Recruitment of volunteer home tutors for the AMEP Home Tutor Scheme:

Strategies to improve recruitment

A report for the Department of Immigration and Multicultural and Indigenous Affairs, based on Recommendation 50 of the Report of the Review of Settlement Services for Migrants and Humanitarian Entrants

Joan Masters
Denise E Murray
Rosemarie Lloyd
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Acronyms

ACE  Adult and Community Education
acl  The Australian Centre for Languages, NSW
AIT  Adelaide Institute of TAFE
AMEP Adult Migrant English Program
AMES Adult Multicultural Education Service, Victoria
ARMS AMEP Reporting and Management System
CIT  Canberra Institute of TAFE
CSWE Certificate in Spoken and Written English
DIMIA Department of Immigration and Multicultural and Indigenous Affairs
DL  Distance Learning
ELB Entry Level and Band
ELICOS English Language Intensive Courses for Overseas Students
ELS English Language Services
EPRS Educational Placement and Referral Service
ESL English as a Second Language
HT  Home Tutor
HTS Home Tutor Scheme
L1 First or Home Language
LOTE Language other than English
MRC Migrant Resource Centre
NMIT Northern Melbourne Institute of Technology
NMIU National Management Information Unit
NSW AMES NSW Adult Migrant English Service
RFT Request for Tender
SPP Special Preparatory Program
TAFE Technical and Further Education
TESOL Teaching English to Speakers of Other Languages
VTP Volunteer Tutor Program
Executive summary

This research project explored the literature in Australia and overseas, concentrating on the Adult Migrant English Program (AMEP) Home Tutor Scheme (HTS), other volunteer tutor schemes and general volunteer programs. Little was found in the literature about recruiting volunteers from specific ethnic backgrounds. Generally, however, successful recruitment practices are closely tied to factors such as strategically targeted recruitment plans, comprehensive information packages about the organisation and its goals, thorough selection and matching processes, substantial orientation and training programs, ongoing support and professional development, clearly defined expectations of volunteers, rewards and acknowledgment of the volunteer’s contribution, and volunteer satisfaction.

A questionnaire was distributed and interviews were conducted with Home Tutor Scheme providers to obtain information about their recruitment practices – how they recruit volunteers, how clients are referred to the program, and how clients are matched with tutors. They were also asked to highlight areas of best practice, note areas of difficulty in recruitment and to make recommendations for improvement in recruitment practices.

Collectively, the responses from providers have demonstrated that they are at the forefront of best practice in terms of recruiting, training and retaining volunteers. Survey results and interviews demonstrate that many are already practising much of the advice contained in the literature. However, there is no ‘one size fits all’ model with regard to recruitment of home tutor volunteers, and providers need to employ different strategies for different situations.

Similar processes and criteria for referring clients to the HTS and matching clients and tutors are used by all providers. They are, however, variously successful dependent on the ability of the providers to recruit adequate numbers of suitable tutors who live in the same locality as the client. The matching of tutors and clients is a quite complex process which needs to take into account many more factors than a match in the first language of the client, which in itself would be a major task. In 2003 there were just over 3600 participants in the Home Tutor Scheme who came from 110 different countries and spoke 106 different home languages between them.

There is also similarity in the approaches to training, ongoing support and development, and retention of volunteers once the right people have been recruited for the job.

The report demonstrates that, while AMEP Service Providers engage in many best practices, there is currently no national framework against which they can evaluate their practice or determine ways of augmenting current practice. The report therefore recommends a variety of strategies that could be used to augment and strengthen recruitment of tutors into the current Home Tutor Scheme. These strategies involve recruitment, selection, matching client to tutor, training and support, and evaluation. These aspects of volunteering are all critical and interrelated to the provision of language and settlement needs of AMEP clients while, at the same time, providing rewarding experiences for volunteer tutors.
Chapter 1

Introduction

In May 2003, the Australian Government endorsed the 61 recommendations of the Report of the Review of Settlement Services for Migrants and Humanitarian Entrants (Department of Immigration and Multicultural and Indigenous Affairs 2003). The report found that ‘Service Providers and community groups alike [have] suggested that the Home Tutor Scheme (HTS) be augmented, including the recruitment of tutors from different ethnic backgrounds’ (DIMIA 2003: 269). It found that although ‘Adult Migrant English Program (AMEP) Service Providers have financial incentives to recruit and train home tutors and make significant efforts to recruit tutors from different ethnic backgrounds, there are, however, difficulties with recruitment in some areas’ (DIMIA 2003: 270). It suggested that ‘strategies for recruitment be more fully explored and that the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA) may need to provide targeted assistance to Service Providers where progress in the recruitment of tutors has been limited’ (DIMIA : 270). The Review also suggested that there is scope for expansion of the recruitment program. Recommendation 50 of the Review states:

That DIMIA, through the AMEP Research Centre, undertake a project to identify effective strategies for Service Providers to recruit volunteer tutors to assist AMEP delivery.

(DIMIA 2003: 270)

New AMEP contracts have been negotiated with preferred tenderers for AMEP delivery throughout Australia for the next five years. The Home Tutor Scheme is funded on the basis of the number of clients matched with a tutor. While there is provision for differential prices for classroom tuition and distance learning and for rural and regional provision, this differential pricing does not extend to differing circumstances in the Home Tutor Scheme.

Purpose and outcomes of the project

The primary function of the AMEP is to help new migrants and humanitarian entrants gain English language skills and to assist with successful settlement in Australia. The Commonwealth Government, through a competitive tendering process, funds organisations to provide English language tuition. The Service Providers are funded to deliver the tuition through a variety of modes, namely formal face-to-face courses, distance learning, home tutoring, and self-paced learning through Independent Learning Centres. Distance Learning and the Home Tutor Scheme are designed for clients who cannot attend formal classes because of class location or timing, or for personal, cultural, work-related or other reasons.
The Request for Tender (RFT) for the last AMEP tender round described the Home Tutor Scheme as an informal program which provides language assistance by a trained volunteer, generally on a one-to-one basis in the client’s home. It stated that:

*Home Tutor Scheme participation is important in providing language assistance to a wide range of clients for whom formal tuition may be inappropriate. It also provides a means of maintaining language gains for clients who are unable to attend classes temporarily (eg because of childbirth or other family issues). The Home Tutor Scheme may serve as a bridge to formal tuition for some clients, or may supplement low intensity formal tuition.*

Service Providers are contractually obliged to:

- implement a promotional and recruitment strategy to promote the Home Tutor Scheme among eligible clients and to attract volunteer tutors
- provide initial training for tutors (minimum 15 hours)
- match tutors with clients
- provide guidance to tutors on topics to be covered and approaches to be used with clients
- provide ongoing training and support for tutors.

Additionally, clients in the Special Preparatory Program (SPP) may be matched with a tutor while they are in that program. Service Providers are also encouraged, where appropriate, to use volunteer tutors to assist clients in formal programs, either in the classroom or in small tutorial sessions associated with class activities.

**Terms of reference**

The specific terms of reference for this research study were to:

1. Contact and interview the authors of the Review for further information regarding background commentary leading to Recommendation 50.
2. Conduct a literature review of:
   a. recent research conducted about the Home Tutor Scheme
   b. research conducted about recruiting volunteers, with particular emphasis on the first language of the client and educational programs.
3. Review, through the AMEP data system (National Management Information Unit), state and (if possible) provider-level HTS client data for 2002/2003. This review will include numbers of clients, sex, age, country of origin, first language, prior or current participation in the AMEP, entry level English language proficiency, reasons/commentary regarding referral to Home Tutor Scheme, date of arrival in Australia (or eligibility for the AMEP). If these data are not available at provider level for the purposes of this project, they will need to be gathered in discussions with, or as part of, interviews with the Service Providers.
4 Design a survey for all Service Providers/Home Tutor Scheme contractors to complete, focusing on:
   a practices for referring clients to HTS
   b practices for matching clients and tutors
   c practices for recruiting home tutors
   d difficulties experienced in recruiting home tutors in metropolitan areas and in rural areas
   e examples of best practice
   f suggestions for improvements to recruitment practices at the local, state and national levels.
5 Pilot the survey with volunteer Service Providers and amend/adjust survey as necessary.
6 Evaluate survey responses and identify best practice Service Providers for visits/contact regarding successful recruitment practices, strategies and recommendations.
7 Write final project report for DIMIA to include literature review, research methodology, survey results, and recommendations of best practice.

Methodology

Initial discussions were held with DIMIA personnel regarding the background to Recommendation 50 of the Report of the Review of Settlement Services for Migrants and Humanitarian Entrants, and they indicated that requests for HTS volunteers with same first language (L1) as their clients came specifically from the latest groups of arrivals, primarily those from Africa. These arrivals are among the first from their countries and therefore have no countrymen or women who are already well established in Australia and able to assist in their settlement. DIMIA personnel noted that these groups felt that L1 volunteers should be allocated to each of these groups to assist with all settlement issues facing them, and that the HTS volunteers allocated to individuals were generally Australian. It was providers generally who requested support from DIMIA in recruiting in areas where it was difficult to find volunteers.

Questionnaire

A pilot questionnaire was designed for providers to consider which focused on identifying:
• practices for referring clients to HTS
• practices for matching clients and tutors
• practices for recruiting home tutors
• difficulties experienced in recruiting home tutors in metropolitan and
rural areas
• examples of best practice
• suggestions for improvements to recruitment practices at the local, state and national levels.

The pilot questionnaire was forwarded to all service provider heads together with a letter explaining the background to the project and the methodology to be undertaken. Providers were requested to forward any suggestions or comments for consideration in redesigning the survey. The pilot questionnaire was considered and commented on by several providers, and was revised according to the input received. The revised questionnaire differed very little from the original, and comments received generally expressed the view that all areas of interest to home tutor coordinators had been covered. The revised questionnaire was reissued and returned by providers for analysis. The questionnaire instrument is in Appendix B.

Review of literature

A review of the literature in Australia and overseas was conducted, mainly in the United Kingdom and the United States of America, concentrating on both the AMEP Home Tutor Scheme and other volunteer tutor schemes (see Chapter 2). Although the review was extensive, little was found on recruitment of home tutors within the AMEP, particularly tutors with first language skills. There is, however, a considerable amount of literature providing advice about recruitment of volunteers generally, both in Australia and overseas.

Client profile analysis

An analysis of the client profile in the Home Tutor Scheme for the calendar year 2003 was conducted with data supplied by DIMIA. This review included participant numbers at state and national levels by gender, age, country of origin, first language and entry-level English language proficiency. Data were also extracted on participants from the Horn of Africa (Sudan, Eritrea, Ethiopia, Somalia). Additionally, providers were asked to provide data relating to the number of volunteer tutors registered, the number of clients matched with tutors, the number of clients matched with tutors from their home country and, where this occurred, whether or not they spoke the same language as their client. They were also asked whether clients had requested a first language tutor. Findings from this data analysis are in Chapter 3.

Telephone interviews

The results of the questionnaires were compiled into one document and evaluated to identify areas of best practice regarding successful recruitment practices and strategies. Four providers were selected for follow-up telephone interviews on the basis of their comprehensive responses to most of the questions in the questionnaire, as well as their descriptions of best practice. Two other providers were contacted to request further information or clarification on their responses generally, again with a particular focus
on best practice. The telephone interviews with these providers sought additional information on selection processes, initial training, ongoing support and development, and recognition of tutors – areas which were identified in the literature review and by providers as being essential to the success of recruitment processes and retaining tutors. The information received through these telephone interviews was incorporated into the relevant provider’s survey responses.

**Data analysis**

The data collected from the questionnaires and follow-up interviews were collated into the categories identified in the literature – that is, referral, matching, recruitment, selection process, training, organisational credibility, recognition and procedures. In addition, service provider suggestions for improvements in the HTS were collated according to common themes identified by Service Providers. These findings are presented in Chapter 4.
Chapter 2

Literature review

A review of the literature in Australia and overseas, mainly in the United Kingdom and the United States, was conducted, concentrating on both the AMEP Home Tutor Scheme and other volunteer schemes. Focus areas were recruitment, selection, training, value, contributions and benefits. Although the review was extensive, virtually nothing was found on recruitment of home tutors within the AMEP, particularly tutors in the first language of the client (L1). There is, however, considerable literature providing advice about recruitment of volunteers generally, particularly in the adult education field. This literature does not provide information on recruiting and retaining volunteers with specific language skills. Therefore, the data collected in this study provide a first description and analysis of such recruitment. The proposed strategies are therefore dependent on HTS service provider responses and comments.

Successful recruitment practices are closely tied to a variety of factors including strategically targeting potential tutors, careful selection processes, comprehensive orientation and tutor training, ongoing support, and recognition and rewards for tutors – satisfying their expectations and providing a warm, friendly environment in which to work. There are many suggestions on how to identify potential tutors, write advertisements that get the message across, ensure volunteers are satisfied and happy in their work, and employ a variety of approaches to recruit, train, retain and support volunteers.

For most organisations, recruiting and retaining volunteers is extremely difficult and the literature suggests that the selection process should be designed to limit the number of inappropriate recruits. Identifying the type of person to whom the job and/or organisation would appeal is seen as the initial step in this process. Equally important is the development and use of job descriptions and employee profiles detailing such things as job purpose, job content and reporting and other accountability requirements, and presenting to potential tutors a view of a professional organisation with which they would want to be associated. It is therefore essential to develop a policy on recruitment procedures including selection procedures, support and supervision, equal opportunity, OHS (occupational health and safety), insurance, discipline and grievance procedures, confidentiality requirements, as well as a role description for volunteers based not only on what the volunteer is to do, but also on the skills and qualities needed to carry out that role.

Organisations are encouraged to move beyond the tried and true recruitment methods such as posters in libraries, leaflets in specific places, or advertisements in the local paper and to take more imaginative approaches to elicit ideas. This should include targeting organisations where people have the needed skills, either directly through their place of work or through professional magazines, institutes, journals and so on, or
through their training institutions or retirement networks. Alternatively, there may be people who would be interested in acquiring the required skills through training programs, or who have transferable skills. Enthusiastic, welcomed and satisfied volunteers are one of the best advertisements for their organisation. They are also likely to encourage others to volunteer through word of mouth. People also like to know that the organisation they are offering their services to is one which is credible, well-organised and professional, and if the organisation is relatively unknown, then recruitment through networks is likely to be more reassuring and efficient.

