

The Adult Migrant English Program Australia

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Aims of the AMEP

Vision - to provide basic English through:

- formal and informal tuition
- support services, including vocational guidance counselling
- social participation activities
- learning and linkages to employment, training and further study pathways

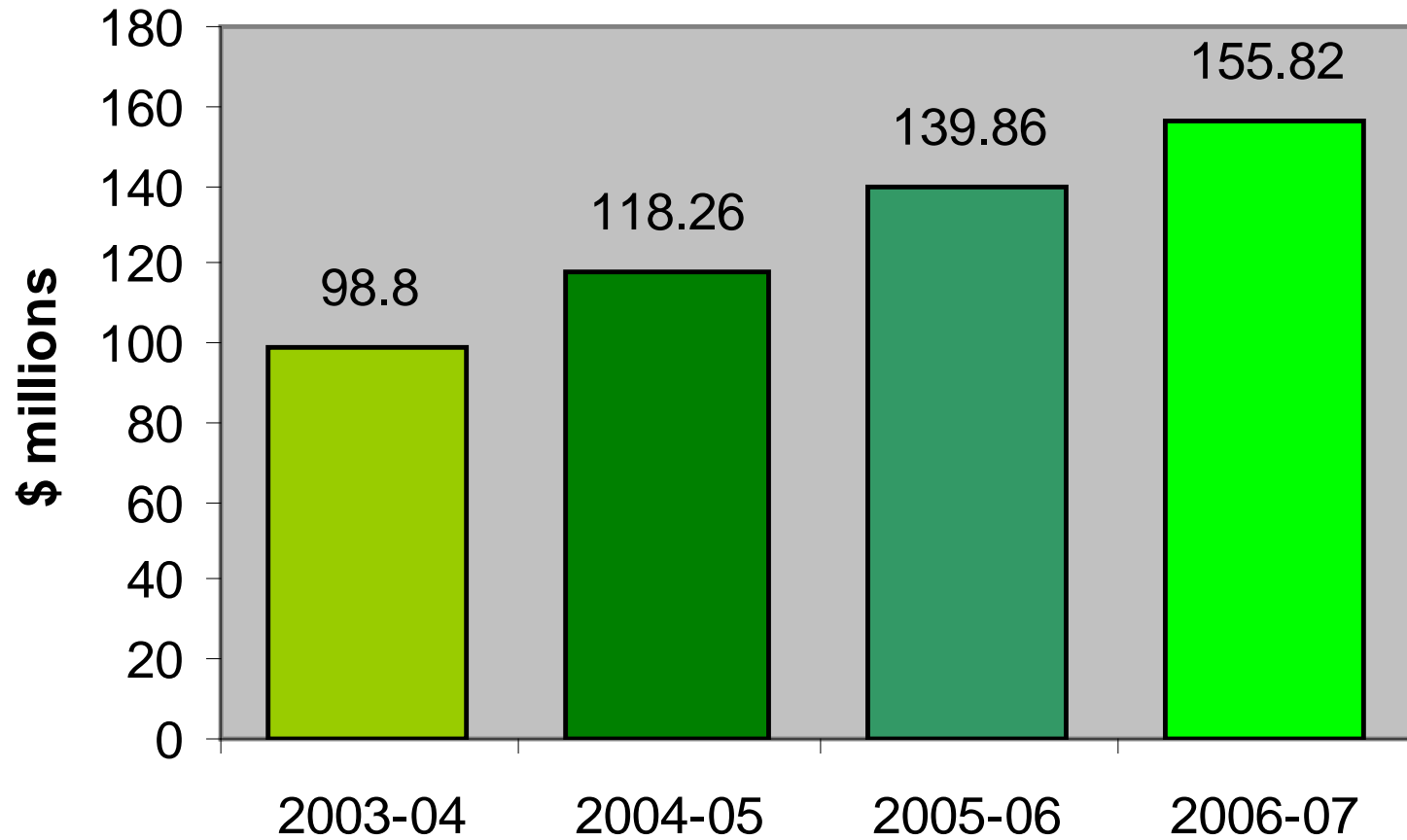
The AMEP

- DIAC funded
- long history
- settlement focus
- National, competency-based curriculum designed to fit Australian Qualifications Framework
- AMEP RC
 - research to support program
 - professional development for teachers
 - forums
 - workshops
 - publications
 - assessment task bank

