works with Taree Campus as an Aboriginal Mentor.

In the past these courses have been Access courses. However with the support of the North Coast Aboriginal Learning Partnerships the women articulated into Certificate II in Community Services.

## Partnerships

The *Young Mums Proud Mums* program included the following partnerships:

- ★ Biripi Aboriginal Medical Service
- ★ Community Health Pregnancy program, Taree
- ★ TAFE NSW Taree Campus.

## Outcomes

Achievements of the *Young Mums Proud Mums* program included:

- Community capacity building for this group with specific support needs
- The development of the program from an initial literacy and numeracy short program to a full vocational qualification
- Members from the group progressing to the Certificate III in Children's Services in 2010.

## Factors for success

The provision of *Young Mums Proud Mums* program through Certificate II in Community Services provided a number of strategies to address the specific needs of young Aboriginal mothers. Factors which significantly contributed to the success of the *Young Mums Proud Mums* program included:

- ★ Aboriginal woman team teacher with a background in Health (Ante-natal) engaged to provide additional support
- ★ Aboriginal woman who had previously undertaken the program involved as a mentor
- ★ Transport provided to and from the TAFE NSW Campus
- ★ Childcare facilities available to support women.
- ★ Additional learner support provided.

# Aboriginal Juniperina Aboriginal Cultural Awareness South Western Sydney Institute

The Juniperina Aboriginal Cultural Awareness Program was delivered through a partnership between TAFE NSW – South Western Sydney Institute and Juniperina Juvenile Justice Centre. The program was designed to engage young Aboriginal women with an understanding of their own Aboriginal or Torres Strait Islander identity through cultural awareness training. It was delivered at the Juniperina Juvenile Justice Centre in Lidcombe.

## Aim

The program aimed to engage young Aboriginal women in developing a cultural awareness program to build community identity and community links through local Community Elders who were involved in mentoring during the program.

## Description

Juniperina is the only purpose built Juvenile Justice Centre for girls and young women in NSW. The *Juniperina Aboriginal Cultural Awareness Program* was introduced in Semester 2, 2009 at the request of the Juniperina School Principal.

Six young Aboriginal women enrolled in the program.

The program included the Certificate I in Aboriginal or Torres Strait Islander Cultural Arts (19101) and units included Develop Understanding of Own Aboriginal or Torres Strait Islander Identity (CUVPRP02B).

## Partnerships

The *Juniperina Aboriginal Cultural Awareness Program* included partnerships with:

- ★ TAFE NSW - South Western Sydney Institute Aboriginal Education and Training Unit
- ★ The Institute's Correctional Centres and Juvenile Justice Officer
- ★ The Juniperina School Principal
- ★ The Juniperina Aboriginal Support Worker
- ★ The Local Aboriginal Community.

## Outcomes

Achievements of the *Juniperina Aboriginal Cultural Awareness Program* included:

- All women (6) completed the course
- All women plan to undertake further TAFE NSW study in 2010.

## Factors for success

Factors which significantly contributed to the success of the *Juniperina Aboriginal Cultural Awareness Program* included:

- ★ Leadership and commitment demonstrated by senior management with the Institute Director and senior Faculty Managers having 'hands on' involvement on-site and meeting the women involved
- ★ Effective partnerships established
- ★ Aboriginal Mentors and guest speakers effectively engaged with the young women fostering a greater level of cultural understanding
- ★ Customised curriculum and educational delivery focused on practical skills relevant for post-release employment
- ★ Individual Education Plans supported the development of post-release pathways for the participating women.

# *Leadership Enhancing Opportunities for Women on Boards Hunter Institute*

***Enhancing Opportunities for Women to Become Members on Boards provided women from primary industries with the necessary skills to become a member on a Board or Committee. The program sought to increase understanding about the roles of boards and committees and to develop the skills and knowledge amongst women that would enable them to participate effectively on boards and committees. Delivery was at Muswellbrook Campus.***

## **Aim**

The program aimed to identify barriers to women's participation on boards and committees, encourage women to access information and resources when nominating for boards and committees, promote self-confidence and develop appropriate strategies for women leading change. The broader aim was to improve the representation of women in decision-making roles.

A group of Indigenous women undertook a similar *Women on Boards* program delivered in TAFE NSW - Hunter Institute which aimed to increase the representation of Aboriginal women in decision making and leadership roles.

## **Description**

The program identified obstacles to women's greater participation on boards and committees and developed suitable approaches for women to address and overcome these challenges.

The program provided learners with the knowledge and skills required to become members of Boards and Committees, and encouraged women to develop and strengthen their networks.

Seven women participated in the program.

Delivery was undertaken in Term 4, 2009 and involved a blend of face-to-face and online sessions.

Areas of study included Preparing for Board and Committee membership (3315A) and Women in Decision-making – Boards and Committees (3315B). Those who successfully completed the course gained a Statement of Attainment in Women on Boards and Committees.

## **Partnerships**

The *Enhancing Women on Boards* program targeted women working in primary industries and was a commercially funded program through the Department of Agriculture, Fisheries and Forestry.

The course was promoted through existing women's networks including:

- ★ Country Women's Association
- ★ Muswellbrook Women's Network
- ★ Rural Women's Network.