AMEP Home Tutor Scheme

Hoadley (1991), in his summary of the Review of tutor support schemes in the Adult Migrant English Program conducted in 1990, provides a detailed account of the origins of the Home Tutor Scheme, tracing it to several sources as far back as 1960. The Home Tutor Scheme which evolved in the 1970s was based on the scheme, developed in the United Kingdom by the British Community Relations Commission, known as the Wandsworth Scheme. The scheme was introduced to the then Minister for Immigration Mr Al Grassby in 1972. It was not until April 1974, however, that the Home Tutor Scheme was launched nationally in Sydney. Under the implementation of one of the recommendations of the Galbally Report on Migrant Services and Programs (1978), the Home Tutor Scheme was brought into the Adult Migrant English Program in 1981.

The Review concludes that the primary function of the Home Tutor Scheme is to help migrants learn English, and that the key to effective learning of English is the quality of the relationship between the tutor and student. The Review recommends that priority of access be given to:

- mothers with young children who can’t get to a class
- working people who can’t get to a class
- people who are seriously isolated
- people who initially lack confidence to enrol in another learning arrangement. (Hoadley 1991: 76)

To enable volunteer tutors to carry out their tutoring role effectively, the Home Tutor Scheme provides support services such as:

- recruiting students and tutors
- assessing students
- matching students and tutors
- arranging orientation training of tutors
- arranging regular in-service training for tutors
- providing materials and resources which tutors can use with their students
- providing ongoing support and counselling of tutors
• conducting periodic reassessment of students
• maintaining ongoing evaluation of the Home Tutor Scheme against its goals
• referring students to other learning activities within and beyond the AMEP. (Hoadley 1991: 77)

The review team sees the role of the tutor as ‘primarily that of a facilitator who helps the process of learning English and provides a link into the English-speaking community’ (Hoadley 1991:78). They envisage that the tutor will be involved in:

• clarifying what the student wants to learn
• perceiving the knowledge and skills that the student possesses and brings to the situation
• recognising opportunities which can be used to facilitate that learning
• giving information
• sharing or exploring ideas
• modelling the way Australians use language
• developing learner (and tutor) skills in using resource and references
• giving feedback on how the student is progressing
• getting regular feedback on what is useful for the student. (Hoadley 1991: 78)

Orientation and initial training are seen to be critical by the review team, and they suggest that such orientation and training need to be conducted in a warm and friendly manner. They conclude that orientation must aim to:

• give tutors confidence to be themselves
• give them the skills to build relationships
• prepare tutors to use opportunities which come up naturally to facilitate language learning
• model processes of adult learning, one-on-one tutoring, in the home. (Hoadley 1991: 79)

They suggest that the training must also equip new tutors with an understanding of:

• the Home Tutor Scheme and its operation
• the principles of adult learning and autonomous learning
• how to get started in tutoring
• useful ESL skills, techniques and resources for helping language learning
• the principles of communicating in a one-on-one situation
• cross-cultural aspects of the student–tutor relationship. (Hoadley 1991: 79)
The Review also suggests that recognition of the volunteers and their efforts is essential, as is training for coordinators. They recommend topics such as 'working with volunteers', 'working as tutors not as teachers', 'self-evaluation and supervision of tutors', 'introduction to educational counselling', 'cross-cultural communication' and 'selected human resource and financial management skills' and note that in-service programs should also seek to sustain volunteers’ enthusiasm and commitment.

A study of the Home Tutor Scheme and its implementation in the Northern Territory (Visentin 1983) examined recruitment, statistics, tutor training, regionalisation, tutor support and available follow-up and materials. An evaluation was also conducted. Limited to a random selection of 12 tutors, it sought to ascertain the effectiveness of the scheme to attract, train and retain tutors and to gauge their perceptions of the scheme. Apart from other findings, the study found that tutors attracted to the HTS came from all walks of life and were both overseas and Australian born. The study reported that:

"The recruitment of tutors depends on the publicity arranged by the Home Tutor Scheme Coordinator. Tutors are attracted to the Scheme by a number of methods. Advertising in the newspaper and other local media attracts the largest number of volunteers. Posters and notices advertising the Scheme are placed on public notice boards. The Coordinator also speaks periodically to Community Organisations ... teachers at local schools and students at the Darwin Community College. The Scheme is also spread by word of mouth."

(Visentin 1983: 19)

Oner (1985, 1986) evaluated the effectiveness of the Home Tutor Scheme in the Australian Capital Territory by following the progress of 18 tutors and their students over a period of 6 months. Her findings pointed to difficulties inherent in preparing tutors for the diverse range of students enrolling in the scheme in terms of age, educational background, and in years of residence in Australia. She also noted significant differences amongst the students in terms of their expectations of learning, their motivation and the effort and time that they were willing to give to the task. Amongst their reasons for choosing the Home Tutor Scheme as their learning choice, students most frequently mentioned a preference for an individualised approach, or lack of confidence in attending formal classes. Other factors mentioned included the convenience of time or location, work commitments, childcare, old age and ill health. As part of this evaluation, Oner found that the scheme suffered from a low level of staffing and also low retention of tutors in the scheme.

Kozlowski (1986) trialled the AMEP distance learning course It’s Over to You, Stages I and II, with a sample of 29 Vietnamese, Chinese, Spanish, Polish and Czech speakers. Although the sample was small, she found some marked differences in the comments of the different language groups, which she considered to be valuable pointers for enrolment procedures. The Chinese learners had literacy problems not identified prior to the course, and may have benefited from starting with reading before tackling speaking. The Vietnamese on the other hand may have benefited from
starting with listening rather than speaking. The Czechs considered the material too easy, while the Poles preferred to start at the beginning and practise intonation and pronunciation. Many of the learners specified learning how to listen as their primary need.

Burns (1987) considered the way in which exposure to native speakers could be integrated into the second language teaching program and described her use of two native speaker volunteers in her AMEP classes and the reactions of the students, the teacher and the volunteers. She found that:

*although offering the potential for greater native speaker contact for the students, it is obvious that a great deal of the success of the program depends on the type of volunteer who comes forward and her or his ability to comprehend and fit in with the aims of the teacher.*

(Burns 1987: 354)

Generally, the learners responded positively to the volunteers, and Burns observed that the volunteers seemed to bring several advantages to second language acquisition including useful rehearsal of language that students want to use in the real world, the ability to engage the student in communication which is more related to contexts outside the classroom, more opportunities to hear native speaker discourse, and help in explaining the cultural attitudes of the target language. She concluded that:

*A sympathetic volunteer native speaker can do much to assist learners and can also perhaps give slower, more dependent learners their first indications that there are people in the community prepared to help them if they will only take some risks.*

(Burns 1987: 356)

In AMES Victoria’s Home Tutor Scheme Project, Hannan, Valent and McKeough (1994) explored various ways of supporting and encouraging the use of volunteers in a range of flexible AMEP learning arrangements – in the classroom, in distance learning, and while awaiting enrolment in formal classes. They also listed the responsibilities of the organisation, the responsibilities of the volunteers and the following possible volunteer expectations:

- to enjoy and gain satisfaction from their volunteer activities
- to be provided with appropriate training and resources
- to interact with people from a variety of cultural backgrounds
- to be provided with a clear outline of their role and responsibilities
- to be supported and given feedback on their progress
- to have a meaningful and useful role
- to develop skills and enhance their opportunities for employment
- to become involved with and contribute to their local community
- to be acknowledged and appreciated for their contribution. (Hannan, Valent and McKeough 1994: 41)
Volunteering

In an examination of hundreds of studies on the use of volunteers in a variety of programs in the United States, Grossman and Furano (2002) concluded that three elements were vitally important to the success of any volunteer program:

1. **The screening process**, which provides programs with an opportunity to select adults most likely to be successful as volunteers by looking for individuals who have the appropriate attitudes, time and skills needed to succeed.

2. **Orientation and training**, which ensure that volunteers have the specific skills needed to be effective and realistic expectations of what they can accomplish.

3. **Management and ongoing support of volunteers by staff**, which ensures that volunteer hours are not squandered and that the volunteers are as effective as possible.

Most studies note that organisations relying on volunteers need to address why people volunteer, how to recruit them, how to retain them and how to motivate them. Motivation affects both recruitment and retention. The sections below are organised around reasons for volunteering, recruitment, retention, motivation, training and procedures.

**Reasons for volunteering**

Brown (2001) profiles ‘an average volunteer tutor’. She describes the change over time from mostly people with high literacy skills who had a desire to help and time available as they were retired or were not in employment, to a group which now includes the unemployed who want to further their skills and networks (as volunteering is now an approved activity by Centrelink). She notes:

> Despite the changing nature of volunteering, the basic reason for tutoring remains the same – a desire to assist others in the community to develop skills. The expected ‘trade off’ may differ from retirees who merely wished to fill their time valuably to today’s volunteers who want training, professional development, reference and career pathway assistance.

(Brown 2001: 7)

Hopkins (2000) notes that the Australian Bureau of Statistics found that in June 1995, 46 000 volunteer workers were looking for paid work, most of them seeking full-time employment. It is also noted that one of the issues related to training volunteers is whether or not the volunteers would stay with the organisation long enough to deliver services which warrant the investment.

McCurley (1991) notes that a significant trend in recent years towards short-term volunteering – the donation of smaller chunks of time to specific tasks, such as athletic events, with a reluctance to become involved
in areas which require a continuing time or emotional commitment – is mostly due to lack of time and increasing competition between organisations for volunteer services.

Exploring the role of volunteering in community development and social change, Ollis (2001) notes that the Australian Bureau of Statistics (ABS) (1997: 42) estimated that replacement costs of volunteers based on 1997 wages was $25 billion. She also notes the ABS’s commentary on reasons people volunteer – ‘gaining personal satisfaction’, ‘developing social contacts’, ‘helping others and the community’ or ‘doing something worthwhile’ (ABS 1996: 18) – and quotes their figure of 19 per cent of the Australian population over 15 years of age involved in some type of voluntary work. The data suggest that no matter where people volunteer, they are influenced by the ideology of the organisation and their own values and beliefs, and that this influences which skills they volunteer and in which areas of interest they volunteer.

Murk and Stephan (1991) consider that successful volunteering is dependent on the mutual satisfaction of meeting both the organisation’s and the volunteers’ needs, and that knowing why people volunteer is essential to understanding their motivation and commitment. They list various reasons for volunteering and note that the National Volunteer Survey conducted in the United States in 1987 revealed that:

97% of people who volunteer do so because they want to help others, because they enjoy the work (93%), and because they are personally interested in the specific work or cause (89%) for which they volunteer their services. A smaller ... number of people volunteered as the result of a feeling of civic or social responsibility (76%), to fill free time (41%) or to make new friends (40%) ... while 59% reported volunteering because someone asked them to do so, only 14% of volunteer participation was due to encouragement by employers.

(Murk and Stephan 1991: 73–74)

Murk and Stephan also note that other studies identified that not all volunteers offered their services to help others; rather their primary reasons were for the good of the community and society and for self-enhancement, such as developing socialising skills, personal development skills, and for employment related motives. They consider that recruitment should address the needs of the agency and the volunteers, and that a job description should be given to applicants at the first meeting. Objectives, tasks, duration, duties and meaning of the activities should be outlined.

Dyer and Jost (2002) note that the 1997 National Survey of Volunteering conducted by the Institute of Volunteering Research in the United Kingdom found that many volunteers are recruited through personal contacts within the organisation. The survey demonstrates that satisfied volunteers are the most successful recruiters of new volunteers. Being asked to volunteer, Dyer and Jost maintain, taps into people’s desire to be needed and boosts self-confidence. Additionally, having a personal contact smooths the initial stages as the person begins to work for the organisation.
Recruitment

The February 2001 issue of *Literacy Link*, the newsletter of the Australian Council for Adult Literacy, provides useful information and articles on various aspects of volunteering. Gardner (2001: 5) provides guidelines drawn up in part from the Volunteer Centre of Victoria (Inc.) to assist volunteers working with women who had been recruited through the English as a Second Language for Childbirth Program at the Royal Women’s Hospital in Melbourne. These include topics such as the program aims and implementation, volunteer rights and responsibilities, expectations of volunteers in relation to these responsibilities, volunteer support and benefits, job description, contact person(s) and paperwork required.

The Victorian National Staff Development Committee for Vocational Education and Training’s *Handbook for coordinators of Adult Literacy volunteer tutor programs* (1995) contains sections on Policies and Practices for Volunteers (3.1), Recruitment, Selection and Training of Volunteers (3.2), Tutor Training Programs (3.3) and ongoing Training, Support and Evaluation (3.4). With regard to recruitment, it states that advertising and publicity materials should clearly state the objectives of the program and a description of how it operates. Advertisements for volunteer tutors should outline the nature of the work, the skills, knowledge and experience required, the time commitment involved, training expectations, benefits to volunteers and application procedures. Written background information about the program should be given to new tutors, group information/orientation sessions should be held, and a job description provided which outlines the role of the tutor, requirements of the position in terms of training and accountability, and available resources, support and materials.

In the United Kingdom, Bussell and Forbes (2002) found that the number of people volunteering was not meeting the needs of the volunteer sector, and that the key to successfully recruiting and retaining of volunteers was to understand the target group. Because those who volunteer are a particularly diverse group, this is a complex task. They also note that there may be other than altruistic reasons for volunteering. Volunteers are not a large homogenous group; rather they come from all ages, backgrounds and have a wide range of skills and experience. However, ‘[m]ost definitions demonstrate that there is an element of exchange in volunteering in which volunteers respond to cost and benefits’ (Bussell and Forbes 2002: 246).

Wilson and Pimm (1996) explored how human resource management practices could be adapted for the volunteer work force, and focus their commentary on the application of industry personnel practices such as recruitment, selection, induction, supervision, record keeping, performance appraisal and termination, and the application of these to the volunteer situation. They indicate that organisations should consider ways in which they could make working for them easier, such as flexibility in time, provision of childcare facilities and contribution towards expenses incurred, which could be of interest to very willing volunteers who might otherwise not be able to participate. They suggest that publishing the achievements of the organisation as well as detailing requirements for recruits is a successful strategy, as most people want to be part of a successful team. Successful marketing strategies listed include:
... posters, brochures, direct mail, letter drops, public meetings, presentations at meetings of other groups; for example educational establishments, women’s groups and bodies whose objectives and activities do not compete with the recruiting body ... The marketing technique called networking is most effective since there is every likelihood that friends, relatives and contacts of members would share some of the same aspirations, objectives and activities. However, networking does not occur like spontaneous combustion. It has to be encouraged among those already committed to the organization.