National delivery

- Competitive tender on 5 yr cycle
- Public and private (AMES, college, private college)
- Conditions, including
 - trained teachers + professional development
 - facilities (computers, resources etc.)
 - timing, size of classes
 - reporting, vocational advice, counselling
- QA by English Australia

AMEP Expenditures



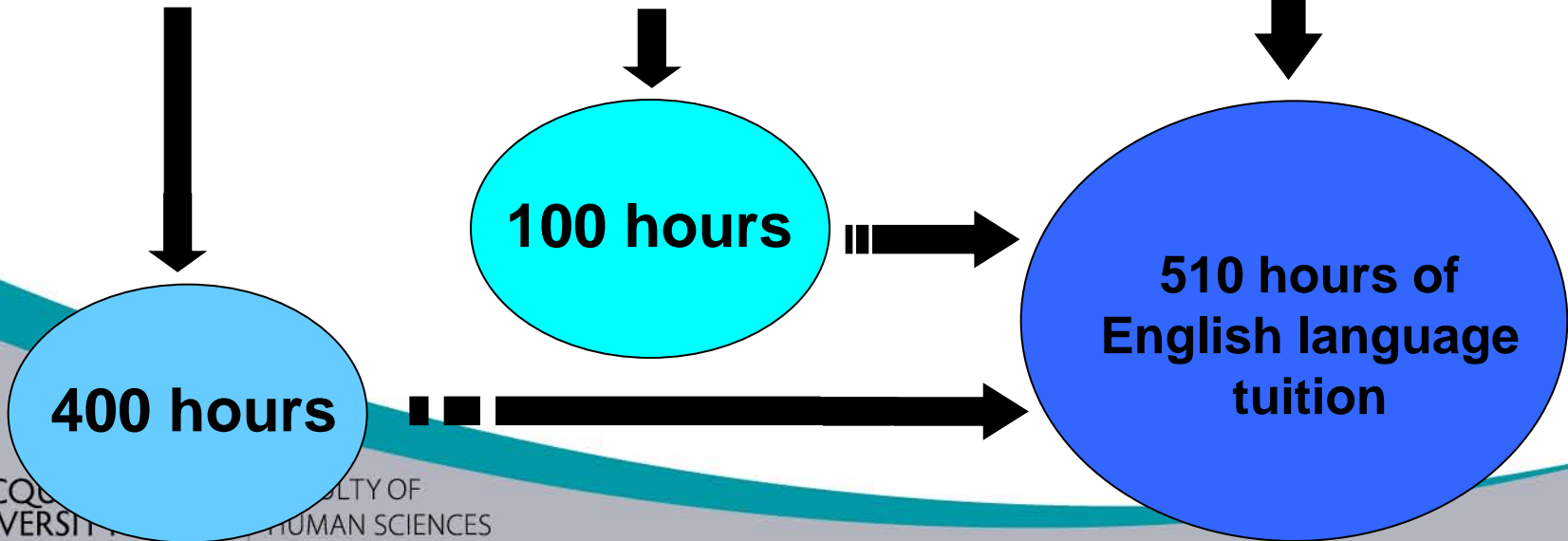
Eligibility

Special Preparatory Program

- Humanitarian entrants
- under 25 yrs old
- with 7 yrs or less schooling

- Humanitarian entrants
- 25 yrs and older
- with difficult pre-migration experiences