## **Outcomes**

The *Enhancing Women on Boards* program achieved the following outcomes:

- Seven women successfully completed the course
- Two women applied for membership on a Board
- Other women are exploring opportunities to enable them to participate in decision making activities within their communities
- Women developed or enhanced valuable networks.

## **Factors for success**

Factors which significantly contributed to the success of *Enhancing opportunities for Women to become members on Boards* included:

- ★ Existing networks identified that could draw on experience of community members on boards and committees
- ★ Relationships established with networks that laid the basis for future joint ventures
- ★ A blended learning approach which proved effective in addressing the learning needs and styles of the women
- ★ Timetabling and scheduling which took account of the needs of the women and their commitments.

## Cultural Diversity

### Tamil Women, Preparation for Australian Workforce South Western Sydney Institute

**The Tamil Women, Preparation for the Australian Workforce program was a TAFE NSW and community partnership pre-employment program for Tamil Women that involved formal delivery and informal mentoring. It was delivered by TAFE NSW – South Western Sydney Institute in partnership with Auburn Diversity Services.**

#### Aim

The aim of the program was to engage young Tamil Women in a pre-employment program in order to build interpersonal and communication skills. The objective was to empower these women to feel more confident and better equipped to participate in the Australian workforce.

#### Description

The program involved classes in workplace preparedness and delivery of the Statement of Attainment in Access to Work and Training (9070) by Lidcombe Outreach at Auburn Diversity Services Auburn.

Seventeen women enrolled in the program.

Classes extended over fourteen weeks and focused on:

- Developing personal skill inventory
- Developing interpersonal skill
- Developing communication skills, both verbal and writing
- Goal setting
- Investigating study options.

In addition, the young Tamil women were mentored by women elders from the Tamil community who were also enrolled in and attended classes to support the younger women. Childcare was provided to enable women with small children to participate.

#### Partnerships

The *Tamil Women, Preparation for the Australian Workforce* program included the following partnerships:

- ★ TAFE NSW – South Western Sydney Institute
- ★ Auburn Diversity Services
- ★ Tamil Welfare Association
- ★ Auburn Council.

#### Outcomes

Achievements of the *Tamil Women, Preparation for the Australian Workforce* included:

- Twelve women completed the course
- Five women articulated to further TAFE NSW study; two women into Soft Furnishings; two into Hospitality programs and one into an English for Speakers of Other Languages course
- The women acquired a greater understanding of their skills base and their employment opportunities in the local labour market.

#### Factors for success

Factors which significantly contributed to the success of the *Tamil Women, Preparation for the Australian Workforce Program* included:

- ★ Effective community partnerships established
- ★ Older women from the Tamil community engaged with the program and provided mentoring to the younger women.
- ★ Flexibility of delivery with classes conducted within school hours
- ★ Provision of childcare services enabled young women to focus on the program.

# Cultural Diversity

## Sudanese Women English Language Program

### Western Institute

**The Sudanese Women English Language program addressed the education and training needs of women who have recently settled in Central NSW. The program was developed following consultation with the Orange City Council.**

#### **Aim**

The aim of the program was to provide Sudanese women with an opportunity to improve their English language skills in the context of using computer technology. This would enable them to gain access to local support networks and better engage with their new community.

#### **Description**

In discussions with the Migrant Support Officer from Orange City Council, it became apparent that the Institute could assist with the settlement of these women by focusing on English language skills and improving the employment opportunities for these women by focusing on the development of computer literacy skills.

Ten Sudanese women undertook the program.

The women were enrolled in an Introduction to Computing course through the Statement of Attainment in Outreach Access (3492).

#### **Partnerships**

The *Sudanese Women English Language Computer Literacy program* included the following partnerships:

- ★ TAFE NSW - Orange Campus
- ★ Migrant Support Worker, Orange City Council
- ★ Orange Multicultural Women's Group.

#### **Outcomes**

The *Sudanese Women English Language Computer Literacy program* achieved the following outcomes:

- Nine women completed the course
- Completing women were keen to undertake further study in Information Technology in 2010.

#### **Factors for success**

Specific features of the *Sudanese Women English Language Computer Literacy program* which contributed to the success of the initiative included:

- ★ Effective community partnerships established
- ★ Supportive group environment provided
- ★ Timetabling and scheduling considered the learning needs of the target group
- ★ Course design negotiated with the participants
- ★ A range of student support services provided to address this groups needs
- ★ A teacher with particular insight into the women's needs was appointed to manage the program.

# Cultural Diversity

## World on Campus 2009 Celebration

### Illawarra Institute

**Celebrating Cultural Diversity looked beyond cultural myths and stereotypes to foster understanding and tolerance. It engaged both staff and students at Wollongong Campus in a range of activities and led to reduced harassment amongst students.**

#### Aim

The program aimed to engage women from non English speaking backgrounds to showcase their talents and encourage them to participate in marketing their crafts and telling their stories. The event was a celebration of tolerance, respect, harmony and social inclusion.

#### Description

The *World on Campus, Celebrating Cultural Diversity* event created a marketplace and provided entertainment for those on campus. Women from Africa, Burma and Indigenous backgrounds participated in a fashion parade and established market stalls where students could buy and sell craft and clothing.

An Aboriginal rap band showcased their talents and music students performed African drumming. Interacting freely with people from diverse backgrounds was a significant part of breaking down cultural stereotypes.