(Wilson and Pimm 1996: 30)

Wilson and Pimm also address the issue of balancing the difficulty of obtaining enough recruits with the need for selectivity in recruitment practices in order to avoid high turnover of volunteers. They encourage organisations to seek people with the appropriate skills or ability, or a willingness to be trained, through a selection process which doesn’t make an unsuccessful applicant feel inferior – rather that this type of work does not suit everyone and that there is no benefit for the individual or his or her colleagues unless the right match is made. They suggest that a job description and an employee profile provide a structured approach to recruitment with three basic specifications to be covered – job purpose, job content, and reporting arrangements. Determining a profile of essential qualities for a particular role based on the needs of the organisation and on the motivation and the drive of the individual is important for the selection process. Some of this information can be obtained through learning about the volunteer’s past experience, personal circumstances, skills and interests.

Wilson and Pimm recommend open questioning techniques, gentle probing, and a focus on what is both said and not said should be incorporated during the interview process. They note that first impressions – based on factors such as people, activities, infrastructure, and organisation/administration – are quickly formed by interviewees and are difficult to eradicate. Therefore, people within the organisation should be perceived as friendly, helpful, interested in the individual and, of course, enthusiastic, committed and efficient. Activities must be seen to be purposeful, highly focused on the organisation’s objectives, consistent, cohesive and successful. They note that no one wants to work for an organisation which is perceived to be inefficient or ineffective:

Lack of professionalism and a bumbling amateurism may just be tolerable in some types of activity but are a certain cause of volunteer losses shortly after making a commitment. As the old marketing cliché goes, ‘you never get a second chance to make a first impression’ and in the case of voluntary workers the first impression could well govern the decision whether to join and participate with the group. Undoubtedly many willing volunteers have been deterred by the sight of premises, the attitude of existing members, delayed or poorly composed correspondence, off-hand attitudes and apparent inefficiency and the existence of cliques.

(Wilson and Pimm 1996: 33)
To celebrate the International Year of Volunteers, Esmond from Curtin University wrote ‘Count Me In! 501 Ideas on Recruiting Volunteers’, which was released in January 2001. Sandilands (2000), working from Esmond’s checklist for recruiting volunteers, discusses the six keys to successful recruitment. These are briefly summarised below.

- **Research:** By asking when, where, who and why about current volunteers, useful information is gained. Finding out how, when, where they heard about your organisation, what attracted them and why they volunteered is also useful.

- **Reveal:** Explore ways to get the message across. Write about the tasks the volunteer will perform, and include information about the advantages and benefits of becoming a volunteer. ‘Use newsletters, flyers, the internet, faxes, telephone, newspapers, radio and television. And don’t forget that the most read sections in a newspaper are letters to the editor and the classifieds.’

- **Relate:** Happy volunteers are an organisation’s greatest publicity, and word of mouth is a very effective recruitment method – Esmond suggested that all volunteers have a business card containing a recruitment message to give to those interested in what they are doing.

- **Reach:** Finding volunteers through target marketing (eg offer valuable work experience to volunteers who have the skills needed).

- **Respond:** Organisations need to react to changes in society which could cause a decline in volunteers (eg when people are time-poor, programs need to be adapted to allow volunteers to have a shorter time commitment).

- **Recruit:** All members of the organisation should be active in the recruitment role. And all organisation literature should carry the recruitment message.

In their work, *Recruiting volunteers*, Dyer and Jost (2002) cover all aspects of recruiting volunteers. They state that, while the demand for volunteers has grown, strategies for finding them have stagnated, with recruitment advertisements that look ‘tired, generic and unimaginative’. Their belief is that success in recruitment results in having enough of the right people for the job, people who have the skills, commitment and qualities necessary to fulfill their role effectively. To find appropriate tutors, they suggest targeting organisations where people have the needed skills – either directly through their place of work or through professional magazines, institutes, journals and so on, or through their training institutions or retirement networks. Alternatively, they note that there may be people who do not have the necessary skills, but would be interested in acquiring them through training programs which may be offered.

The following is a summary of their suggested planning process for recruiting volunteers.

**Planning and organising**

- Establish goals and budget for overall volunteer program.
- Define roles for volunteers.
- Develop volunteer policies.
• Set up insurance and expenses payment for volunteers.
• Prepare staff, clients and existing volunteers for new volunteers.

Recruitment
• Clarify recruitment goals.
• Identify appropriate recruitment methods and strategies.

Selecting volunteers
• Specify criteria for each voluntary role.
• Choose appropriate selection methods.
• Agree who is involved in selection process.

Inducting and training volunteers
• Design induction program.
• Conduct training needs analysis.

Supervising and supporting volunteers
• Agree how volunteers will be supported in their work.
• Decide who needs to be involved in support and supervision.

Dyer and Jost also state that it is important to give staff and volunteers shared responsibility for recruitment, and to engage them in the process of developing roles and considering methods of recruitment. Constant reinforcement of the importance of their input is emphasised, as is supplying them with resources such as leaflets and information packages which can be handed out to prospective volunteers. They suggest that guidance and training be given to people on how to ask others to volunteer:

Present volunteering as an opportunity to make a real difference to the work you do ... You want them to feel that it is an honour to have been invited to volunteer. Succinctly, introduce your organisation’s purpose, the difference that your existence makes and the impact of your volunteers’ contribution. Be knowledgeable about the role for which you are inviting prospective volunteers to apply. Make it clear to them why you think they would be useful and what they might get out of volunteering for you. Be direct, honest and positive when making your request but avoid ‘overselling’ the voluntary work. Don’t be pushy, and be gracious if the person declines your invitation. Even if they say ‘no’ you will still have one extra person who knows more about your organisation than before.

(Dyer and Jost 2002: 33)

They emphasise that it is important to take advantage of the networks of all people in the organisation and to use these to ‘broadcast’ the need for volunteers. They provide the following checklist to assist organisations to identify broadcasting opportunities:
Think of the different groups that make up the network of people involved in your organisation. For example, trustees, staff, volunteers, service-users, members, supporters, funders, agencies – who else can you think of?

How can you involve each of these groups in recruiting volunteers?

What type of support and materials do these different groups need to encourage them to recruit for you?

Who can help you in supporting the different groups to recruit volunteers? (Dyer and Jost 2002: 34)

It is particularly important, however, that people seeking new volunteers are aware that they are not selecting them, merely asking them to apply to become a volunteer with the organisation. Everyone needs to be clear as to what the organisation’s recruitment process involves and ensure that prospective volunteers are also aware of this process. Dyer and Jost provide advice about the common pitfalls which can occur in word-of-mouth type recruitment exercises, including the likelihood of attracting like volunteers to the organisation (thereby potentially losing the capacity for diversification) or of the program becoming clubby or cliquey if there are too many friends from the same circle. They suggest undertaking other means of recruitment to target under-represented groups of volunteers and describe the AIDA (Awareness, Interest, Desire, Action) advertising formula.

AIDA provides a logical sequence of thinking designed to attract consumers’ attention and persuade them to buy the product. In terms of AWARENESS, the consideration should be what prospective volunteers need to know about the organisation before they would volunteer. Rather than heading advertisements with statements like ‘Volunteers Needed’ or ‘We need Volunteers’, Dyer and Jost suggest that the message needs to engage volunteers from their perspective rather than the organisation’s. They consider that volunteers need to know why volunteering with an organisation is important, and that advertisements should begin with a statement of need or purpose – why the client, rather than the organisation, needs the service the volunteers will provide. With regard to INTEREST, once the audience’s attention is gained, their interest will continue if they are advised about the work that volunteers do and the difference it will make to the clients’ lives. DESIRE relates to the opportunity to sell the work as an attractive, rewarding and satisfying task which will appeal to the audience, and ACTION is the final part of the recruitment message which advises the audience on the next steps to take. It is important that the response of the organisation to the next steps (phone calls, sending out information packages etc) is efficient and timely, so that the prospective volunteers maintain a good impression of the organisation. Dyer and Jost offer the following advice for successful use of AIDA:

- Don’t fall into the trap of talking from your organisation’s point of view. Keep your message focused on the needs of your clients or cause, and then move on to talk from the audience’s perspective.
- Don’t be tempted to dumb down your message. Keep it sharp and specific. Many organisations produce recruitment materials that are bland or vague out of a fear that they will put people off if they say too
much. If you require volunteers to commit a certain amount of time, or have particular skills, say so from the outset. The only people you will put off are those who don’t meet your criteria. In which case you’ve lost nothing at all.

- Think about your recruitment strategy. If you are clear on who you are trying to reach it will become more obvious which recruitment medium you should use. This way you can avoid mistakes such as producing a load of leaflets, only to discover that an ad reaches your audience best. Work it all out from the start in your recruitment plan.

- Think about the location of your audience. This will also influence your choice of communication methods. If you are targeting people in the workplace, for example, you could give a presentation, put a poster up in the canteen, circulate an email or place an ad in the staff bulletin. Or if you want to reach trained counsellors through a professional journal, the options include inserting a leaflet, placing an ad, writing to the letter page and sending them a press release.

- Balance time and cost against the impact of your means of communication. Clearly, you want to make the biggest and best impression possible, but limits on your budget and time may restrict your choices. That full colour glossy brochure is just never going to happen. But by examining your recruitment budget and work plan you will more easily be able to see which options are affordable. You do have a work plan by now, don’t you?. (Dyer and Jost 2002: 46)

McCurley (1991), arguing that there are many volunteer jobs which cannot be done by short-term volunteers, offers suggestions about how to locate and recruit long-term volunteers for these positions. He suggests the following methods:

- Expand recruitment effort by placing advertisements on television or radio or in newspapers, particularly local press. He notes, however, that in the 1990 gallup poll, only 6 per cent of volunteers reported being recruited through mass media.

- Use a ‘concentric circles recruitment process’, starting with population groups already connected to the organisation and working outwards – keeping in mind that most volunteers are recruited by those they already know – and looking among clients, former clients and current volunteers for recruits. Table 1 (page 22), compiled by McCurley (1991: 6) following a 1990 gallup poll, illustrates the power of this approach.

Data from that gallup poll also indicate that of the 40% of gallup poll respondents asked to volunteer, 87% did so, whereas of the 57% not asked to volunteer, only 30% did so. McCurley suggests that ideal groups around whom to structure this approach to recruitment include current volunteers, friends and relatives of volunteers, clients, friends and relatives of clients, ‘alumni’ (clients and volunteers) and staff, and retirees in the required field or subject. He notes that people who are familiar with the program, and who view it favourably provide an excellent pool of potential volunteers. However, he also claims, it is essential to inform current volunteers and others of their potential role as recruiters.
Table 1: 1990 gallup poll – Percentage of volunteers recruited by different contacts (McCurley 1991: 6)

<table>
<thead>
<tr>
<th>Contact</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
<td>52.0</td>
</tr>
<tr>
<td>Someone at church or synagogue</td>
<td>28.3</td>
</tr>
<tr>
<td>Family member or relative</td>
<td>25.0</td>
</tr>
<tr>
<td>My employer</td>
<td>7.9</td>
</tr>
<tr>
<td>Organization representative</td>
<td>7.9</td>
</tr>
<tr>
<td>Teacher/school activities leader</td>
<td>4.0</td>
</tr>
<tr>
<td>Other</td>
<td>5.1</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Penner (2001) emphasises the need to clearly define a recruitment strategy.

While the needs of organisations will differ, the basic steps involved in volunteer recruitment remain essentially the same. Organisations must be sure to: identify volunteer and agency needs; create clear volunteer job descriptions; define target volunteer groups; develop a timeline; brainstorm and implement recruitment ideas; and practice ongoing marketing and recruitment.

(Penner 2001)

With regard to defining target volunteer groups, Penner notes that agencies and coordinators tend to have a vision of the people volunteering for the organisation and argues that this allows agencies to market and recruit volunteers more effectively and efficiently. She suggests that, particularly in a competitive environment where many agencies are using volunteers, organisations will be more successful when they target their recruitment strategies to chosen areas such as senior citizen centres and high schools. Methods to market volunteer positions include brochures, business cards, posters, media releases, attending volunteer fairs, writing letters to the editors, networking and/or working with local volunteer organisations. Where possible, she suggests using a broad range of strategies to ensure that people see and remember the organisation and are encouraged to become involved.

Dyer and Jost (2002) point out that there is also a need to consider the timing of any recruitment exercise or approaches to individuals – obviously there are certain times of the day, week or year when people are just too busy or preoccupied to consider giving additional time to volunteer activities.

You might also take time to reflect on your organisation’s previous experience of recruiting volunteers. What strategies worked well in the past but are no longer successful? Why did they stop being effective and could they be adapted or varied to make them relevant again? What approaches to recruitment have always been disappointing? As you sort through your new ideas, build on the lessons your organisation has learned in the past and let go of those habits that no longer get results.

(Dyer and Jost 2002: 27)
Retention (and termination)

Oner (1986) examined the Home Tutor Scheme in the ACT in the early 1980s, and as part of this study measured tutor satisfaction on three dimensions – satisfaction with the training course and follow-up support; with administration and with the experience. They discuss only the latter, finding that tutors were responsive to learning about another culture and understanding the problems of non-English-speaking immigrants and being able to help them in many ways. However, many of the tutors felt unhappy with what they had been able to achieve in terms of teaching English, commenting that students made little effort to learn, lessons were cancelled and that there was a discrepancy between their perception of their role and their student's perception. They saw their role as the teaching of English, while students viewed their role as a social interactive one. 'When allocated a student seeking only, or principally, a friend and companion, such tutors tend to become dissatisfied because the reality does not match the expectation' (Oner 1986: 134).

Rather than constantly recruiting new volunteers, organisations would benefit from concentrating on retaining existing volunteers, thereby benefiting from their experience and the reduced costs of recruiting and training new volunteers (McCurley 1991). To achieve this, McCurley suggests:

- providing a rewarding job situation with a good working environment (friendly, supportive and effective)
- meeting volunteers’ perceived motivational needs which are not satisfied elsewhere in their lives
- developing ways in which volunteers can have more fun.