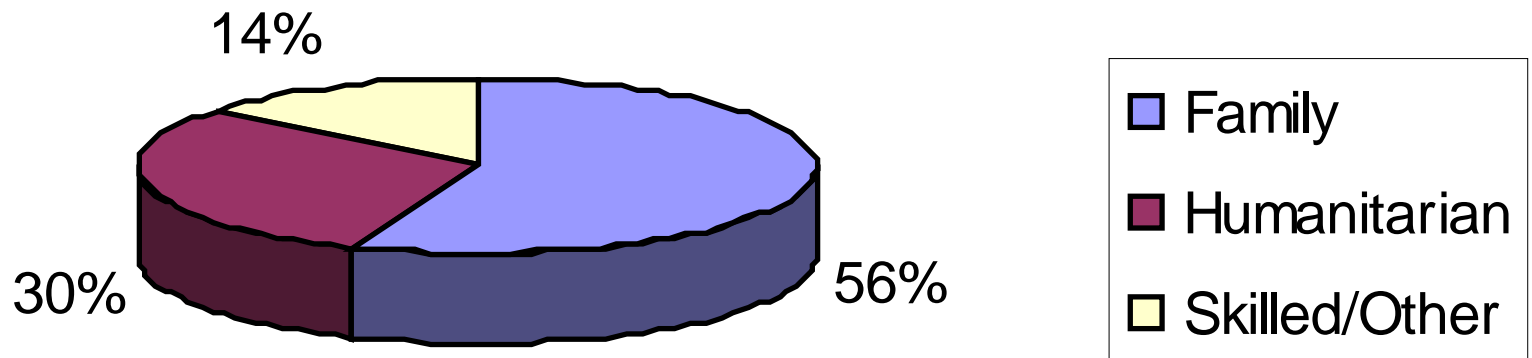
- All permanent adult migrants and humanitarian entrants
- 18 yrs and older
- lack proficiency in English