The 'living' library provided an opportunity for people from disparate backgrounds, cultures, religions, beliefs, lifestyles and ages to share and to build understandings of cultural diversity. It functioned as a typical library but, rather than selecting a book, the borrower selected a person and was able to have an informal chat about the "book's" life experiences.

The 'living' library of fifteen books had approximately 150 visitors and over 400 students and teachers attended the marketplace and entertainment.

The "books" in the library came from all walks of life and each "book" had their own personal life story to share. A wide range of challenging, entertaining and inspiring stories were shared on the day. All of the stories fostered deeper understanding of cultural diversity.

#### Partnerships

The *World on Campus, Celebrating Cultural Diversity* event included the following partnerships:

- ★ TAFE NSW - Illawarra Institute Community Services Section, Equity Multicultural and Aboriginal Unit, Counselling Unit, Student Association, International Business Unit, Music Section, Teaching and Learning Initiatives Unit and Administration Unit
- ★ Strategic Community Assistance to Refugee Families
- ★ Aboriginal Cultural Centre
- ★ Aboriginal community in Wollongong.

#### Outcomes

Achievements of the *World on Campus, Celebrating Cultural Diversity* included:

- Culturally diverse women, previously the target of racist comments, reported feelings of belonging and inclusion
- A decline in harassment cases against women as a result of the event.

#### Factors for success

Factors which significantly contributed to the success of the *World on Campus* included:

- ★ Partnerships developed between TAFE NSW, students and the community
- ★ All women in the event organising team were enrolled in the Certificate III in Community Services
- ★ Women who recruited and trained fifteen 'living' library books for the event.

# Recognition Workplace Recognition and Upskilling Illawarra Institute

**The Workplace Recognition and Upskilling Program targeted women employed in the predominantly female clerical occupation. The workplace pilot, initially delivered to TAFE NSW clerical staff in TAFE NSW - Illawarra Institute, provides a model for supporting women in any predominantly female occupation where a company or organisation has a network of metropolitan or regional offices and has access to videoconferencing technology.**

## Aim

The program aimed to provide formal recognition of existing knowledge, skills and experience on-the-job to staff working in clerical positions in TAFE NSW - Illawarra Institute. The pilot provided staff with the opportunity to improve their formal qualifications and to enhance their career progression pathways.

## Description

The women were enrolled in the Certificate II and Certificate III in Business Administration.

The majority of the women were 'time poor' and many had not undertaken further education since leaving school. As a result of the time that had elapsed since they last completed any formal training, a number of women lacked confidence – something that could have been a barrier to successful participation.

The success of the initiative depended on developing a program that could link the women workers across all workplaces using flexible technologies so that they could successfully complete Certificate II and Certificate III in Business Administration.

## Outcomes

The *Workplace Recognition and Upskilling Program* achieved the following outcomes:

- Women from a range of equity groups participated in the initiative
- Recognition provided to 60 permanent full-time, part-time or long term temporary employees with an average age of 47 years
- Participants gained confidence in their ability to pursue higher level qualifications and seek opportunities to apply for positions with greater responsibility and complexity
- The initiative fostered a culture of valuing continuous learning, change and professional growth.

## Factors for success

A key factor in the success of the program was effectively linking staff across all workplaces in the Institute. This was achieved using:

- ★ Video Conferencing facilities which enabled 'face to face' connection and participants contact and two-way communication without the need to travel vast distances
- ★ Bridgit Communication via Video Conferencing Facility enabled document sharing with all participants during videoconferencing sessions.

These technologies proved an excellent medium for participants to demonstrate their ability and to provide evidence of competence.

## *Recognition Credit Where Credit's Due Riverina Institute*

**The *Credit Where Credit's Due* was a program which acknowledges the skills and experience of women working on farms through formal recognition against the Diploma of Rural Business. It was delivered through campuses at Albury and Wagga Wagga.**

### **Aim**

The program aimed to recognise the skills and knowledge developed by farming women as part of their everyday lives and support them in developing further skills that can be used to earn non-farm related income.

### **Description**

Increasingly, many rural women find they need to look for employment beyond the farm to contribute to its financial viability.

The program enrolled fifteen women from the Wagga Wagga and Albury area in the Diploma of Rural Business. This involved the delivery of courses including Agriculture, Wool Classing and Rural Business programs and also included recognition of prior learning.

The women were encouraged to meet regularly, share information about their roles and responsibilities, identify the underpinning skills and knowledge that informs their work and develop an understanding of the skills and knowledge they possess that could be included in an application for recognition.

The program also supported the development of networks within local and regional communities that could explore non-farm related business opportunities that use the existing, as well as newly acquired skills, of women in the group.

### **Outcomes**

Achievements of the *Credit Where Credit's Due* program included:

- Ten women gained the Certificate IV in Rural Business and also received credit transfer for five units into the Diploma of Rural Business
- Five women completed additional work or provided evidence for recognition to gain the Diploma of Rural Business
- Women gained recognition for existing competence and expertise while acquiring additional knowledge and skills
- New opportunities identified for off-farm employment
- Broad social and business networks were established between farming women.

### **Factors for success**

Factors which significantly contributed to the success of the *Credit Where Credit's Due* program included:

- ★ Women met other women in similar circumstances to share experiences, develop understanding and reduce feelings of isolation
- ★ Valuable business networks developed
- ★ Opportunities realised to discuss rural business management methods and practice
- ★ Opportunities provided to share farming and management techniques and to learn from other farming women's experiences and insights.