With regard to termination techniques for volunteers, Wilson and Pimm (1996) note the importance of ensuring that no adverse publicity results and that the parting is without ill-feeling. It is usually the situation that volunteers leave of their own accord, and this is an excellent opportunity to explore why people no longer wish to participate and take remedial action if necessary.

Motivation

The 1987 National Volunteer Survey (cited in Murk and Stephan 1991) found that volunteer involvement might be increased if programs provided more assistance to the volunteers, such as day care, transportation to the job, reimbursement for expenses, and activities which could involve their families or friends.

Wilson and Pimm (1996) note that understanding the motivation of people who are prepared to devote their skills and time to an organisation is crucial to providing the benefits which such people seek. Examples of rewards for volunteering include appreciation, recognition, belonging, self-esteem, self-fulfilment, being active, wanting to help others, an interest in the area, giving something back to the community and a desire to obtain some form of qualification or work experience. They acknowledge that for most organisations, recruiting and retaining volunteers is extremely
Recruitment of volunteer home tutors for the AMEP Home Tutor Scheme

difficult, and suggest that a selection process should be undertaken which assists in limiting the number of inappropriate recruits to the organisation in order to minimise damage to the organisation and a potential negative effect on other volunteers. Rather than accepting all-comers, identifying the type of person to whom the job/organisation would appeal is the first step in recruitment. They suggest that the basis of all-persuasive communication is the presentation of benefits and that all messages should include both the benefits personally received from volunteer involvement and those which result from organisational goals. They suggest that:

*It is easier to offer work satisfaction as a benefit in organisations where the essence of work is on a one-to-one or team basis and where the outcome of the work can be measured or evaluated. Establishing just why the present volunteer workers contribute their time and skills to the organisation will reveal a whole range of motivations such as those already indicated. These can be used as a template for identifying high prospect recruits.*

(Wilson and Pimm 1996: 30)

Petrick (2000) provides tips for energising and recognising volunteers, such as sending handwritten notes of appreciation, e-greetings (free from sources such as www.bluemountain.com), providing encouragement continuously rather than at the end of a project and using the Internet for recognition of outstanding volunteers.

Hibbert, Piacentini and Al Dajani (2003) explored volunteer motivation for participation in a community-based food cooperative, and noted that the long-term success of such activities was dependent on the recruitment of enough volunteers, and then maintaining their commitment. The purpose of the research was to gain insight into the volunteers’ motives for participation in the cooperative. Initially vague views of motivation were clarified over the period of participation. They identified skill development and growth of self-esteem and confidence as important motivators.

Murk and Stephan (1991) note that the rewarding and recognition of volunteers is essential. Recognition and reinforcement of the value of volunteers should be a primary aim of ongoing training, regular meetings and newsletters, and inclusion in such activities designed for paid staff fosters a sense of belonging:

*Recognition nights, posters, pins, pictures, letter of support and appreciation and other suggestions help to emphasize the roles of volunteers as important and integral parts of the agency or organization. Resources like volunteers are scarce, valuable and limited and should be treated as such. It is best to utilize the volunteer’s time, talents, and skills wisely and well. Through careful planning, effective recruiting, ongoing training and adequate recognition, volunteers can realize their full potential. Treat volunteers in the same way as paid staff and reward them often and well. Volunteers are the community’s best resources.*

(Murk and Stephan 1991: 75)
Training

Wolfe and Anderson have been associated with the Adult Literacy and Basic Education Program over 13 years, and in their article in *Literacy Link* (2001) they write about the importance of compatible matching of tutors with students, and of training and ongoing support. Giu melli (2001) of the Literacy Network, New South Wales, talks of the importance of substantial training for tutors, careful assessment and matching, and close liaison with the network coordinators. Searle (2001) discusses the introduction of the national reform agenda whereby all vocational education and training courses and providers are required to be accredited, and all curricula required to be modularised, competency based and linked to vocational or employment outcomes. She notes how this led in Queensland to a hundred-hour training course over a twelve-month period, which has had a significant impact on the nature of volunteers, with some welcoming the new curricula and others strongly opposed. She notes a declining number of volunteers, who tend to stay for less time due to a need to return to the workforce. Other tutors use volunteering as a first step towards a further qualification or employment. On the other hand, many are not prepared to undertake the amount of training required, some being quite apprehensive about it. Consequently, fewer people are responding to recruitment advertisements.

The 1987 National Volunteer Survey (cited in Murk and Stephan 1991: xx) also considers that orientation and ongoing training programs should be part of the program. With regard to training, they consider that the following issues be addressed: the knowledge, skills and abilities the volunteer needs to perform the assignment; the skills which individual sessions will produce; and the introduction of individual learning experiences in each session which will allow the volunteers to practise and develop those skills.

The Victorian National Staff Development Committee for Vocational Education and Training’s *Handbook for coordinators of adult literacy volunteer tutor programs* (1995) recommended that tutors, following initial training, maintain contact with the coordinator for support, undertake ongoing training, and enter into a contract which specifies their commitments, such as regular attendance at meetings, the required attendance at professional development activities and regular reporting of student progress.

As the training of volunteers is usually a costly investment, Wilson and Pimm (1996) suggest strategies to mitigate the costs associated with this. There should be an informal contract of intent between the organisation and the trainee covering such things as availability and the minimum length of time over which the cost of training can be recovered. With regard to supervision of volunteers, they suggest that supervisors use a non-directive approach to bring the volunteer’s contribution closer to that of the organisational goals in a sensitive way which is acceptable to the individual. Correction or redirection of effort is better accomplished by advocacy and persuasion than by direction. This is critical in retaining volunteers and ensuring their efforts are maximised. It is suggested that the best approach with volunteers is reverse appraisal, ‘that is, asking the volunteer to appraise the organisation’ in terms of their job satisfaction levels and frustrations, suggestions for improvements, and the like (Wilson and Pimm 1996: 36).
Procedures

Recruiting and managing volunteers is both time consuming and essential and ‘without a sturdy infrastructure to provide ongoing support and direction, volunteers’ time and talents are squandered, and their enthusiasm dampened’ (Grossman and Furano 2002: 1xx). Volunteers may withdraw their services if they are dissatisfied, and therefore it is essential to develop procedures to ensure that volunteers are clear about what the organisation expects of them, and their place within the organisation.

Dyer and Jost (2002) consider it important to have a role description for volunteers based not only on what the volunteer will do, but also on the skills and qualities needed to carry out that role. They provide the following template for use in developing role descriptions:

**Role title:**

**Purpose of the role:** (Why is role important)

**Brief description of main tasks and activities:**

**Skills, experiences and qualities required:** (person specification)

**Time commitment:**

**Support offered:** (such as expenses, training, support sessions etc.)

**Other commitments:** (eg any requirement to attend induction, training, support sessions, meetings etc)

The authors also suggest developing a person description in which the criteria may be quite detailed and extensive, necessitating some prioritising, which they suggest could be carried out under the following points:

1. With which criteria should the search start?
2. Which criteria can potential volunteers assess themselves against?
3. Which criteria can be left until the selection process?

If volunteers need to have a key skill (or a particular quality or life experience), the search could start with that. The criteria under point 2 are those which the applicant can use to determine their own suitability for the role (eg availability, motivation, experience, ability to travel, having a car etc). Point 3 would include personal qualities and attributes such as being open-minded, caring, friendly – all of which are better explored during a selection or induction process. Additionally, there may be checks for such things as health and police convictions.

**Conclusion**

*The key to volunteers is not to ‘use them’ but to utilise their time, talents, and skills through meaningful training. Retention of volunteers is best accomplished through the development of feelings of importance and belonging to a particular agency. If the volunteer’s role is not perceived as being of value to the operation of the agency, the longevity of those services to the agency will be shortened.*

(Murk and Stephan 1991: 75)
The success of volunteer organisations is related to successful recruitment and retention of volunteers, and to ensuring that the volunteers benefit from personal growth and knowledge and skills development. After recruitment, volunteers should be welcomed and their contribution recognised through an induction process, followed by an ongoing monitoring process of their satisfaction and carrying out of the allocated tasks.

In volunteer work:

... essentially what has to be offered is the delivery of non-financial benefits, which will almost invariably be of a non-material or non-financial kind, in return for the worker’s contribution and skills. To understand just what these benefits are requires more than average understanding of what motivates people and what the organization must be and do and must not be and not do in order to meet the volunteer’s aspirations and needs. Once these benefits have been identified and provided it is possible to focus sharply the ‘trawl’ for new recruits and to concentrate effort so that it becomes more effective. Having acquired the workforce, good induction and supervisory techniques will lead to efficiency and stability, which themselves will engender and encourage more recruits of the type sought.

(Wilson and Pimm 1996: 39)

While the generic strategies identified from this literature search are relevant to the HTS, the research reported in Chapters 3 and 4 identifies strategies specifically relevant to recruiting home tutors for the AMEP’s HTS and focuses especially on tutors who could be matched with clients for language.
Chapter 3

Clients in the Home Tutor Scheme 2003

Clients in the Home Tutor Scheme in calendar year 2003 demonstrated the broad range of linguistic and cultural backgrounds of learners choosing this option for their English language and settlement needs.

National data

Data supplied by DIMIA's National Management Information Unit (NMIU) shows that in 2003 there were just over 3600 participants in the Home Tutor Scheme who came from 110 different countries, and spoke 106 different home languages. Of these participants, 77% were female, 64% were between the ages of 26 and 45. On entry to the program, 68% were assessed as having the lowest levels of language proficiency (Stage 1, levels A and B) and 53% had had fewer than 12 years of schooling. Tables 2 to 5 include national and state data for gender, age, language level on entry and years of schooling, the factors that most affect delivery of the HTS.

Almost a third of the participants (1118 participants) had had no previous language instruction through the AMEP, while almost half (1660) had had classroom instruction only, a smaller number (610) a mix of classroom and distance learning and 216 had had distance learning only. While engaged in the HTS in 2003, almost half the clients received no additional instruction from the AMEP, while 28.8% (1039) were also in classrooms, 260 participants in classrooms and distance learning and 545 in distance learning only. These percentages do not necessarily reflect any given client at any given time as clients move in and out of different modes of provision, depending on their personal circumstances at the time. The majority of participants had been in Australia for three years or less (66.9%), with almost half (46.6%) having been in Australia two years or less.

Because DIMIA had noted particular concern for recruiting home tutors for the newly arrived clients from the Horn of Africa, statistics for this group were also collected, both for the AMEP in general and for the HTS in particular. These new arrivals, who made up 10.6% of participants in the AMEP nationally in the financial year 2003/004, include refugees from Sudan, Eritrea, Somalia and Ethiopia. They speak over 65 different home languages between them.

State data

State level data for 2003 shows that clients settling in each state also come from a wide range of countries and language backgrounds, varying from...
2 different countries and 2 languages in the Northern Territory to 87 countries and 84 languages in Victoria. Tables 2–5 show that within the states there are small variations from the national average in terms of gender, age, language level at entry and years of schooling. The data for states and territories are shown alongside the national data as percentages for purposes of comparison. Note that not all columns add exactly to 100 because of rounding.

### Table 2: Percentage of participants in the Home Tutor Scheme in 2003 by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Aus</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
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<td>90</td>
</tr>
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<td>15</td>
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<td>0</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Rounded Total</td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table 3: Percentage of participants in the Home Tutor Scheme in 2003 by age

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Aus</th>
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<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
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<tbody>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>26–35</td>
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<td>46–55</td>
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<td>66+</td>
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<td>4</td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table 4: Percentage of participants in the Home Tutor Scheme in 2003 by CSWE level on entry

<table>
<thead>
<tr>
<th>ELB</th>
<th>Aus</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1A</td>
<td>25</td>
<td>34</td>
<td>17</td>
<td>67</td>
<td>28</td>
<td>16</td>
<td>89</td>
<td>28</td>
<td>37</td>
</tr>
<tr>
<td>1B</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>0</td>
<td>33</td>
<td>32</td>
<td>0</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>1C</td>
<td>9</td>
<td>11</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Level 1</td>
<td>68</td>
<td>79</td>
<td>58</td>
<td>67</td>
<td>64</td>
<td>59</td>
<td>89</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>2A</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2B</td>
<td>13</td>
<td>8</td>
<td>19</td>
<td>33</td>
<td>15</td>
<td>14</td>
<td>0</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>2C</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>5</td>
<td>12</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Level 2</td>
<td>21</td>
<td>19</td>
<td>27</td>
<td>33</td>
<td>21</td>
<td>26</td>
<td>0</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 4 continued

<table>
<thead>
<tr>
<th></th>
<th>Aus</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3C</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Level 3</td>
<td>10</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5: Percentage of participants in the Home Tutor Scheme in 2003 by years of schooling

<table>
<thead>
<tr>
<th>Yrs school</th>
<th>Aus</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Stated</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>0 (None)</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>33</td>
<td>5</td>
<td>3</td>
<td>78</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>1–7</td>
<td>14</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>8–10</td>
<td>25</td>
<td>30</td>
<td>26</td>
<td>33</td>
<td>22</td>
<td>22</td>
<td>0</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>11–12</td>
<td>51</td>
<td>58</td>
<td>57</td>
<td>33</td>
<td>57</td>
<td>60</td>
<td>11</td>
<td>48</td>
<td>43</td>
</tr>
<tr>
<td>13+</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

In the AMEP enrolment for 2003, there were 7028 participants from the Horn of Africa – a group who had only recently started to arrive. Of these, 59 participants were in the Australian Capital Territory, 1656 in New South Wales, 43 in the Northern Territory, 834 in Queensland, 773 in South Australia, 609 in Tasmania, 2290 in Victoria, and 764 in Western Australia. Similarly, Table 6 shows that 8.24% of participants in the Home Tutor Scheme were from the Horn of Africa, a figure which is roughly in keeping with the total participants from this group in the AMEP (10.6%).