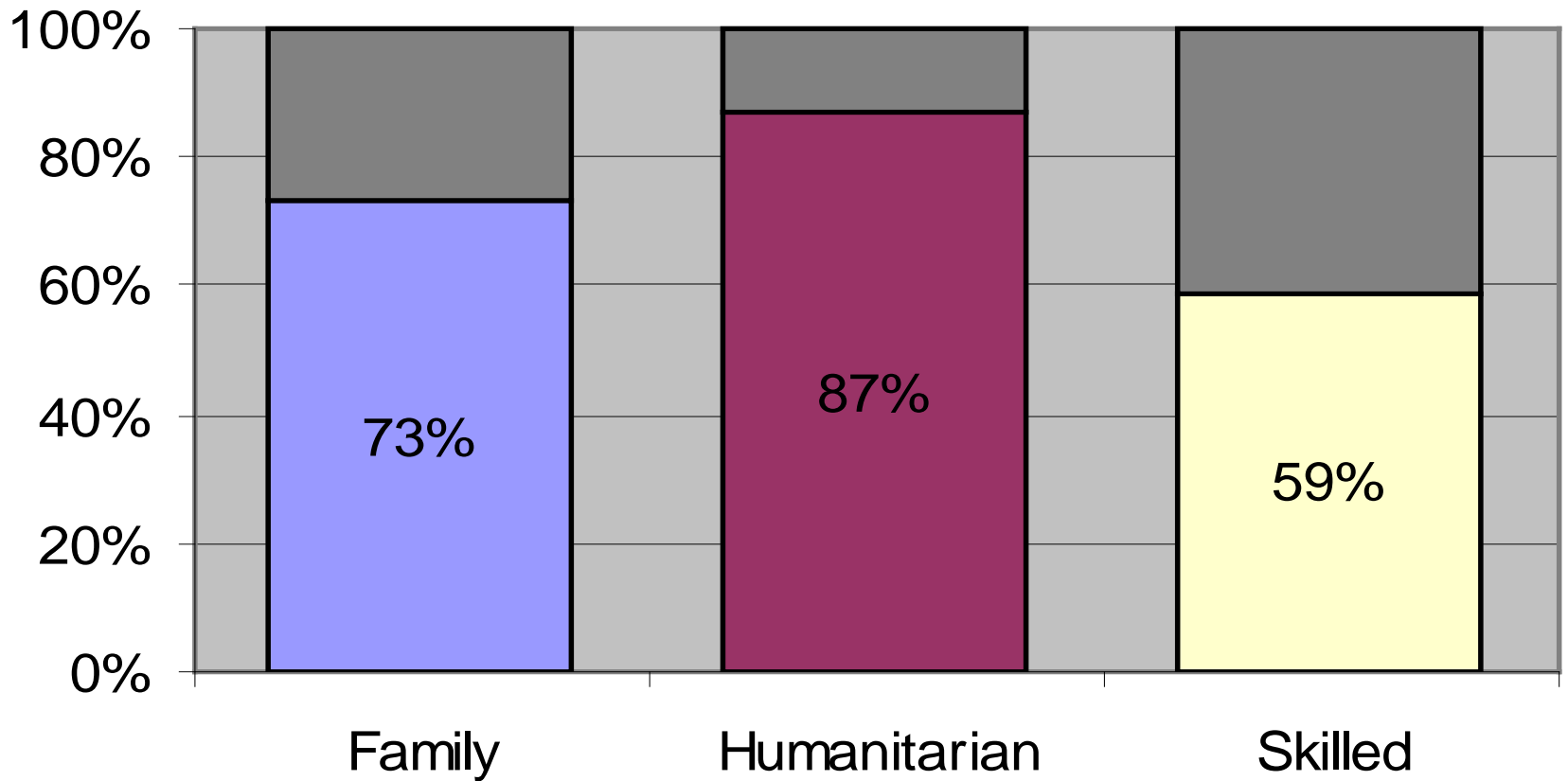
AMEP programs and services

- Special Preparatory Program
- Home tutor scheme
- Distance learning
- Language assessment
- Formal & community-based
- Rural/regional intensive tuition
- Childcare
- Counselling & referrals
- Free to eligible migrants
- Full-time clients eligible for job-seeking payments

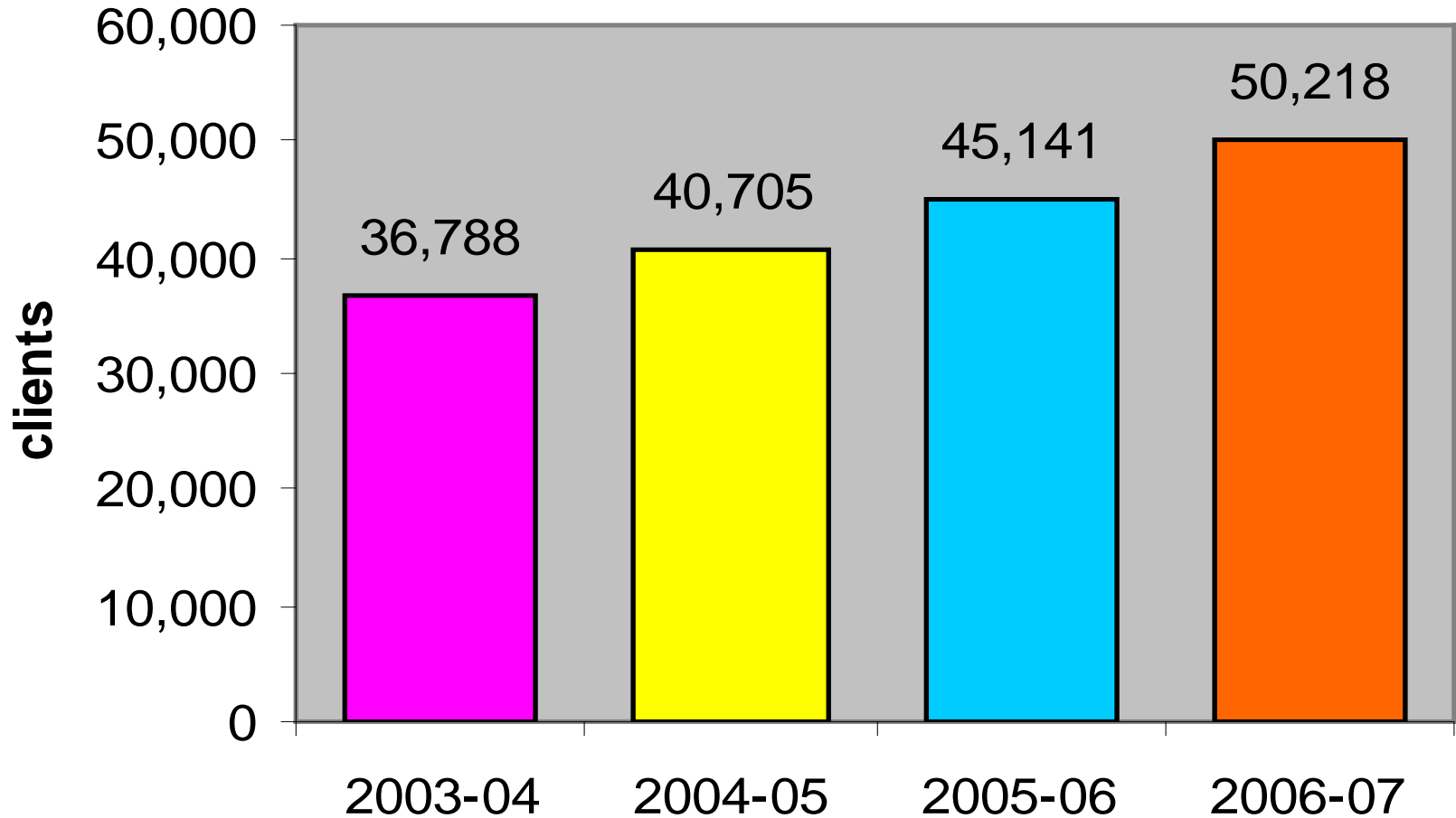
Migration streams of AMEP clients 2003-2007