# Sustainability Sustainability Project New England Institute

**The Sustainability Project is a starting point to provide education, career, community and networking opportunities to a wide range of women living in agricultural, rural and isolated outlying communities. The program was delivered through Tamworth and Gunnedah campuses.**

## Aim

The aim of the program was to promote awareness of education, community and business options for women through a series of workshops delivered in rural areas. The program sought to inform and assist women in very isolated communities to gain access to resources which would support them in sustainable on-farm and off-farm endeavours.

## Description

The Australian Flexible Learning Framework funded an E-learning Innovations *Sustainable Partnerships Project* in 2008. The project proved successful in improving partnerships with other organisations in New England and also identified the potential for a number of new training markets in the area.

In 2009 *The Sustainability Project* was extended to develop web resources so that the Statement of Attainment in Learning for Sustainability (8805) and the Sustainability units of competence from the Statement of Attainment in Community and Vocational Engagement (4962) could be completed online.

Over sixty women attended four one-day workshops held in the Tamworth and Gunnedah region. Sixteen women registered to undertake TAFE NSW courses as a result of the workshops, including four women enrolling in Learning for Sustainability (8805) and twelve women enrolling in Community and Vocational Engagement (4962).

The workshops were held in:

1. Warrah Creek Hall, near Willow Tree
2. Moonbi Hall, New England Highway at the northern extreme of the region
3. Manilla Country Women's Association Hall
4. Mullaley.

## Partnerships

TAFE NSW – New England Institute through the *Sustainability Project* established partnerships with the following groups:

- ★ Liverpool Plains Land Management
- ★ Tamworth/Manilla Landcare Association
- ★ Neighbouring Landcare umbrella group organisation.

## Outcomes

The *Sustainability Project* achieved the following outcomes:

- Greater awareness of career, education, community and networking opportunities for women in the local region, particularly women in isolated areas
- Improved understanding of the challenges facing the agricultural industry including climate change and other environmental factors and issues
- Awareness of agricultural industry organisations
- The importance of women's representation in agricultural Industry organisations.

## Factors for success

Specific features of the *Sustainability Project* which contributed to the success of the program included:

- ★ Workshops staged within the smaller farming communities, rather than in the larger centres of Tamworth or Gunnedah
- ★ Local delivery provided greater accessibility for women living in these remote outlying agricultural areas
- ★ The project inspired, informed and supported women who may otherwise not know how to access resources to support them in on-farm and off-farm endeavours.

## Technology

### VAMNET Visual Audio Media

### North Coast Institute

**The Visual Audio Media New Educational Technology (VAMNET) program used technology integral to the media industry to deliver training that increased the skills, knowledge and employment potential of those involved. The program was delivered at Kingscliff campus.**

#### Aim

The program aimed to empower women on the North Coast to embrace new technologies in a supportive and interactive e-learning environment.

#### Description

The media industry is digitally based so using digital technology to deliver training enabled the women to become familiar with the tools and technology of the industry while learning the media content.

The *Visual Audio Media New Educational Technology* course coordinator developed e-learning strategies and online resources for the Kingscliff VAMNET Moodle pilot.

Seventeen women enrolled in the Certificate II in Skills for Work and Training (9072). The women were offered a wide range of flexible options to support participation.

#### Partnerships

The program included partnership between TAFE NSW - North Coast Institute and the Centre for Learning Innovation (CLI). VAMNET was a CLI project.

#### Outcomes

Achievements of the *Visual Audio Media New Educational Technology (VAMNET)* included:

- 10 women completed the Certificate II in Skills for Work and Training and 14 women completed the VAMNET units
- Technology and e-learning capabilities, including basic computer skills were developed

- Three women articulated into Certificate IV courses, with one each in the Certificate IV in Community Services, the Certificate IV in Multimedia and the Certificate IV in Design
- Three women articulated into the Certificate III in Business Administration
- Five women are completing the Certificate II in Skills for Work and Training in 2010
- Three women have secured full-time employment, one woman has part-time employment and one has a volunteer position at Pottsville Beach Public School
- Kingscliff VAMNET Moodle is now fully deployed and includes the use of forums, exercises and journals
- New groups are interested in this program in 2010
- General Education staff who developed the Moodle and enhanced e-learning skills are well positioned to develop further training materials to improve the Certificate II Skills for Work and Training program at Kingscliff Campus.

#### Factors for success

Factors which significantly contributed to the success of the *Visual Audio Media New Educational Technology* project included:

- ★ Trainer had first-hand knowledge of the VAMNET moodle
- ★ Familiarisation sessions assisted with adjustment to the new concept of e-learning
- ★ Extensive range of delivery options meant that varying individual learning preferences were accommodated
- ★ E-learning allowed immediate feedback and discussion with the teacher
- ★ Discussion forum tool allowed learners to explore the technology and connect with other learners
- ★ Learners had access to other relevant e-learning sites and resources.

# *Technology*

## *Digi-Girls News Production (Young Women)*

### *Northern Sydney Institute*

***Digi-Girls News Production is a technology skills acceleration program for young women in the middle and senior years at school. The program was delivered in National Career Development week at North Sydney College.***

#### **Aim**

The aim of the program was to promote and engage young women in the use of technology and demonstrate industry applications across a range of vocational pathways including News Production, Screen (Film and Television) and Multimedia.