Table 6: Horn of Africa participants in the Home Tutor Scheme in 2003 by state/territory

<table>
<thead>
<tr>
<th>State/territory</th>
<th>Number of participants</th>
<th>Eritrea</th>
<th>Ethiopia</th>
<th>Somalia</th>
<th>Sudan</th>
<th>Total Hor  Of Africa</th>
<th>Total HTS participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Capital Territory</td>
<td>53</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>New South Wales</td>
<td>605</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>8</td>
<td>605</td>
</tr>
<tr>
<td>Northern Territory</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Queensland</td>
<td>174</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>13</td>
<td>174</td>
</tr>
<tr>
<td>South Australia</td>
<td>502</td>
<td>6</td>
<td>14</td>
<td>3</td>
<td>33</td>
<td>56</td>
<td>502</td>
</tr>
<tr>
<td>Tasmania</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Victoria</td>
<td>2000</td>
<td>33</td>
<td>36</td>
<td>74</td>
<td>75</td>
<td>155</td>
<td>2000</td>
</tr>
<tr>
<td>Western Australia</td>
<td>263</td>
<td>11</td>
<td>4</td>
<td>17</td>
<td>22</td>
<td>54</td>
<td>263</td>
</tr>
<tr>
<td>Total</td>
<td>3609</td>
<td>54</td>
<td>57</td>
<td>102</td>
<td>143</td>
<td>293 (8.12%)</td>
<td>3609 (100%)</td>
</tr>
</tbody>
</table>
Arabic speakers and Mandarin Chinese speakers made up almost one-third of all HTS clients, being 16.9% and 15.3% respectively. States and territories differed in the languages with the largest number of clients, as Table 7 shows. The national data are misleading because NSW and Victoria have the largest number of clients and their combined total for Arabic and Mandarin speakers overshadows numbers of speakers in other states. For example, the Northern Territory had no speakers from either language group, where Indonesian and Thai speakers were the only language groups. But, there were only three clients in the Northern Territory. In Tasmania, Amharic and Dinka were the languages with the most number of clients, but again represented only a few clients.

Table 7: Percentage of total HTS client population in each state speaking the most common first languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Nationally</th>
<th>ACT</th>
<th>NSW</th>
<th>NT</th>
<th>QLD</th>
<th>SA</th>
<th>TAS</th>
<th>VIC</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>17</td>
<td>74</td>
<td>13</td>
<td>0</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Mandarin</td>
<td>15</td>
<td>11</td>
<td>22</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Chinese</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>14</td>
<td>0</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Cantonese</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

The 2003 national and state data show that a significant group of clients in the HTS have a profile which indicates they may benefit from assistance in their first language (entry level A, stages 1 and 2, and low levels of education). However, the data illustrate the large numbers of different languages which are spoken by HTS clients, particularly the newer arrivals from the Horn of Africa, pointing to potential difficulties in finding suitable volunteers with appropriate languages in the right locations to assist in the program.

AMEP Service Provider data

Providers were requested in the questionnaire for this research project to provide data for the financial year 2002/2003 on the number of:

- HTS clients registered
- HTS tutors registered
- HTS clients matched with tutors
- HTS clients matched with volunteers from their country of birth
- HTS clients matched with volunteers from their L1
- clients requesting an L1 tutor.

These data are summarised in Table 8.
Table 8: 2002/2003 data supplied by providers relating to volunteers and participants in the HTS (Note: 2003 data supplied by AMES Victoria)

<table>
<thead>
<tr>
<th>Provider</th>
<th>Number of HTS clients</th>
<th>Number of tutors available</th>
<th>Number of matches</th>
<th>Matches for country of birth</th>
<th>Matches for first language</th>
<th>Number requesting L1 Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern AMEP (Vic)</td>
<td>178</td>
<td>96</td>
<td>36</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Canberra Institute of TAFE (ACT)</td>
<td>219</td>
<td>350</td>
<td>154</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Charles Darwin University (NT)</td>
<td>56</td>
<td>80</td>
<td>56</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>West Coast College (WA)</td>
<td>303</td>
<td>400</td>
<td>303</td>
<td>A few</td>
<td>A few</td>
<td>N/A</td>
</tr>
<tr>
<td>Adelaide Institute of TAFE (SA)</td>
<td>439</td>
<td>400</td>
<td>439</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Wide Bay TAFE (Qld)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Southbank TAFE (Qld)</td>
<td>N/A</td>
<td>70</td>
<td>35</td>
<td>0</td>
<td>1 shared common language</td>
<td>0</td>
</tr>
<tr>
<td>Mt Isa TAFE (Qld)</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moreton TAFE (Qld)</td>
<td>6</td>
<td>15</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Gold Coast TAFE (Qld)</td>
<td>128</td>
<td>293</td>
<td>122</td>
<td>5–10</td>
<td>5–10</td>
<td>5–10</td>
</tr>
<tr>
<td>Barrier Reef TAFE (Qld)</td>
<td>8</td>
<td>10</td>
<td>5 tutors with 8 students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>acl (NSW)</td>
<td>499</td>
<td>506</td>
<td>206</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>NSW AMES (NSW)</td>
<td>410</td>
<td>191</td>
<td>410</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AMES (Vic)</td>
<td>2166</td>
<td>1731</td>
<td>2001</td>
<td>Estimate 100</td>
<td>Estimate 50</td>
<td>N/A</td>
</tr>
<tr>
<td>TAFE Tasmania</td>
<td>170</td>
<td>160</td>
<td>160</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Approximate totals</td>
<td>4585</td>
<td>4313</td>
<td>3400</td>
<td>100</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

There are large differences among providers regarding the numbers of registered tutors, registered clients and matches. Some have many more tutors registered than they have clients; others have fewer tutors available than registered clients, although this is not necessarily an issue as tutors may be matched with more than one client during a year. In some cases, the number of clients registered reflects the number of clients matched with tutors; in others there are considerably fewer matches than there are either clients or tutors. The data also differ from that provided by NMIU, as reported through the AMEP Reporting and Management System (ARMS).
The only HTS data recorded on ARMS is participant numbers, since this affects funding. The differences noted in Table 8 could be a reflection of the variety of manual record keeping systems amongst providers. There is no contractual requirement to record such data. The differences do, however, tend to support the range of provider comments detailed later in this report on the difficulties experienced in recruiting and retaining tutors and finding suitable matches for clients living in some locations.

With regard to matching clients with tutors from their home country, or who speak their first language, many of the providers do not record such data, although some providers have helpfully provided estimates where the data was not available. Most providers do not ask clients whether they would prefer to have a tutor who speaks their first language. Where clients have requested an L1 tutor, and this data was kept, this need appeared to be met in most cases, although the number of requests were very small. In many cases, home tutor coordinators provided comments about the matching of clients with L1 tutors and stated that they generally made such a match where an appropriate tutor was available, the client would benefit from such a match, and both parties agreed to the arrangement. Many commented that asking clients whether they would prefer an L1 tutor would lead to an expectation that one would be available and an obligation to provide one. As stated by one provider, ‘This information is not readily available – we make comments in their files and try to accommodate the client and the tutor where a first language tutor is requested. However, cumulative data is not stored’ (acl Pty Ltd).

These data, therefore, indicate that ongoing research needs to be conducted on the HTS and its strategies for recruitment and retention of tutors with language skills specific to client language needs. Such ongoing research needs to determine the advantages and disadvantages of using tutors matched for language with their students. Other research (Murray and Wigglesworth 2005) indicates that the use of learners’ L1 in the classroom helps provide an atmosphere conducive to learning and provides explanations of lesson goals, language data and learning strategies which would otherwise not be transparent to learners, especially for learners with minimal proficiency in English. Since HTS clients, while mostly educated in their home language and culture, are assessed as Level 1 in language proficiency, these findings may be relevant to clients in the HTS. While acknowledging the potential of suggesting offering of a tutor speaking the client’s L1 as creating an unrealistic expectation in clients, asking clients for their preference may in fact lead to a greater understanding of the demand for tutors fluent in community language.

Other demographics of the clients in 2003 warrant attention. The majority of clients were aged 26 to 45 years and were female. While the NMIU and service provider data do not further subdivide these statistics, it is likely that the clients taking this option were those targeted, namely those for whom classes are not appropriate. Another issue of interest to the HTS is the level of previous schooling of clients. The majority of clients had fewer than eight years of schooling. To determine the specific profiles of HTS clients would require questionnaires to be administered to HTS clients – a data collection technique beyond the terms of reference of this study, but warranting further research.
Chapter 4

Findings

The questionnaire and interview results were collated and a summary of these results is provided below. To support the summary, direct quotations from Service Providers are indented and italicised.

Referral of clients to the Home Tutor Scheme

The range of processes for referring clients to the Home Tutor Scheme are (in no specific order):

- referral through the EPRS (Educational Placement And Referral Service) at initial interview and preparation of learning plan
- referral through other consortium members
- information given to clients during interview for ongoing classroom-based learning
- information given to clients during exit interview where less than 510 hours have been completed
- referral where clients are placed in a low intensity class
- referral when no child care is available
- liaison with distance learning program regarding cross-referrals
- referral when a client requests additional tuition
- referral from the special preparatory program
- referral from community and ethnic organisations
- referral from family and friends.
  
  - New clients are referred if, at the initial interview, HTS emerges as the preferred option. They are then added to the waiting list.
  
  - If childcare problems emerge after the interview, clients are offered a HT [home tutor] (and DL [distance learning]) and referred to the HTS by the facilitator.
  
  - Clients withdrawing from classes of more than 7 hours a week are generally offered HT or DL as an alternative learning arrangement and referred by class teacher.
  
  - HTS Coordinator informs teachers of classes below 7 hours a week that HT is an additional option; HTS Coordinator visits classes in same centre where she’s based.
  
  - DIMIA’s Multilingual information leaflets are displayed prominently in the Centre.
  
  - DL students are offered HT assistance in information contained in their first send-out or in their first telephone lesson where a HT is resident in the locality.
Matching clients to home tutors

Providers were asked to describe their practices for matching clients and tutors. The range of responses to this question was vast – from ‘unfortunately I have to go with the limited number of tutors I have’ to quite detailed processes and an extensive list of matching criteria.

Generally the providers seek to find out as much information from the client as possible through the Educational Placement and Referral Service (EPRS) process, looking at language level, learning needs, learning style, special needs, culture, religion and ethnicity, time constraints and availability, age, gender, professional and educational background and location (proximity to appropriate tutor). Some providers also consider other requests from clients and tutors in the matching process, such as non-smoker, no pets, children or no children. Often the client is visited in the home to assess the learning environment, conduct a risk assessment, and provide the client with information about the tutor and client’s rights and responsibilities. Some providers match new tutors early in their training program so that full support can be given in the initial stages by peers, the coordinator and the trainer. Generally priority is given to clients who are recent arrivals and have not been matched with a tutor previously.

Similarly, tutors are interviewed and screened for suitability. Some providers prefer to match clients with experienced tutors, particularly those tutors with experience of the language level and needs of the client. Matching also occurs on the basis of occupational background, childcare situation, or the same general interests. The personal preference of the tutor is often taken into account, as well as their preference for location. With low level clients, usually the tutor’s L1 is taken into account where there is a suitable tutor living within reasonable proximity to the client, and usually after checking with the client whether they would prefer an L1 tutor. The matching of clients by gender is given consideration in terms of country of origin and religion. Some providers have a firm policy of matching only by the same gender. Location is an important factor in the matching process – one of the issues raised by providers is that often those volunteering are not living in areas close to the clients, and ‘most volunteers do not wish to travel more than a few kilometres to visit their student’. Northern AMEP offered the following comments:

- Find out as much information as possible about client and learning needs, learning style, special needs, ethnicity and cultural and religious background and other factors that may assist in matching.
- Repeat process with volunteer – volunteer interviewed and screened for suitability.
- Client is also interviewed in their home to assess physical environment for tutoring and information is passed on to client about their tutor/ rights and responsibilities/grievance procedure.
Where clients are matched with first language home tutor volunteers, providers were asked to describe their practices for achieving this. The range of responses to this question varies, including:

- Where the client has low level English language proficiency, an L1 match is deemed by most providers to be beneficial in assisting beginners.
- Where a request is made, most providers attempt to accommodate it.
- Where a client is perceived as having settlement issues a match may also be made.
- Approaches are sometimes made to ethnic organisations and other agencies to see whether they have anyone from that language group willing to be trained.
- Where requested by the tutor, the client’s permission is sought.
- Often native English speakers want to be matched with a client who speaks a language they are learning – clients are usually asked whether they are happy with this situation.

This question elicited many comments about the value of matching tutors and clients on the basis of first language. Some providers stated that requests of this nature are minimal. Other providers stated that they do not encourage L1 matching because the learner is tempted to revert to L1. Another emphasised to tutors that L1 should only be used as a tool in lessons.

Many providers were concerned that caution and sensitivity is exercised in considering whether or not to match tutors and clients with the same L1 for reasons such as the following:

- With groups of new arrivals such as those from the Horn of Africa who are the first to arrive from their countries, there is no community already well established in Australia and able to assist in their settlement. Any potential tutors in the new group who have sufficient English language proficiency are usually too busy with their own settlement process to spare the time for training and tutoring. Additionally, they are unlikely to have the experience and knowledge of life in Australia to deal with the settlement issues of their compatriots.
- Political and other issues from the homeland may engender distrust.
- Clients often prefer a native English speaker, both as a model of the language and to provide information about the new culture in which they are living, hoping to access knowledge about Australian services and institutions.
- Many tutors do not wish to tutor someone from the same culture.

Where a good match has already occurred and the tutor speaks the same language as a new client, the benefits of breaking up this working relationship must be weighed against the benefits which could be gained in a new match.
Recruitment practices

Providers were asked how they recruited home tutor volunteers generally, and first language home tutor volunteers specifically.

Many providers noted that advertising in the press was the most effective means of recruiting volunteers, while others said word of mouth, particularly by satisfied home tutors, was most effective. All providers nominated a combination of the following strategies to achieve the best results generally, with some noting that different areas and different target groups often required different strategies. These are listed below (not in order of importance):

Home tutors generally

The following practices for recruiting home tutors were listed by the participants:

- advertisements, press releases, articles and community notices in the local press
- word of mouth by volunteers, staff and clients
- flyers, brochures, and posters placed in a variety of community venues and institutions such as TAFE, universities, libraries, ethnic and community organisations
- networking with community and ethnic organisations, not-for-profit organisations, other volunteer organisations
- consortium partners
- Centrelink
- holding information sessions
- Adult and Community Education (ACE) providers in areas where there is no HTS presence
- Special Preparatory Program (SPP)
- AMEP websites, TAFE Institute websites
- providing training to organisations with volunteers, thereby raising the profile of the organisation
- local churches
- through tertiary institutions, targeting TESOL trainees and other language learners
- ethnic and community radio
- employment agencies
- local television advertising
- other TESOL organisations (eg ELICOS)
- recruiting from post AMEP clients (particularly for L1 matching)
- community awareness through participation as stall holders at special events
• targeting retired teachers’ associations, and University of the Third Age
• attending relevant community organisations and events and giving talks about the program
• targeting teaching applicants who don’t meet the AMEP qualifications requirements
• providing training to organisations with volunteers, thereby raising the profile of the organisation.