Percentage of total applicants that enrol in the AMEP 2006-07



AMEP clients 2003-2007



Most common language backgrounds (2006)

Mandarin	22.4%
Arabic	20%
Vietnamese	11.3%
Cantonese	6.4%
Dinka	5.1%
Korean	5%
Dari	4.5%
Thai	4.2%
Spanish	3.6%
Russian	3.4%

National Curriculum - licensed

The Certificate in Spoken and Written English (CSWE) at four levels:

Certificate 3 for intermediate learners

Certificate 2 for post beginners

Certificate 1 for beginners

Pre-CSWE for pre-literate learners

The Certificate in Spoken and Written English (CSWE)

Pre-CSWE: pre-literate learners

- Respond to simple instructions
- Participate in short conversational exchange
- Provide basic personal information using spoken language

- Demonstrate recognition and writing ability of alphabet and numbers
- Complete a simplified formatted text
- Read social sight words and signs

letters ~ numbers ~ addresses ~ Australian cities ~ family ~ signs
~ instructions ~ forms ~ introductions

The Certificate in Spoken and Written English (CSWE)

Certificate 1: beginners

- Give instructions
- Provide personal information
- Conduct short telephone conversation
- Short description, transactional exchange and recount

- Write a short note or message
- Form filling
- Read a short information text
- Write a short letter & express viewpoint

medical centre ~ personality ~ appearance ~ future ~
emergencies ~ weather ~ tea ~ directions ~ friends

The Certificate in Spoken and Written English (CSWE)

Certificate 2: post beginners

- Demonstrate understanding of a spoken information text
- Participate in a casual conversation, a discussion and an interaction involving explanation
- Negotiate transaction for goods & services
- Respond to instructions
- Leave a telephone message

- Read a short procedural, narrative and information text
- Understand an informal letter
- Complete a formatted text
- Write a short information report, an opinion text and a formal letter involving explanation

news ~ weather ~ neighbours ~ workmates ~ bills ~ healthy lifestyle ~ sport ~ living in Australia ~ landlord

The Certificate in Spoken and Written English (CSWE)

Certificate 3: intermediate learners

- Provide an explanation
- Demonstrate understanding of spoken information text, instructions, a problematic exchange and a personal viewpoint
- Participate in casual conversation with topic changes, a transactional phone conversation and an interview
- Deliver a short oral presentation

- Read a procedural text
- Write an informal letter or e-mail
- Write formal letters of enquiry and of complaint

news ~ working hours ~ mobile phones ~ complaint ~ money ~
share house ~ counsellor ~ overdue book