#### **Description**

*Digi-Girls News Production* (26964) was a registered activity for National Career Development Week. The theme drawing all the work together was an Australia Post Competition *The Parcel*.

The young women produced a short film which was loaded on YouTube to be viewed by family and friends. A composite film was also shown to family, school staff and guests at a Presentation Session at course completion.

Twenty-two young women participated with all completing the News Production Program. Five were sponsored by their schools to participate in the *Digi-Girls News Production* program – the schools meeting the costs of participation in this program.

#### **Partnerships**

The *Digi-Girls News Production* program included partnerships between TAFE NSW - Northern Sydney Institute and:

- ★ High Schools on the North Shore, Northern Beaches and neighbouring regions.

#### **Outcomes**

The *Digi-Girls News Production* program achieved the following outcomes:

- All young women (22) completed the program
- The women commented on their increased awareness of career pathways in the entertainment Industry and recognised the value of teamwork in the program
- Institute cooperation and support for women's programs increased – this being demonstrated by three teaching sections supporting the delivery of this course.

#### **Factors for success**

Specific features of the *Digi-Girls News Production* program which contributed to the success of the program included:

- ★ The Digi-Girls Program has a history of accomplishment and a well established relationship with schools
- ★ Timing the program with National Career Development Week assisted schools to link to the initiative
- ★ Promotional 'give-aways' such as t-shirts and pens made it attractive to this group
- ★ *The Parcel* theme strengthened links with industry and provided a creative story line for news reporting, filming and editing
- ★ YouTube provided an avenue that had status and appeal for this age group and enabled completed work to be accessible after the program had finished
- ★ Exposure to a variety of occupations in news production, film and television, and multimedia within one coordinated program increased awareness of career options
- ★ Fees covered course costs
- ★ Preparatory course planning by Institute teaching staff ensured a successful program.

## Technology

### *Digi-Girls Technology Home and Business (Women)* *Northern Sydney Institute*

***Digi-Girls Technology Skills for Home and Business was a short course for women in the community addressing computer fundamentals. It addressed a diverse range of needs amongst women learners and was delivered at Northern Beaches College.***

#### **Aim**

The aim of the program was to provide computer skills to local women in the Pittwater area on Sydney's Northern Beaches. A short introductory 'stimulus' course provided an educational opportunity to assess the women's diverse technology learning needs and was delivered locally to make the program more accessible.

#### **Description**

One hundred and fifty potential participants were registered on a data base and over 100 women aged between 30 and 80 years attended the *Digi-Girls Technology Skills for Home and Business (27562)* short courses.

Motivation for doing the course included needing to:

- retrain to gain employment
- build skills and increase job capacity
- develop extra skills to retain employment
- develop skills for voluntary community roles
- reduce isolation
- manage home administration
- network with friends, and maintain contact with distant or busy family.

Many women commented that their family 'left their learning out', discouraged their use of the home computer, under-estimated their needs, or were inadequate and impatient instructors in sharing rapid developments in technology.

#### **Partnerships**

The *Digi-Girls Technology Skills for Home and Business* program involved a partnership with Mona Vale Library which was engaged as a community partner after initial talks with Pittwater Council.

#### **Outcomes**

Achievements of the *Digi-Girls Technology Skills for Home and Business* included:

- Four women registered to undertake the Certificate IV in Information Technology (Work Wise Women) in 2010
- One woman completed the Certificate II in Information Technology at Northern Beaches College
- Many women working in voluntary groups considered that the value of their skills to these organisations had increased
- Women commented that they had gained more confidence and that enjoyment had replaced frustration when using technology
- Community capacity developed
- Many requests registered for another community based short course in Graphics to be delivered in 2010.

#### **Factors for success**

Factors which significantly contributed to the success of the *Digi-Girls Technology Skills for Home and Business* program included:

- ★ Drew on strengths of an existing and well-established model
- ★ Learning needs effectively identified and addressed
- ★ Monitoring student progress, contact and encouragement an integral part of program
- ★ Follow-up contact with the nearest college undertaken in a non-threatening and community based way.
- ★ Hosting end of year Technical Skills Morning Tea and offering a tour of the college computer facilities built on the program by guiding women towards mainstream courses
- ★ Community based marketing undertaken
- ★ Extensive contact list of women and networks developed across the region has raised the Institute's profile amongst the target group
- ★ Fees covered course costs
- ★ Expertise and commitment demonstrated by staff.

# Trades

## *Tasting Success, Women Chefs' Mentoring Program*

### *Sydney Institute*

**The *Tasting Success, Women Chef's Mentoring program* provided opportunities for women apprentices to be mentored by a leading Sydney chef and gain insight into advancing to a senior leadership position in the industry. It was delivered through Sydney and Loftus campuses working with government and industry partners.**

#### **Aim**

The program aimed to improve course completions for women employed as hospitality apprentices. It was intended that this approach would foster a higher level of course completion and higher level of retention of women in this male dominated occupation.

#### **Description**

The *Tasting Success, Women Chefs' Mentoring Program* selected women apprentices in the Certificate III in Hospitality (Commercial Cookery) to be mentored by leading chefs over an eight month period at the Sydney Convention and Exhibition Centre, Darling Harbour.

