Employment outcomes of newly arrived migrants after participation in workforce preparation or entry level vocational training

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Overview

• Australian Immigration context
• AMES Australia
• ‘Transitions to work’ Aims & Methods,
• Key findings to date
• Discussion / Questions

www.ames.net.au
Permanent migration to Australia

- 2009-2014

Source: Department of Immigration and Border Protection, 2015 – Historical Migration Statistics

Excluding Australian or New Zealand citizens returning after living overseas or the small number of people on special eligibility visas.
AMES Australia

Vision: ‘Full participation for all in a diverse and cohesive society’

- English language classes
- Settlement services – Australia’s humanitarian program
- Employment services
Employment & Settlement

- Financial security
- Housing and safety
- Health and wellbeing
- Networks and community
- Belonging and status

Employment focused study at AMES

Employment Readiness – English in the context of employment

• Settlement Language Pathways for Employment and Training (SLPET)
• Classroom focus on resumes, interviews, OH&S, work cultures
• Work placement

Certificate III Vocational Training

• Early Childhood Education
• Aged Care
• Individual Support (Ageing, Home, Community)
Transitions to employment project

Key Questions

• How effective are AMES Australia's employment focused English classes and vocational programs in supporting students into work?
• What are the patterns of employment for students six months post completion?
• What works well and what can be improved in our work orientated education programs?
Methods

• Telephone interviews with former students, six months post program

• All students in SLPET and Vocational Training between July 2014 and December 2015

• 607 interviews completed to date (72% response rate)

• Employment situation, feedback about the program

• Focus groups and interviews with students and teachers
Bilingual research assistants

- 14 Bilingual Research Assistants
- More than 20 languages
- Key informants
Study participants

Vocational students (N=146)

- 87% women
- 77% higher education
- 37% in Aust <18 months

SLPET students (n=460)

- 76% women
- 62% higher education
- 56% in Aust <18 months

Main countries of birth: China, India, Vietnam, Afghanistan, Thailand, Myanmar

Majority aged between 25 – 45 years

Two thirds arrived on a spouse visa
### Vocational Students (July 2014 – July 2015)

#### Employment situation six months after completing Certificate III

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>82</td>
<td>56%</td>
</tr>
<tr>
<td>Unemployed, looking for work</td>
<td>44</td>
<td>30%</td>
</tr>
<tr>
<td>In further study</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td>Not looking for work or studying</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>146</td>
<td>100%</td>
</tr>
</tbody>
</table>
Types of employment

Vocational Students employed at six months

Cert III Childcare - Employed (N=51)

Cert III Aged care - Employed (N=31)
Conditions of employment

Vocational students, employed at six months (N= 82)

- 70% in casual work, 40% with regular shifts
- 45% working less than 20 hours per week
- 60% earning more than $20 per hour
Strategies and challenges for finding work

- Among those unemployed, more than half said that they were searching by themselves and that no one was helping them look for work.

- Assistance for research participants (1 in 10 people accessed further support from AMES).
“I’m quite satisfied with the study, but I think AMES should be able to offer some job opportunities after the course study because finding a job is really a hard thing for us as we just settled in a new country and have no idea where we should go to apply a job.”

“It would be great to have a bilingual teacher assistant during the course for the students who are finding difficulties to understand the content of the course. I observed that some students were really struggling with poor knowledge their English.”

“AMES has provided knowledge and skills and take more time and effort to train us to meet industry requirements”
Some conclusions

- Highly effective strategy for some students
- Not all students in work or good quality work
- Additional support is necessary for some participants
  - English
  - Job search post course
  - Employment rights
Discussion/Questions

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