AMES Victoria provided the following information on their most effective recruitment practices, discriminating between those areas where there are high tutor needs and low tutor needs. While they use similar strategies for both areas, some strategies are unique and their ranking is different. For example, personal recommendation is not considered sufficiently effective and so, in areas of high need, other more high profile (and costly) strategies are employed, such as paid newspaper advertisements.

<table>
<thead>
<tr>
<th>Low tutor need areas</th>
<th>High tutor need areas</th>
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<tbody>
<tr>
<td>personal recommendation</td>
<td>paid newspaper ads</td>
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<tr>
<td>local newspaper photo stories</td>
<td>newspaper photo stories</td>
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<tr>
<td>own website</td>
<td>publicity materials in community locations</td>
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<tr>
<td>free ‘What's On’ in local papers</td>
<td>free ‘What’s On’, church, school newsletters</td>
</tr>
<tr>
<td>publicity materials in community locations</td>
<td>personal recommendation</td>
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**First language home tutor volunteers**

As noted previously, most providers do not specifically recruit first language home tutor volunteers. However, the following provides a summary of strategies identified for recruiting them:

• contact with migrant workers and agencies with regard to any one who comes from overseas who is interested in working with their own language group
• approaches to community group coordinators and ethnic communities with whom there is a close connection, as well as approaching providers’ bi-cultural workers and bilingual staff
• involvement in activities such as the Victorian government-funded program to help organisations
• increasing the numbers of volunteers from cultural and linguistically diverse backgrounds being recruited to their programs
• recruiting volunteers from exiting AMEP or TAFE ESL programs, and other language programs
• advertising the HTS to TESOL students and those studying other languages.

Providers noted that the most effective practices for recruiting home tutors speaking the client’s language included targeting:
• current classes with higher level English proficiency students
• migrant resource centres and other appropriate community organisations where members are likely to have the required L1 skills.

One particular provider, who makes particular effort to locate L1 speakers to tutor new groups of settlers such as from the Horn of Africa, said the ‘response from a community representative was that most people with the required English language skills were too busy establishing themselves in Australia or working to do voluntary work’.

**Barriers to recruitment**

Providers were asked what difficulties they had experienced in recruiting home tutors in metropolitan and rural areas. Responses to this question again varied widely depending on the location and size of the provider. For some providers, recruitment was not an issue. For those experiencing difficulties, the more common responses were:

• Some prospective tutors are unable to commit the necessary time to the formal training program or undertake a weekly commitment for six months. Tutors are increasingly people who work, or are seeking work.
• Some volunteers have limited time, and are not available to meet the client’s times.
• Some prospective tutors are seeking to gain teaching qualifications to work overseas teaching English, and therefore have little commitment to the program.
• Processes and regulations for registering tutors, such as insurance, have presented problems.
• Some volunteers express a preference for class tutoring due to concerns about volunteering in clients’ homes.
• Some potential tutors, during interview or training, turn out to be unsuitable (culturally insensitive, looking for a wife, medical problem etc).
• Lack of funding and lack of time are the most significant barriers to recruitment.
• There is a constant need to replace volunteers who retire due to circumstances such as work or family responsibilities.
• Transport and travel are issues as there is no payment allowance for travel (see also the comment below).
• Boundaries for recruitment are restrictive as competing AMEP Service Providers in the same city but different area are restricted to their catchment area.
• Some volunteers have very specific requests about who they want for a client.
• There is an unequal supply/demand situation in some metropolitan areas. Some areas have no difficulty in recruiting tutors whereas other areas have an ongoing task of recruiting suitable volunteers. In most cases it is impractical to ask tutors to travel too far. Thus, one area with
many tutors, but few clients cannot complement another with many
clients and few tutors; for example, high density working class suburbs
are the most difficult to find tutors for. Potential tutors often live in more
affluent suburbs and consider that it is too far to travel to the areas
where many of the clients live. Even with good community connections in
these areas, tutors are not forthcoming. Two participants made lengthy
comments concerning barriers to recruitment:

The other significant factor is the need to continually recruit new
tutors to replace those who retire each year due to increased other
commitments – usually work or family responsibilities which
increase. This is a normal part of the process of recruiting
volunteers but it does create a significant workload. People who
take on voluntary work are often people who are very busy in
other aspects of their life and when the demands on their time
change it is often the voluntary work that has to suffer. This can
be a particularly significant factor for people who are fluent in a
second language. If they are migrants themselves they may be
acting as interpreters or assisting other family members with
settlement issues. West Coast College of TAFE

A number of people seem to see the Volunteer Tutor Course as a
stepping stone to working overseas teaching English – the initial
information session weeds these out but it is time-wasting. The
genuine volunteer tutors are recruited without too much difficulty.
The local ‘network’ – local newspapers and word of mouth –
works well. Moreton TAFE

Most of the providers who have responsibility for clients in rural areas
reported significant difficulties. The general range of responses is
summarised below:

- Travel distances: not all tutors can commit to the cost of petrol for the
  significant travel many of them face to attend the training programs,
  interviews, ongoing support and weekly sessions with the client.
- Some tutors drop out of training programs due to the time commitment
  involved.
- Unemployed tutors often drop out of the program when they gain
  employment.
- Home tutors join the course hoping to gain overseas teaching
  qualifications.
- A recent trend is for tutors to join the program to fulfil Centrelink
  obligations.
- Isolation of tutors: often they are the only one in their area, and lack
  peer and other support due to costs and resource limitations.
- The needs of rural tutors and clients are often different to those in
  metropolitan areas.
- There is difficulty in mounting training programs in rural areas.
- There is difficulty in mounting training programs for small numbers in
  these areas.
The Home Tutor disposable budget is extremely limited. We do not have enough funding at this stage to pay the yearly fee for the rights to use the South Australian AMES distance education Home Tutor training course. As the staff in South Australia spent over six months redesigning their course and producing a distance-mode training course, I do not have the time to replicate this process. Travelling to various country centres to deliver training would also be costly. We are able to recruit tutors from nearby centres like Mandurah as they can travel to Perth for most of their training and receive ongoing training by mail or email. The size of WA and the concentration of population in Perth mean that the need for volunteer tutors is very sparse and scattered outside the Perth metropolitan area.

The Distance Learning Course meets the needs of most rural students and the new Rural Intensive tuition program is able to assist clients who are not able to access the Distance Learning course because of limited English. We liaise with Adult Literacy Read, Write Now Volunteer coordinators who provide volunteers to assist students in rural settings who need help to undertake their Distance Learning course. These tutors are given telephone and email support and are sent suitable tutoring materials and tutoring notes to assist them in their work. We also have a small number of rural home tutors who have attended training courses in Perth before moving to country areas.

West Coast College

The response from the regions to our last advertisement was zero. However, we usually have no problems in Alice Springs where word-of-mouth appears to work best. The main problem is to recruit tutors in the same locality where there are clients needing a tutor (e.g., there are two tutors in Nhulunbuy but for at least a year, I haven’t had a request from a client there). Quite a few of our DL students live in remote areas – usually female spouses married to Australian residents or citizens who work in those regions (e.g., small Aboriginal communities scattered all over the Territory) but we cannot anticipate unless a student registers with us where a HT is needed. In some cases, we have recruited a family member as HT and provide them with HT training and support. A current DL student in a tiny outback locality who urgently needs a tutor to help her has just turned an offer of a newly trained HT down because he is male. The tutor now meets with a Darwin student 223 km away as he happens to regularly travel there.

Northern Territory AMEP

As can be seen by the comments in this section on recruitment practices, many providers do not specifically recruit L1 tutors. In response to a question not related specifically to first language recruitment, the following comments were made:

At any one time we are dealing with students from about 45 different language backgrounds. It would be difficult to recruit speakers from so many different languages in the appropriate suburbs for particular students. Naturally the demand for particular languages changes as the intake of migrants, in particular the humanitarian migrants, varies over time. We are
fortunate to have recruited a significant number of tutors who are either ESL speakers who speak one or more languages other than English or people whose first language is English who have learned one or more other language. However logistical issues may prevent a tutor’s linguistic skills from being used to assist a student whose language they speak. West Coast College, WA

Regarding first language tutor recruitment, it appears unlikely that Brisbane’s population currently includes significant numbers of potential Sudanese tutors as of the 3000 Sudanese residents, 5–6 families are established families. Southbank TAFE, Queensland

**Best practice in recruitment**

Under their contracts with DIMIA, providers are required to

- implement a promotional and recruitment strategy to promote the home tutor scheme among eligible clients and to attract volunteer tutors
- provide initial training for tutors (minimum 15 hours)
- provide guidance to tutors on topics to be covered and approaches to be used with clients
- provide ongoing training and support for tutors.

Providers were asked to provide examples of best practice in recruiting home tutors generally, and first-language home tutor volunteers in particular. They were generally rather modest about giving examples of best practice, particularly as they had provided so much evidence of it in their responses to other questions. Some commented that they were too new to be able to offer examples, others felt they had no information about practices used elsewhere and couldn't make a judgment as to whether their practices qualify as best-practice.

Providers mostly identified the types of strategies mentioned earlier in the ‘Recruitment practices’ section above as areas of best practice. Common provider responses were:

- media, including local and ethnic press and community and ethnic radio
- word of mouth
- strategically placed brochures/publicity
- provider websites
- contact with a range of community and ethnic organisations, Migrant Resource Centres and local Migrant Interagency Groups, various universities which run TESOL and other language courses, University of the Third Age, local libraries and school support groups
- information sessions with exiting AMEP students
- developing and maintaining relationships with community groups.

The importance of a planned approach to recruitment was emphasised. As one provider noted, ‘A planned approach which includes regular
advertising in local newspapers, ongoing liaison with a variety of organisations and the strategic placement of brochures seems to produce the best results’. Northern AMEP described best practice as follows:

1. Development of user friendly and accessible application forms.
2. Interview process is inclusive and encouraging.
3. Office is always staffed so volunteers always have someone to speak to.
4. Provide resources and advice.
5. Provide a 7-week training program.
6. Ongoing workshops and online assistance.
7. Access to all NMIT libraries.
8. All our information on our databases is updated regularly and notes are taken.

AMES Victoria commented on the increasing use of the AMES website for recruitment:

The AMES website is becoming an increasingly important recruitment tool with approximately 5000 unique visitors per year. At least 7 or 8 potential tutors a week receive information about being a home tutor, contact details for coordinators, workshop schedules and other event dates, stories from tutors and activities to download to use with their student. However, the most useful aspect is the ability to download the tutor application form, which can be completed then submitted. Our website is also a source of recruiting tutors in other states – referrals are made to the appropriate state provider.

Selection processes

A few providers also mentioned the importance of selection processes, initial and ongoing training and support, and recognition of tutors as important elements in successful recruitment and retention of tutors. These areas were also identified in the literature review and, during the follow-up interviews with several of the providers, they were asked to expand on these areas and their responses were added to their survey responses.

NSW AMES, AMES Victoria, the West Coast College of TAFE in Western Australia, Gold Coast Institute of TAFE in Queensland, and the Adelaide Institute of TAFE–English Language Services in South Australia were asked to provide examples of best practice in recruitment under the headings selection processes, training, ongoing support, and recognition of tutors. There are a range of practices which coordinators consider to work well in their circumstances. A summary of individual responses are set out below.

Gold Coast TAFE

Potential tutors respond to advertisements, or are referred by word of mouth, Volunteering Gold Coast, or Centrelink. They are informed at the
first session of the training course, about the organisation and the HTS, administrative issues including insurance and police checks, and the types of students in the program. They then fill in the application forms. Very few drop out at this point although some people decide that the program is not suited to them.

**AIT – ELS**

A comprehensive selection process in undertaken which includes the following steps.

1. Potential tutors send in their application forms, on which they are asked to provide two referees – one professional and one friend. The application form provides the opportunity to check the applicant’s written English language skills.

2. Referees are telephoned – an opportunity is taken to check applicant’s physical mobility and access to transport as well as other factors relating to their suitability.

3. Applicants are then interviewed by phone, which allows for assessment of spoken language proficiency, and the following points are covered:
   - commitment to program – weekly for at least six months
   - commitment to training program
   - willingness to provide regular updates on student progress
   - medical conditions likely to interfere with tutoring
   - criminal convictions – and willingness to undergo police check (although this is not carried out due to the large associated costs – at least $40–$50 per check)
   - how they heard about the program
   - previous experience with volunteering
   - previous experience with migrants
   - previous work experience
   - languages spoken.

If there is any doubt about their suitability, an appointment is made for a face-to-face interview. Successful applicants are then referred to the initial training course. During the first session the requirements in terms of time and commitment are emphasised so that people are given the chance to change their minds about their ability to meet these commitments.

Sometimes unsuitable applicants slip through this process and when identified they are referred to group volunteering situations like the SPP where they are closely monitored and assessed.

**NSW AMES**

Once the potential tutor makes contact, an information package is sent out to them. This includes information on AMES and their consortium partners, The Smith Family, and what their roles and responsibilities are. It also includes information on the training and support which is offered,
information about expectations of volunteer tutors and a range of HTS and AMEP brochures and pamphlets containing relevant information about the AMEP. A telephone interview is then arranged, during which time commitment to fulfil the role is emphasised. Potential tutors are also advised that appropriate forms will be sent out for perusal, signing and return. Referee checks are carried out prior to a face-to-face interview being arranged. Selected volunteers are then referred to the next training course.

West Coast College of TAFE

Recruiting the tutors to begin a program is not as much a problem as retaining the tutors. The initial hurdle is sorting out the genuine tutors who want to 'give something back to the community' from those who have their own agendas. This year (2004) we held an information morning and clearly explained our expectations to those who were registering for the new course. From 35 initial enquiries we had 15 who joined the new course. An information session such as this has succeeded to a degree in allowing tutors to withdraw from the program before they began. This has reduced the time and effort spent on tutors who are not genuine.