The women gained valuable industry experience and first hand knowledge of restaurant quality food in a banqueting environment. Hospitality industry partners welcomed the participation of the women as a way of increasing diversity in the workforce and developing leadership pathways for young women apprentices.

*Tasting Success* is in its third year and is recognised as a successful program.

#### **Partnerships**

The program involved TAFE NSW – Sydney Institute and the following partners:

- ★ NSW Department of Premier and Cabinet, Office for Women's Policy
- ★ Sydney Convention and Exhibition Centre, Darling Harbour
- ★ Leading Sydney chefs.

#### **Outcomes**

The following outcomes were achieved:

- High profile graduation with attendance by NSW Minister for Women
- Nine women completed the mentoring program in 2009
- Promotion of opportunities for women in a male dominated industry
- External industry focus developed valuable hospitality contacts and a 'real edge' for job seeking
- Industry partners identified new talent for future employment
- Increased demand by women for Certificate III in Hospitality (Commercial Cookery).

#### **Factors for success**

Specific features of the *Tasting Success, Women Chefs' Mentoring Program* which contributed to the success of the program included:

- ★ Sponsored by the NSW Office for Women's Policy
- ★ Highly skilled chefs prepared to mentor and share their expertise with the apprenticeship chefs
- ★ Industry partners welcomed the participation by women chefs in this male dominated occupation
- ★ Enthusiasm and commitment demonstrated by participants
- ★ Support of local industry contacts.

## *Rural and Remote Visual Arts and Contemporary Craft Western Institute*

**The *Visual Arts and Contemporary Craft* program targeted unemployed and special needs women. It focused on skill development and employment opportunities in a growing industry as well as on cultural and social awareness amongst women from particularly diverse backgrounds. Delivery was managed by Gulgong Campus.**

### **Aim**

The aim of the program was to promote the development of creative arts skills in an industry context. It provided an opportunity to:

- Display work in local exhibitions
- Work within arts environments
- Interact with industry groups
- Investigate employment opportunities, including self-employment in a growing industry.

### **Description**

The program involved delivery of the Certificate III in Visual Arts and Contemporary Crafts (19113) which investigated a broad range of media including drawing, painting, digital photography and ceramics. The learning environment fostered group work, problem solving and creativity while introducing the learners to a formal training environment.

Professional artisans supported the learners and encouraged the exploration and development of creativity, increasing self-awareness and building self-esteem. The women involved had an opportunity to showcase their works at local exhibitions.

Cultural and social awareness was developed through a learning group comprised of members with special needs who were from diverse backgrounds.

Ten women enrolled in the program.

### **Partnerships**

The *Visual Arts and Contemporary Crafts* program included the following partners:

- ★ Cudgegong Gallery
- ★ Mud Factory
- ★ Mission Employment
- ★ Ceramics Focus Group
- ★ Express Hobbies.

### **Outcomes**

Achievements of the *Visual Arts and Contemporary Crafts* program included:

- Seven women completed the training
- Developing a supportive group environment
- Fostering an atmosphere of appreciation and respect for cultural and social diversity
- Exploring self-employment opportunities.

### **Factors for success**

Specific features of the *Visual Arts and Contemporary Crafts* program which contributed to the success of the program included:

- ★ An inclusive learning environment was fostered
- ★ A wide array of media helped participants maintain interest and increased their skills
- ★ A broad range of professional artists supported the program
- ★ An opportunity to apply creative and organisational skills in an industry context was provided
- ★ Skills and techniques shared
- ★ Timetabling and scheduling was appropriate to learning needs of the women
- ★ Professional and highly skilled teachers committed to the program.

**The Empowering Women Program supported women from a range of disadvantaged backgrounds and circumstances who lacked the confidence to engage in mainstream education or employment. The program was offered in the Port Stephens area of TAFE NSW - Hunter Institute.**

### **Aim**

The aim of the program was to provide women with an opportunity to improve self-awareness, confidence and self-esteem; acquire skills in conflict resolution, goal setting and stress management; and obtain information about future educational pathways.

### **Description**

The program was delivered through the Statement of Attainment in Outreach Access (3492) and focused on access to vocational studies as well as education and employment options.

The program was delivered face-to-face over an eight week period.

Twenty women enrolled, ten at Gan Gan Family Centre which is situated in the grounds of Anna Bay Public School and ten at Thou-Walla Family Centre at Irrawang Public School at Raymond Terrace.

### **Partnerships**

The *Empowering Women's Program* included the following partnerships:

- ★ Gan Gan Family Centre
- ★ Thou-Walla Family Centre.

### **Outcomes**

The *Empowering Women's Program* achieved the following outcomes:

- The group bonded effectively and supported each other throughout the Program.
- The participants developed valuable skills and gained confidence to support them to pursue their goals
- The women were much more positive at the completion of the course
- Three women who completed the course commenced the Certificate II in Skills for Work and Training (9072)
- Other participants identified future areas of study through Outreach for 2010.

