Educational Pathways

Alan Williams & Charlotte Setijadi-Dunn

Overview

- Educational outcomes among project participants
- Overall patterns
- Differences in groups
- Implications
Post AMEP Educational outcomes

- Hard to quantify, complex over the year, changes from quarter to quarter, some students do multiple courses post-AMEP;
- A relatively small number of participants go on to post AMEP education, (some are still in the AMEP, some need paid employment to support families, or to remain at home with children, some say they can’t afford fees, some do part time study and work);
- CSWE 1 learners who do, tend to do further ESL, CSWE 2 & 3 both more ESL and vocational courses, though vocational often within AMEP provider.

Overview of Participants’ involved in Post AMEP Education: Sample: Quarter 4

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<th>CSWE</th>
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<th>Vocational</th>
<th>University</th>
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Overall patterns

• Among women, there is widespread interest in courses in childcare, aged care or beauty therapy across all CSWE levels: (See Learner comments 1);

Reflection:
Where does this come from? - it may build on work in country of origin, maybe suggestions of counsellors, or seen as first step in pathway, can lead to work, or may coincide with own childcare needs?)

Overall patterns

• Some learners wish to study in order to continue their profession from their home country (see Learner comment 2);
• Many find that post AMEP English language course expectations and load very demanding;
• Learners often report that they like AMEP job related programs - eg local such as ‘Work as work it out’, or EPP (see Learner comment 3);
• Some want to do translating courses.
Group differences

- Age difference: younger learners more likely to aspire to go to professional careers and take time to study, parents feeling pressure to earn income and meet childcare needs;
- Gender basis of interest in childcare, beauty therapy, aged care courses;
- Differences between CSWE levels in focus and awareness of pathways.

CSWE 1

- Early comments are focused on ‘learning English’, and they say very little about other areas of study, until 3rd and 4th Quarters (see Learner comment 4);
- Make general, rather than specific comments, framed in terms of ‘thinking about’ rather than being precise;
- Some, especially males, say they want to get less labour intensive jobs, and know they need to improve English, and hope to do this (Learner comment 5);
- Lower levels of employment among this group; but also lower levels of Post AMEP Education.
CSWE 2

- Want to do ‘hands on’ focused courses, such as child care, construction, which do not require such high levels of English proficiency (similar to CSWE 1);
- More volatility in plans: they change plans more from quarter to quarter more than than other groups (small sample, but this phenomenon is noticeable). Some complete a course and then decide to go in another direction (see Learner comment 6).

CSWE 3

- Start with much more specific plans; for example ‘study Certificate IV in Real Estate’;
- Women initially interested in childcare, beauty therapy etc early in project tend to revise plans toward resuming work they did in country of origin;
- Often articulate, and indicate knowledge of details about pathways, this improves with time (see Learner comment 7);
CSWE 3

• More likely to be planning to work at the same profession or job as in country of origin;
• Plan steps along the way, think strategically, and become better informed with more time: e.g. midwife from Japan, ophthalmologist from China.

Experiences of post-AMEP courses

• Those who go on to further English classes report a ‘big jump’ in both the level of English and the ‘strictness’ of class in the post AMEP courses (see Learner comment 8);
• Those going on to vocational courses/vocational English courses say they would like the AMEP to do more preparation for these courses, and less everyday language (see Learner comment 10)
Experiences of post-AMEP courses

- Some notable individual experiences:
  - One CSWE 1 level Learner passed housekeeping practical competencies but didn’t get competencies involving language - so no certificate, but got job;
  - One young learner’s rate of progress increases noticeably in youth specific English course;
  - One teacher doing post graduate teacher education course.

Implications

- The pressure of earning an income, caring for family is a factor that competes with the potential benefits of post AMEP education for many learners;
- Can the AMEP help lower-level learners to become more aware of possibilities, and make concrete plans, or does it take time?
Implications:
Issues related to planning pathways

• How can learners be assisted and supported in planning educational pathways? (Issues of learner awareness and readiness, course availability and application timelines and prerequisites, communication between providers);
• Role of counsellors; do they suggest ‘easy options’ and thus limit options?
• Awareness of and availability of options;
• Planning around constraints of ‘the system’; Learners can’t be supported to study at a lower certificate level after completing a certificate.