Training

Training includes both initial training and also ongoing training.

Initial training

All providers are required through their contracts to provide at least 15 hours of initial training to tutors. As a result of the national training reform agenda, most of the providers are using accredited curricula to train tutors. These training programs are examples of best practice, and the full range of courses is provided below. Some of the training packages are available for purchase by other providers. Some of the packages are available in distance learning mode, and some providers have adapted their packages to meet the different needs of volunteers in terms of their location and their time constraints, which have been mentioned by others as barriers to successful recruitment. For example, one TAFE provider in Queensland has rewritten their course online so that it can be run with smaller numbers instead of having to wait until they have the requisite number of people to run the course.

Curricula in the AMEP for training volunteer home tutors

As an additional part of this project, due to concerns of some providers about the status, costs and availability of curricula, providers were asked to provide details of their courses, including the name of the course, length of the course, and the credential received. They were also asked whether they had developed the course, and if so, what their licensing fees were, and which other providers had purchased it. The following are the responses to this enquiry.
NSW AMES

*Short Course in Volunteer Language Tutoring*, providing a Statement of Attainment to graduating tutors.

Licensing Fee: $550 for 5 years

Licensees: Canberra Institute of TAFE, and West Coast College

The course has recently been adapted for distance learning mode and is currently being trialled and consideration is being given to licensing arrangements for other providers.

Adelaide Institute of TAFE – ELS

*Short Course in English as a Second Language Training for Tutors* – part of the Certificate IV in Assessment and Workplace Training, providing a Statement of Attainment to graduating tutors.

Currently changing this course to *Applied Strategies to Assist Learners Develop ELLN skills*, one unit of competency as part of the revised Certificate IV in Assessment and Workplace Training.

Licensing Fee: $900 for 3 years for 50 volunteer tutors. Fee can be renegotiated if more volunteers need to be trained.

Licensees: Charles Darwin University

TAFE Tasmania

15-hour informal training program

AMES Victoria

Training provided is BSZ404A, a unit called Train Small Groups from BSZ40918 Certificate IV in Assessment and Workplace Training, which consists of 15 hours of supervised training, 2 hour workshop, 8 hours of practical tutoring, and 5 hours unsupervised learning activities. The course is paced over a 6 month period.

acl Pty Ltd

Currently acl provides an accredited course which they developed. They are in the process of changing the program and taking on modules from the Certificate IV in Assessment and Workplace Training. The current course runs for 5 weeks with an extra session built in at the end of 6 months’ tutoring. Students receive a Certificate in Volunteer ESOL tutoring. The course is not licensed to any other provider due to the process of change currently being undertaken.

Queensland TAFE

Providers choose from 5 short courses provided within the accredited Certificate II in Volunteer Tutoring in ESL. Most commonly used are the Short Courses in Volunteer Assistant, Volunteer Tutoring in ESL in the classroom and Volunteer Tutoring in ESL in a one-to-one environment. The latter comprises 36 hours of tuition over 6 weeks, with an additional 50
hour one-on-one tutoring practical (with ongoing support). A training manual is provided.

There are no licensees.

**Gold Coast TAFE**

The training course provided is a *Short Course in Volunteer Tutoring in ESL* in a one-to-one situation, one of 5 courses available in the Certificate II in Volunteer Tutoring in ESL. It comprises 36 hours of tuition over 6 weeks, with an additional 50 hour one-on-one tutoring practical (with ongoing support). A training manual is provided which includes an overview of the program, theory on teaching ESL, the four macroskills, cross-cultural awareness, sessions in class where tutors observe and then interact, and guest speakers from the multi-cultural community (to talk about settlement and advocacy issues). The Centrelink Migrant Liaison Office also talks to the group.

A distance learning option is being developed as well as a website to provide backup and online assistance. A flexible delivery mode is offered twice a year to volunteers who have teaching or ESL teaching qualifications. They are fast tracked through the course and complete all of the assignments.

A special course is provided to train post AMEP clients (level 4) to become bilingual tutors. They are trained in the Special Preparatory Program. These tutors are employed as needed in the HTS as well as in other training support roles, such as student induction. Their program is conducted over 6 weeks for 2 hours a week.

**NSW AMES**

The NSW AMES *Course in Volunteer Language Tutoring* is offered approximately 12 times annually in metropolitan regions, and 2–4 times annually in rural/regional areas. The package has been re-arranged in recent times to better meet the time constraints of prospective volunteers, and a range of flexible programs are provided. In rural areas, the program is offered over weekends – Friday, Saturday and Sunday (5 hours per day). Centrally, it is provided on Saturdays (3 days x 5 hours) and either mornings, afternoons or evenings (6 sessions x 3 hours).

Because some people could still not meet these time commitments, the course was adapted for use in DL mode, in collaboration with AIT – ELS and using material from their DL package. Currently it is being trialled. Rural publicity ensures that potential volunteers do not have to wait for training. An added benefit of the DL mode is that tutors from face-to-face training programs who for some reason are unable to attend a session are able to fulfil the requirements of the course by completing the relevant DL unit.

**West Coast College, WA**

Accredited training is provided through licensing arrangements using the NSW AMES course. Training is run nine times annually. Courses are offered in a variety of formats to meet differing needs of tutors – 6 morning sessions, a 3-day intensive course with another half day follow-up, and
either evenings or Saturday mornings, which are shorter courses that include more reading and communication by email.

**AIT – ELS**

An accredited short course in *English as a Second Language Training for Tutors* is provided over eight weeks, with eight, 3-hour sessions covering topics such as Context of Tutoring, Migration and Cross-cultural Communication, Adult Learning, Developing of Listening and Speaking Skills, Preparing to Work with Students, Development of Reading and Writing Skills, Planning Units of Work, and Reflection and Evaluation. Tutors are matched with students during the course, and this last session can therefore focus on concrete issues and situations.

The course is also designed to be offered in distance learning mode. As quality control is more difficult in country areas, recruitment is usually carried out through contacts in the local TAFE or volunteer or community groups. As distance learning mode has often been a costly exercise, with many volunteers not completing the course, a review of the program has been undertaken and it has been decided to allow only 10 weeks for the completion of training rather than allowing some people to spread their learning out over a year or more.

**AMES Victoria**

The accredited training program is the *Train Small Groups* module of the Certificate IV in Assessment and Workplace Training. There are 6 sessions of 2 hours each, and there is a manual for each tutor, which includes 6 sections, as well as a resource section and an assessment folio. The 6 sections cover:

- Background reading (DIMIA, entitlements etc, reasons why people volunteer, adult learning)
- The migration and settlement process, aspects of culture, cross-cultural communication
- Preparation for the first visit, identifying learner needs
- Tutor report back on their first visit, effective training cycle, planning an effective tutoring lesson
- Beginner and post-beginner students, suitable activities
- Intermediate and advanced level students, suitable activities.

*Our VTP Policy, Practices and Procedures Document is given to each volunteer tutor during their initial training. The document gives information about AMES, its vision and its values, the history of the volunteer tutor program, volunteering in AMES, the principles of volunteering, the rights and responsibilities of volunteers, position description for volunteers, training for volunteers, support and supervision, privacy, confidentiality, continuous improvement, health and safety, insurance, grievances, termination of voluntary employment, reflections on tutoring experiences and contact details.*
Ongoing support and training

Not all providers commented on ongoing support and training. Those that did comment are reported below.

**AIT – ELS**
Ongoing support and development includes professional development days each term with a variety of workshops available, ongoing contact with tutors by phone, the opportunity for tutors to provide one-to-one support in classes and observe teaching practice in those classes, newsletters, and all tutors becoming members to ELS’s Library/Resource Centre.

**Gold Coast TAFE**
Ongoing support is provided by 4 personnel over 25 hours. 10 workshops are held annually, the TAFE library has a special resource section for tutors and students which is specially catalogued by language levels and macroskills, and tutors each have a tutor record book in which they document their teaching and progress and often use when asking for advice from coordinators. All phone conversations are kept on tutors’ files and recorded on the students’ files if necessary.

**NSW AMES**
Ongoing training is conducted each semester for home tutors, including those in the SPP. This is publicised in the biannual newsletter which includes resources, such as sample lesson plans and exercises. An email newsletter is sent out regularly with more up-to-date information and 50% of current volunteers are accessing it. Tutors have access to a resource library, and substantial donations of AMES publications have been made to 14 metropolitan libraries so that tutors (and others) are able to access relevant teaching materials at convenient locations. It is intended to expand this library service to rural regions in the near future. Ongoing contact and support is provided by AMES Home Tutor training personnel and Smith Family coordinators who look after both the students and the volunteers, including home visits to all prospective volunteers to conduct risk and safety assessments of the home environment.

**West Coast College**
There are 4 teachers who provide ongoing support to the volunteers, either by phone or face-to-face at the office. There is a small resource library available as well as ongoing support and advice in terms of teaching resources. There are 1 or 2 in-service sessions 4 times a year which are well attended. Sessions cover such topics as Cultural Background, General Information on DIMIA and Settlement Trends, as well as teaching practice and techniques.

**AMES Victoria**
Ongoing support is offered to tutors by 11 coordinators who support mostly the metropolitan regions through their office, resources, information and workshops (16 workshops, 4 times a year). Additionally the website offers worksheets and tutoring suggestions.
Recognition of tutors

AIT – ELS and Gold Coast TAFE were asked to provide additional information on this issue.

AIT – ELS

- During Volunteers’ Week a morning tea is held where tutors of more than 10 years’ service are awarded certificates. Additionally, the state government provides several free passes to Adelaide Symphony Orchestra concerts at the Festival Theatre which are given to selected tutors.
- A notice is placed in the press on Volunteers’ Day to thank the tutors.
- A cocktail party was held last year which was very successful and well appreciated.
- A Christmas party is held annually for tutors, students and their families.
- Special morning teas are held throughout the year.
- A newsletter is produced biannually which includes information, notices, pictures, photos, and ideas for tutoring.
- During Learners’ Week, English Language Services (ELS) sponsors a Community Learning Award, which ELS tutors are often awarded.

Gold Coast TAFE

- Annual dinner for tutors, with certificates of appreciation given.
- Tutors are invited to the two international lunches held each year, at which the value of the tutors is acknowledged.
- A statement of attendance is provided after completion of the formal part of the training course, plus a Statement of Attainment once the 50 hour practical is completed.
- Newsletters are sent out biannually.
- TAFE Qld provides free tickets to cricket matches, which are distributed to tutors.
- A tutor website is being established which includes useful links, the newsletter, and teaching materials and exercises.
- Tutors have access to TAFE’s education network and use of email.
- Tutors can choose to be attached to classes and participate in class activities and excursions.
- Tutors are nominated for State and Federal volunteer awards.

Tutors are seen as an integral part of the AMEP program and are aware of the importance of the role they play, particularly those who are connected to the college. The AMEP is seen as a highly professional organisation with helpful and welcoming teachers and coordinators. Tutors value their association with the organisation and are a valuable resource in terms of recruitment by word of mouth.
Organisational credibility

This is an area which was identified in the literature as important in successful recruitment, and several of the providers identified best practice which fits into this category:

- positive feedback from tutor course participants resulting in recommendations to friends/colleagues to enrol in tutor training
- ensuring the office is always staffed so volunteers always have someone to speak to
- ensuring that information on our database is updated regularly and records are kept from notes taken
- providing training to organisations with volunteers, thereby raising the profile of the organisation.

AIT – ELS were asked to give examples of best practice with regard to their organisational credibility.

- We have an excellent reputation for our training expertise within the educational sector and the community.
- Coordinators are always available during office hours, or can be contacted or left messages through reception.
- There is a high level of professionalism in the organisation, and the HTS Program.
- Feedback from tutors after recent initial training programs were very positive, including comments such as – professional trainers, helpful, patient. The trainers love what they are doing and it is reflected in the success of the program.
- Continuity of staff ensures that program knowledge and experience is retained.
- Tutors are made aware of the range of services offered in the organisation and their place within the learning program.
- Tutors have access to ELS’s bicultural workers and the Telephone Interpreter Service to assist with their students.

ELS also provide a program at the City West Child Care Centre where students who are not yet ready to access formal AMEP programs can have their children looked after while they have one-on-one sessions with home tutors, coordinated by a Home Tutor Scheme teacher. When they are ready to attend formal programs, child care is usually provided at this location, ensuring an easy transition for students and their children.

Provider suggestions for improvement

A summary of the more common types of responses provided is set out below. These have been divided into the three levels of responsibility: Service Provider, DIMIA state office, DIMIA national office.
Service provider level

- research and advice as to relevant community groups to target
- more networking between community and ethnic organisations and providers
- more targeted recruitment (e.g., retired people through organisations such as Retired Teachers, TESOL and LOTE students at universities, local University of the Third Age groups)
- increased budgets, or assistance with marketing strategies for recruiting in difficult areas, displays and materials for public presentations
- ensuring all AMEP staff, consortium partners and local TAFE institutes are aware of the HTS, its eligibility criteria and its benefits
- more communication across consortium partners, amongst providers, and greater sharing of resources
- regular appraisal and feedback on the program
- readily available up-to-date training manuals, videos and sheets/booklets which can be photocopied to streamline training courses for tutors
- increased coordinating time to provide more opportunities for tutor support
- better recognition and incentives for tutors to increase their profile and to value the contribution that they make to the AMEP
- online services for coordinators, tutors and clients
- greater insurance cover for volunteers travelling to and from students’ homes and for transporting clients in private cars
- re-evaluation of the training courses, simplification of training courses, extension of training courses to provide higher certification.