### **Factors for success**

Factors which significantly contributed to the success of the *Empowering Women's Program* included:

- ★ Interagency partnership established between TAFE NSW – Hunter Institute and Gan Gan Family Centre
- ★ Emphasis on empowerment and building self-esteem proved effective
- ★ Location for delivery was critical, as the women did not have the confidence to consider attending a TAFE campus.
- ★ Program delivered in an environment which they found familiar and where they felt safe
- ★ Childcare offered at no cost to the women, at the location where they were undertaking their course
- ★ Timetabling and scheduling was appropriate to the learning needs of the group.

# Pathways

## STEPS Mobile Literacy Mentoring Program

### Riverina Institute

**STEPS Mobile Literacy Mentoring Program assisted parents to support and foster their children's learning. The program used an adult education model to engage marginalised families and provide holistic support. It was delivered through Wagga Wagga campus.**

#### Aim

The program aimed to develop family literacy by helping identified families to support their children's early years of learning.

#### Description

The program sought to engage with families who were considered to be 'at risk', particularly where pre-school aged children were not achieving age-related milestones. This involved working with schools, community and related services to promote learning within the home.

Families were referred to the program by the local Multicultural Council, Mission Australia, Community Health, NSW Community Services and Koorringal Public School.

Some women were from non-English speaking backgrounds while others were disadvantaged in relation to a range of economic, social and educational and geographical factors.

The program was relationship-based and recognised parents as a child's first and most important teacher. It also required that Institute staff be committed to the program, flexible in their approach and possess very good communication skills.

Twenty-six people participated in the program with the vast majority being women.

Participants were enrolled in the Language, Literacy and Numeracy course (2244) which encompasses adult teaching and learning principles.

#### Partnerships

The program involved partnerships with:

- ★ TAFE NSW - Wagga Wagga Campus
- ★ NSW Community Services, Community Services Grants Program
- ★ Community Health (Early Childhood)
- ★ Families NSW Supported Playgroups
- ★ NSW Department of Housing
- ★ Wagga Wagga City Council Library
- ★ Wagga Wagga Rotary Club.

#### Outcomes

The program is distinctive to Wagga Wagga and:

- Engaged marginalised families
- Promoted and supported women's role in family literacy
- Increased family ability and confidence to connect with community resources
- Built social and community capacity
- Increased the ability of participants to engage with other relevant family services.

#### Factors for success

Specific features which contributed to the success of the program included:

- ★ Broad network of community partnerships established
- ★ Families isolated from local community resources and services effectively identified
- ★ Flexibility in program allowed a series of soft-entry points tailored to the family or parents' needs
- ★ Participants able to connect with education in a way which highlighted the opportunities rather than the barriers
- ★ Needs of parent group addressed
- ★ Pathways to further education, training, and appropriate work placement highlighted.

# Pathways Work Opportunities for Women (WOW) Western Sydney Institute

**Work Opportunities for Women provided inclusive programs to women who have encountered challenges to successfully engaging in study or work. Blacktown College has successfully delivered WOW programs to approximately 60 women each year over the past nine years.**

## Aim

The aim of the program was to develop the skills of the women involved and support them to enter or return to the workforce or progress confidently to further study.

## Description

The program enrolled women in the Certificate I in Access to Work and Training (9071). This was delivered over 18 weeks and included computing, first aid, literacy, routine work procedures and job seeking skills. Work experience was also a key component of the course.

Sixty women enrolled in the program in 2009. Of this group, many of the women had not been involved in any formal study or been employed for 10 years or more and felt that their employment skills were outdated. They reported the following:

- Difficulties with written English due to a language background other than English or lack of previous education
- Lack of skills especially in computing
- General lack of confidence
- Mental health issues

In addition, a large number of the women indicated that they were sole parents.

## Partnerships

The *Work Opportunities for Women* program fostered the development of partnerships with employers in the community who offer work experience.

## Outcomes

The program achieved the following outcomes:

- A completion rate of 87 per cent amongst the sixty women enrolled
- Increased confidence to succeed at further study. The majority progressed to higher level study at Certificates II or III levels in vocational areas including Office Administration, IT, Accounting, Animal Care and Hairdressing
- Employment through connections made while undertaking work experience
- Women become good role models for their children, friends and community on the value of training
- Community capacity building.

## Factors for success

Factors which significantly contributed to the success of the *Work Opportunities for Women* program included:

- ★ Relevant course subject selection such as Introductory Computing, First Aid, Literacy and Job Seeking Skills
- ★ Work experience component gave the women an opportunity to road test their new skills in a supported work environment
- ★ Recruitment through advertising on community notice boards, school newsletters and local newspapers, and also counselling referrals
- ★ Accessibility to public transport which was important to the women
- ★ Timetabled to suit school hours and child drop-off and pick-up times
- ★ College support from other sections such as Counselling and Course Information Units
- ★ Empathy and constant support by Blacktown College Adult and Basic Education teachers and coordinators.

## *Young Mothers Babes with Babes Western Sydney (OTEN) and Hunter Institute*

The *Babes with Babes* initiative provided support to young mothers on the NSW Central Coast. Many of the young women who attended the program were single mothers who had experienced homelessness, domestic violence, abuse and social isolation. The program was delivered through Wyong Campus.

### **Aim**

The aim of the program was to provide educational pathways supported by additional mentoring to 'at risk' young mothers. It sought to facilitate the entry of these women into pathways leading to higher level vocational programs and future employment.