Assessment within CSWE

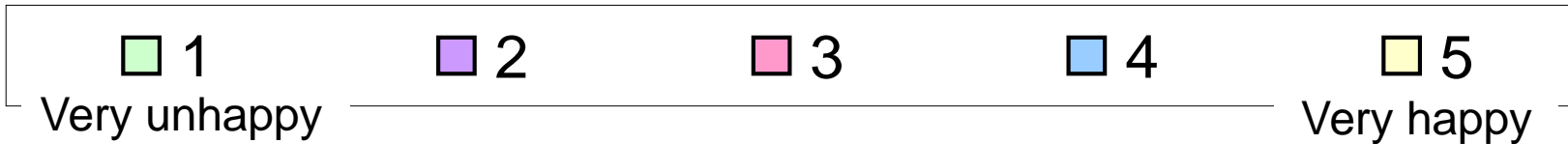
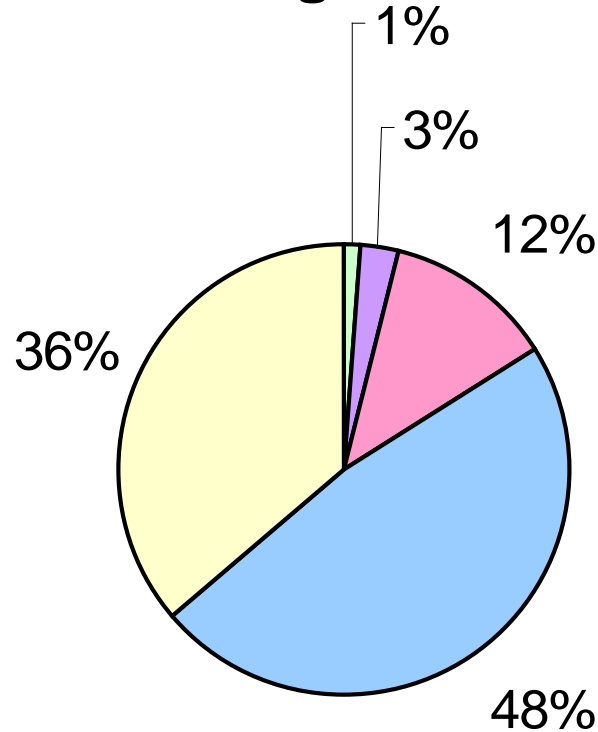
- Follows teaching cycle in a module
- By teacher in class
- 2 pieces of work per outcome
- Learning outcomes achieved vs not achieved
- Learners exit with a certain number of learning outcomes/ competencies
- Australian Task Bank
 - Currently AMEP RC website -> DIAC website
- Some moderation/ resources

National Client Satisfaction Survey (2007)

% with satisfaction rating 4 or 5

Special Preparatory Program	88%
Home tutor scheme	86%
Distance learning	79%
Pre-assessment info	75%
Language assessment	83%
Orientation & facilities	81%
Formal & community-based tuition	82%
Rural/regional intensive tuition	77%
Provision of childcare	85%
Counselling & referrals	85%

Overall satisfaction levels with provision of AMEP English classes



The AMEP and settlement in Australia

Selected criteria (Raw n=2,956)	Yes	No	N/A
Learning about Australian society	89%	9%	2%
Making new friends	81%	15%	5%
Finding out how to become an Australian citizen	70%	22%	8%
Getting medical help	67%	18%	15%
Starting children in school	22%	18%	60%
Finding accommodation	33%	28%	38%
Looking for a job	44%	29%	26%

Development in Client Pathways

Settlement for Employment Participation



Target group:

- Professionals
- Trades people
- Low literacy clients seeking employment



- ✓ Vocational focused courses
- ✓ Gain familiarity with the Australian workplace environment
- ✓ Four macro skills for settlement taught at different levels

Settlement for Social Participation



Target group:

- The elderly
- Parents with young children



- ✓ Focus primarily on spoken and aural English
- ✓ Some basic literacy and numeracy components
- ✓ Life skills to participate in Australian society

Future form of the AMEP?

- Employment focus
- English plus vocational education, placements (pilots)
- budget cuts
- commissioned research
- DIAC site for selected materials
- no other national professional development?

Language, Literacy and Numeracy Program

- DEEWR (Department of Education, Employment and Workplace Relations) funded
- improve skills for employment or further study
- referral by centrelink/ job network
- adult education (NESB and ESB)
- different streams
- strenuous reporting requirements
- limited national support/ national curriculum
- AMEP clients sometimes remain in same class

Barriers and challenges

- insufficient hours
- transition issues
- childcare
- high level English classes/ support
- contact with NS
- recognition of qualifications/ suitable employment
- links to employment (mentors)
- maintaining popular support

Any questions?

Thanks to:
Brie Willoughby-Knox
Tracey Derwing
Dorte Weber