DIMIA state level

- State-wide advertising and promotion, with success stories to improve the profile of the HTS throughout the state and articles in DIMIA Staff News.
- As not all clients are able to access or use computers to visit the AMEP website, additional information in the form of brochures or pamphlets in simple English and community languages could be distributed.
- Promotional work with state volunteer organisations.
- Advertising on SBS television with contact details for each state.
- Support and initiate information exchange with other volunteer and referral agencies regarding the type of volunteers needed for the HTS.
- Access to meetings or lists of community organisations and services available.
DIMIA national level

- updated publicity and promotional material in simple English and relevant community languages
- updated videos for use in training programs
- a funded national acknowledgment policy resulting in:
  - more awareness publicly and politically about the value of the program
  - increased tutor satisfaction, leading to improved retention of tutors and increased recruitment through personal recommendations
- television advertising campaigns associated with specific community celebrations (e.g., Australia Day, Harmony Day, Volunteers Week) that would target involvement of new tutors in the program but also make ongoing tutors feel valued
- differential funding for travel and marketing in rural and regional areas, and in outer metropolitan areas to cover additional costs associated with these areas, including consideration of reimbursement of travel costs to tutors where they have to travel long distances to reach students
- a national online network for HT coordinators for all providers for support and the sharing of best practice
- a hotline or help desk similar to the Literacy Hotline, with national television advertising
- extension of the HTS to all clients whose learning would be enhanced by having a tutor
- informing politicians so that they are aware of the commitment of the HTS
- special funding to providers to cover police checks
- greater insurance coverage for volunteers travelling to and from students’ homes and for transporting clients in private cars.

Transport concessions/costs to be considered for home/classroom tutors. Tutors constantly report to AMEP staff that they would be available for many more hours of tutoring if transport costs were assisted in some way. Enthusiastic, positive tutors are not able to assist more than once a week due to limited incomes. This has been a recurrent topic amongst tutors for the last two and a half years.

Increased funding for tutor recognition purposes such as functions/events. Due to budget constraints, there is very limited opportunity to stage functions to show appreciation for voluntary work by tutors (e.g., end of year function is invariably ‘Bring a plate’ or donated by teaching staff). Valuing of tutors is essential for future growth of tutor program due to power of word of mouth recommendations. Southbank College of TAFE, Queensland
Funding and coordinating a new recruitment video for recruiting Home Tutor volunteers which features both volunteers who are obviously of an English speaking background and also volunteers who speak the same language as their student would be very helpful. The video should be short and should be shown on SBS television in all states. As the majority of volunteers will still be volunteers who are not bilingual, it is important that this method of tutoring is also portrayed as normal and beneficial.

DIMIA should fund a national project to update the videos that are used in training courses for new tutors. This material can only be produced in a cost-effective manner at a national level. West Coast College
Chapter 5

Conclusions and recommendations

Conclusions

The HTS provided language and settlement support for 3609 learners in 2003. NMIU data show that nationally these clients were mostly female, aged between 26 and 45, were assessed as Level 1 in terms of language proficiency on entry to the program, spoke Arabic or Chinese (either Mandarin or Cantonese), had had 8 or fewer years of schooling and were living in New South Wales or Victoria. However, the data also show that there is wide variation across providers, especially in terms of language and cultural backgrounds of these learners.

The Report of the Review of Settlement Services and Humanitarian Entrants (DIMIA 2003) found that Service Providers and community groups alike suggested that the Home Tutor Scheme (HTS) be augmented, including the recruitment of tutors from different ethnic backgrounds. It noted difficulties with recruitment in some areas.

The literature on volunteering indicates a number of areas that need to be addressed in order for the volunteer work to achieve its objectives and, at the same time, provide a rewarding experience for the volunteer. The latter, it has been found, is vital for recruitment and retention of volunteers. For the HTS, the overall objective is to provide language instruction with a settlement focus to clients unable to attend classes. To achieve this, AMEP Service Providers have already implemented a range of strategies that could be considered best practice when measured against the international literature; for example, several Service Providers have developed accredited training packages. However, practice varies from provider to provider and there is no national framework for best practice against which individual AMEP Service Providers might measure their programs and which also provides options for augmentation of the program. Based on the international literature and responses, comments and practices of providers in this research, the framework provided in the next section is proposed.

Recommendations

Recruitment

Volunteer motivation is key to successful recruitment. People volunteer not only for altruistic reasons, but also for personal benefit – whether to gain
training or personal satisfaction. Organisations therefore need to recognise the various reasons why people volunteer, accepting that for some it will be a path to future employment or activity. The literature notes that volunteers and organisations alike look for a good fit, which aids retention. The difficulty of recruiting tutors with appropriate skills and experience is exacerbated in the HTS because clients have limited English and the most appropriate tutors may be ones from the client’s own community so that the home language can be used to facilitate second language learning and settlement. However, especially in the newer communities, volunteers are not always available. AMEP Service Providers have also questioned whether asking clients if they want a Home Tutor who speaks their language may be setting up an unrealisable expectation.

Recommendations for best practice

At national level – all Service Providers

1 Sharing with all AMEP Service Providers effective recruitment strategies reported in this research:
   a advertisements, press releases, articles, community notices
      • in local press
      • community and ethic radio
      • on AMEP or TAFE websites
      • local television
   b flyers, brochures, posters and personal contact in
      • community venues
      • local institutions
      • employment agencies
      • Centrelink
      • tertiary institutions with TESOL training programs or foreign language programs
      • TESOL organisations such as English Australia
      • retired teachers’ associations
      • Migrant Resource Centres
   c networking with community and ethnic organisations and churches
   d information sessions
      • on site
      • at local community events
   e working with local organisations (eg training) to raise organisation’s profile
   f participation in community and ethnic events
   g targeting exiting AMEP or TAFE ESL programs
h liaison with other volunteer organisations with similar goals eg Adult Literacy.

At local level according to assessment of need by individual Service Providers

2 Identifying distributions of different language groups who might have an interest in being Home Tutors.

3 Training HTS Coordinators in the management of volunteering, especially in the motivation for volunteering.

4 Advertising that clearly states the values of the organisation, the nature of the work, the skills and experience required, the commitment required, training provided, benefits to the volunteer tutor. In other words, it needs to be from the perspective of the volunteer, not the organisation.

5 Advertising among local communities that is targeted towards the benefits (training, work experience) tutors will gain from participation in the program.

6 Conducting surveys of Home Tutors to determine how they came to learn about and choose the organisation.

7 Reviewing whether it is beneficial to ask clients if they prefer a Home Tutor who speaks the same language.

Selection

It is not sufficient to have access to an appropriate number of tutors; it is also important that they have the skills and experience required for their volunteer position. Volunteers will require training and so selection does not need to require that potential tutors already have the skills and experience. The goal in selection therefore should be to ensure that the applicants fit the organisation's values, are enthusiastic about learning the new skills for home tutoring, have clear goals for volunteering and are proficient in English. AMEP Service Providers also indicate that volunteers need to have some understanding of how to negotiate Australian systems and appreciation for cultural diversity.

Recommendations for best practice

At national level – all Service Providers

8 Sharing with all AMEP Service Providers effective selection strategies and criteria reported in this research:

   a clear, simple application forms

   b information packets with roles and responsibilities and organisational profile

   c background checks with referees

   d interviews to assess

       • language proficiency
• skills and experience
• commitment in time, to training, and to student evaluation
  
  information sessions.

At local level according to assessment of need by individual Service Providers

9 Developing carefully constructed selection processes, as rigorous as for paid employees.

10 Ensuring applicants understand their role and responsibilities and what support is provided by the organisation.

Matching client to tutor

Because the general literature on volunteering concerns broad categories of volunteering, the issue of matching volunteer to client is not addressed. However, the literature does indicate the importance of matching the volunteer with the organisation’s culture and values. AMEP Service Providers, on the other hand, provided a variety of strategies they use to match clients and home tutors. The underlying theme of these strategies is to ensure the HTS meets its instructional and settlement goals, while at the same time, meeting clients’ preferences and providing a personally rewarding experience for the tutor. Respondents noted that some clients prefer native English speakers, others prefer someone from their own language group; some volunteers do not want clients with children, others do. To achieve instructional, client and tutor needs, a number of issues need to be considered by AMEP Service Providers, while recognising the complex array of variables operating in trying to match clients to tutors.

Recommendations for best practice

At local level according to assessment of need by individual Service Providers

11 Determining client preferences, not only for language and settlement, but also for learning style, special needs, culture, religion, ethnicity, time constraints and availability, age, gender, professional and educational background and location.

12 Determining tutor motivation and preferences in areas such as location, gender, age, culture, country of origin, languages, time constraints and availability, professional and educational background.

13 Matching, based on client and tutor preferences, not on mapping of similar profiles.

Training and support

The literature and respondents in this research recognise that even the most well-meaning, educated volunteers will need to be trained. They also indicate that ongoing support is crucial for retention of volunteers. That
support includes recognition as outlined in the recommendations as well as materials and a coordinator to contact for help. Training and support is limited in regional and rural areas with few tutors. While a number of AMEP Service Providers have developed accredited training programs, they vary in topics covered and in portability across the sector or into further study. Additionally, most of the programs are for initial training, whereas the literature on professional development indicates that training that continues during practice leads to reflective practice and greater development of skills. In addition to training support, the literature and respondents all recognise the need to provide tangible support for volunteers. In the case of the HTS, transportation costs for example, have been determined to be a major disincentive for volunteering.

Recommendations for best practice

At national level – all Service Providers

14 Examining the feasibility of a national certification program that could provide tutors with a transferable acknowledgment of their skills and training across the sector and into further education. Such certification could include ongoing practical experiences and reflection. Consideration needs to be given to providing the training online to support regional and rural centres.

15 Developing a national HTS online network to provide training and support.

16 Developing a national approach to providing local libraries with materials and professional books to support tutors.

17 Examining the feasibility of a national approach to providing incentives for volunteers.

At local level according to assessment of need by individual Service Providers

18 Working with local communities to establish career paths for volunteers. For example, former AMEP clients who are quite proficient in English could be targeted, trained for home tutoring and then helped into further employment such as bilingual assistants in AMEP classrooms, bilingual assistants in MRCs etc.

19 Having experienced tutors from the wider community mentor new tutors, either those from client communities or those from the broader community.

20 Providing tangible incentives and facilities depending on the volunteers’ circumstances (e.g., help towards transportation costs).

21 Providing access to worksheets and tutoring suggestions on the organisation’s website and materials made available in local libraries.

Evaluation

Volunteer satisfaction is essential to their retention. It is therefore vital for organisations to develop a program of evaluation that not only evaluates the work of the volunteer, but also their degree of satisfaction. Additionally,
volunteers often leave because their expectations are different from those of their clients. The literature also notes that volunteers are more likely to be retained if they are rewarded for their work – not monetary reward, but acknowledgment of their contributions. Therefore, the HTS needs to engage in a range of evaluations.

At local level

22 Considering the benefits of conducting a national research project that investigates client needs and expectations and how they map tutor needs and expectations.

23 Considering ways of enhancing the national profile of the HTS, such as the book publication in the United Nations Year of the Volunteer.

24 Sharing with all AMEP Service Providers of strategies reported in this research:
   a free passes to events (provided by Federal or Local or State governments or sporting clubs)
   b certificates of appreciation
   c celebratory events
   d notices and thanks in local newspapers
   e newsletters
   f nominations for State and Federal awards
   g providing access to AMEP classes and excursions.

25 Providing explicit role descriptions that include role, tasks, skills and experiences, time commitment, support provided and evaluation system.

26 Surveying clients to determine their needs and goals or individual questionnaires before assignment of a tutor.

27 Using client satisfaction surveys or focus groups.

28 Evaluating client learning.

29 Using tutor satisfaction surveys and career counselling.

30 Conducting exit interviews with tutors who resign.

31 Developing methods of appreciation, such as certificates, invitations to events where they are honoured, stories in local newspapers.

This research demonstrates that the AMEP HTS is highly valued by providers and provides an important alternative to learners with special needs. Best practice is for recruitment of tutors who match clients’ needs, provision of appropriate ongoing training and support and recognition of the contributions made by volunteers.
References


Appendixes

Appendix A: Organisations consulted
Appendix B: Questionnaire
Appendix A

Organisations consulted

1 Participants who completed the questionnaire:
   acl Pty Ltd, NSW
   ACT AMES, Canberra Institute of Technology, ACT
   English Language Services, Adelaide Institute of TAFE, SA (AIT – ELS)
   Adult Multicultural Education Services, VIC
   Central TAFE, WA
   AMEP, Charles Darwin University, NT
   Northern AMEP Consortium, VIC
   NSW AMES
   Language and Literacy Services, Queensland Institute of TAFE, QLD
      Barrier Reef Institute of TAFE
      Gold Coast Institute of TAFE
      Mt. Isa Institute of TAFE
      Moreton Institute of TAFE
      Southbank Institute of TAFE
      Wide Bay Institute of TAFE
   AMES, TAFE Tasmania, TAS
   West Coast College of TAFE, WA

2 Other participants
   Department of Immigration and Multicultural and Indigenous Affairs (DIMIA), Australia
Appendix B
Identification of strategies to recruit volunteer home tutors to the AMEP

QUESTIONNAIRE

Service Provider ______________________________________________________

Home Tutor Scheme contractor _________________________________________

Person responsible for completing this survey ___________________________

Quantitative data

How many Home Tutor Scheme (HTS) clients were registered with your service in 2002/3? _________

How many HTS volunteers were registered with your service in 2002/3? _________

How many HTS clients were matched with HTS volunteers? _________

How many HTS clients were matched with HTS volunteers from their home country? _________

Of the HTS volunteers matched with clients from their home country, how many spoke the same first language as their client? _________

How many HTS clients requested a first language tutor? _________

Descriptive data

1. Please describe briefly your current practices and criteria for referring clients to the Home Tutor Scheme

2. Please describe briefly your practices for matching clients & tutors

3. Where clients are matched with first language home tutor volunteers, please describe your practices for achieving this

4. How do you recruit
   a) home tutor volunteers generally?
   b) first language home tutor volunteers?

   Please mark the above recruitment practices with numbers to indicate which ones are the most effective. You can number all or some of them, starting with 1 for the most effective.

5. What difficulties have you experienced in recruiting home tutors in metropolitan areas?
6. What difficulties have you experienced in recruiting home tutors in rural areas?

7. Can you provide examples of best practice in your organisation in recruiting:
   (a) home tutor volunteers generally?
   (b) first language home tutor volunteers?

8. What suggestions would you like to recommend for improvements to recruitment practices for the Home Tutor Scheme?
   (a) at the local service provider level
   (b) at DIMIA state level
   (c) at DIMIA national level

9. Do you have any other suggestions for improving recruitment practices for Home Tutor volunteers?

Thank you for your participation.