### **Description**

The young women were initially enrolled through OTEN in the Certificate I in Access to Work and Training (9071). They were provided with individual and group learning opportunities which supported them to:

- Become familiar with a formal learning environment
- Increase their self-esteem and motivation
- Become empowered to take control of individual issues and circumstances which had previously presented a barrier to their education and employment
- Develop an individual education plan
- Implement individual task and time management strategies to help them manage and complete formal education.

The women group met one day per week at a centre which had an on-site crèche with trained childcare workers organised by Wyong Outreach. This support gave the women an opportunity to focus on their educational pathways alongside others who were experiencing similar issues and life circumstances.

Eighteen women enrolled in the 2009 program, thirteen in the Certificate I in Access to Work and Training and five, having completed the Certificate I in 2008, enrolling in different Certificate III and Certificate IV courses.

The group had regular telephone and email contact with OTEN teachers with coordinators providing additional support.

### **Partnerships**

The *Babes with Babes* program was a collaboration between:

- ★ TAFE NSW - Western Sydney Institute, (OTEN) Outreach
- ★ TAFE NSW - Hunter Institute, Wyong Outreach.

### **Outcomes**

Achievements of the *Babes with Babes* program included:

- A number of women gained part-time employment due to increased confidence
- Women developed a better understanding of TAFE NSW and the educational pathways open to them
- Four women won TAFE NSW BBM Scholarships (formerly Big Brother Movement) which acknowledged their ongoing commitment to achieve educational goals under difficult and challenging circumstances.

### **Factors for success**

Specific features of the program which contributed to its success included:

- ★ Emphasis on empowerment helped to develop self-esteem
- ★ Individualised mentoring provided along with practical life skills training
- ★ Former participants visited classes and provided insights into their pathways and achievements
- ★ Timetabling and scheduling was appropriate to the learning needs of the target group
- ★ Childcare support was provided
- ★ Staff's extensive experience, empathy and commitment to the target group.

*Appendix A*  
*Name of Institute*  
*Program Contact*

**Summary by TAFE NSW Institutes**

<b>Institute</b>	<b>Project Title</b>	<b>Strategies</b>	<b>Contact</b>	<b>Page</b>
<b>Hunter Institute</b>	Enhancing Opportunities for Women on Boards	Support women to exert greater influence through Board membership	Debra Hescott Manager Access and Equity Tel: 4930 2949	6
	Empowering Women	Build self-esteem and skills for women to explore work and study options		18
<b>Illawarra Institute</b>	World on Campus Celebrating Cultural Diversity	Raise awareness and foster tolerance of cultural diversity	Maryanne Munro Manager Equity Services Tel: 4229 0140	9
	Workplace Recognition and Upskilling	Recognition for existing workers, women in clerical occupations		10
<b>New England Institute</b>	Sustainability	Develop agricultural sustainability awareness and skills in isolated locations	Andrew Pratt External Programs Coordinator Tel: 6773 7740	12
<b>North Coast Institute</b>	Young Mums Proud Mums	Explore work and study options for young mothers	Jenny Steinmetz Community Partnerships and Inclusion Tel: 6581 6322	4
	VAMNET Visual Audio Media New Educational Technology	Use technology to mirror workplace practices in the Media industry		13
<b>Northern Sydney Institute</b>	Digi-Girls News Production (Young Women)	Promote expanded career and occupational choices in Media to girls at school	Robyn Woolley Institute Women's Strategy Officer Tel: 9448 4429	14
	Digi-Girls Technology Skills for Home and Business (Women)	Provide computer literacy to women in the community		15
<b>Riverina Institute</b>	Credit Where Credit's Due	Recognise existing skills and develop learning pathways	Steve Forsyth Head of Studies Social Inclusion and Vocational Access Tel: 6938 1446	11
	STEPS Mobile Literacy Mentoring Program	Build family literacy skills to support access to services		19
<b>South Western Sydney Institute</b>	Juniperina Aboriginal Cultural Awareness	Support young Aboriginal women in custody to understand their own identity	Jane Kelly R/Equity Support Officer Social Inclusion Unit Tel: 9825 7390	5
	Tamil Women, Preparation for Australian Workforce	Build awareness for Tamil women of the link between skills and work opportunities		7

## Appendix A

### Name of Institute Program Contact

#### Summary by TAFE NSW Institutes (Cont')

Institute	Project Title	Strategies	Contact	Page
Sydney Institute	CINELiteracy through Film	Engage young Aboriginal mothers in literacy training through the medium of film	Elizabeth Mitchell A/Assistant Director Equity Tel: 9217 4143	3
	Tasting Success Women Chefs' Mentoring Program	Encourage women chefs in to leadership in the Hospitality industry		16
Western Institute	Visual Arts and Contemporary Crafts	Explore employment options for women in isolated and remote communities	Denise Smyth Manager, Equity Tel: 6883 3460	17
	Sudanese Women English Language Program	Provide English language skills training embedded in computer literacy		8
Western Sydney Institute	Work Opportunities for Women (WOW)	Support women to explore work and study options and overcome barriers to learning	Kerry Evans Director, Equity and Aboriginal Services Tel: 9208 9451	20
Western Sydney Institute (OTEN)	Babes with Babes	Build self-esteem and skills to explore education and employment pathways for socially isolated young mothers	Sandra Mackay Manager Equity OTEN Tel: 9715 8488	21