

# Inclusion, Poverty and Capacity Building for women from CALD backgrounds in Western Sydney

---

## Context.

If Australian society is to advance towards social cohesion then it is important that the conditions that are creating the multidimensional poverty faced by a concerning portion of recent migrant women are fully understood.

---

## SOME STATISTICS ON FEMALE MIGRATION

According to the Australian Bureau of Statistics (ABS, 2012), female migrants made up 50% of the net overseas migration. In NSW, this percentage was 50.1%.

Unemployment rate is higher (11%) for recent overseas migrant women than for migrant men (7.3 per cent) and also higher than women who are born in Australia (5.2 per cent).

(ABS, 2011)

---

# Outcomes

## Migrant children

- enjoy and succeed in school
- and achieve optimal health, development
- and wellbeing

## Migrant families

- function well,
- have the capacity, confidence and skills to nurture child learning
- and are connected, active participants in the community and workforce

## Schools

- respond to the needs and aspirations of migrant children and families

## Community services

- respond early
- and effectively to migrant child and family needs

## VOICES FROM OUR CASE STUDIES

*I am currently unemployed. I completed a course in Childcare studies. I have applied for jobs as a childcare worker but they always ask for at least two years of experience. That can be very discouraging. I am currently looking after my children, I don't have time to get work experience”.*

*“I am not working at the moment, however occasionally I get called to do casual pick packing jobs. I have a Bachelor of Psychology and a Master in Sociology.*

*I don't want to study any degree at the moment because all the courses are really expensive and our family budget wouldn't allow for this expenditure.*

---

## COMMON ISSUES

Unpaid work: caring for children and ageing relatives. The struggle to get local experience is compounded by how responsibilities at home are negotiated. (Ireland, 2005, as cited by Ressia, 2010).

Current global labour trends show that women from NESB who migrate to developed nations often seek employment in the childcare and aged care industries (Browne and Brown, 2008).

Women from culturally and diverse background find it difficult to find work and that *“those in employment are more likely to be found in lower skilled and lower paid jobs than women in the broader population”*. Report on the Profile of Women in Employment in NSW (2011)

---

## VOICES FROM OUR CASE STUDIES

*“I am grateful that I decided to participate in the Hub activities. We all feel that these activities have given us a great push to continue as we can all relate through our similar experiences and we can find the strength to continue so one day we can get a good job”.*

*“With the support from the Hub Leader I applied for a volunteer position to work with children with disabilities. I was called for an interview. Soon after they called me back to tell me that I was successful. It was a great feeling. In the next few weeks I will start my training as a volunteer. I am really happy with this outcome”.*

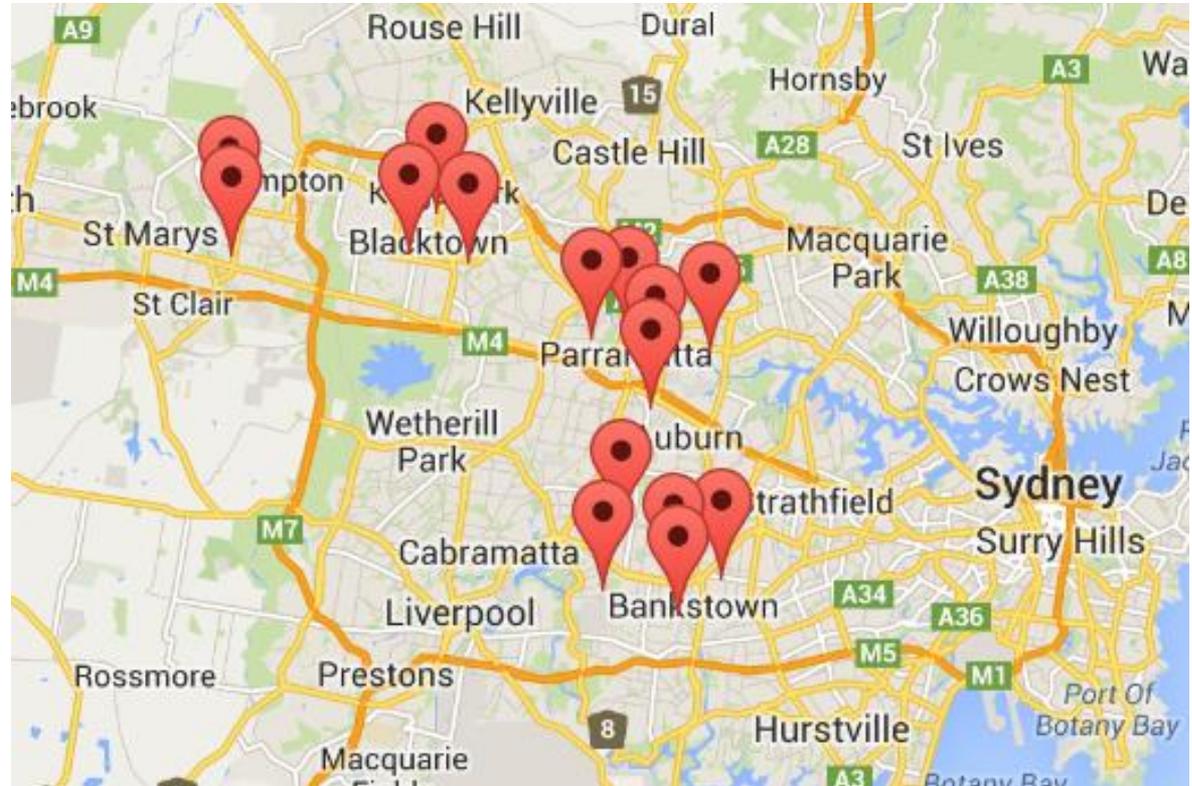
*“I work with women looking for employment via general and govt. online employment sites. I often look at apprenticeship or traineeship positions available”. (Hub Leader)*

---

## Employment and capacity building: successes, challenges and learnings from our Hubs in NSW

### 3 Local Government Area's

- Blacktown
- Parramatta
- Bankstown



LGA's where there are; high percentage of immigrants, large numbers of non-English speaking persons, high level of unemployment and diverse religious affiliations.

2.1 To increase the participation of migrant parents in English language, literacy learning, parenting and community activities

2.2 To increase the English language and literacy and vocational skills of migrant families for workforce participation

2.3 To increase migrant family knowledge of and access to available services and assistance

2.4 To increase social networks for migrant families leading to strong social cohesion and involvement in decision making processes

2.5 To increase migrant family engagement and skills in nurturing child learning and development

# What will you see in the different Hubs for families?

*Soft entry:* English classes, cooking classes, conversation classes.

*Skills and pathways:* volunteering, running groups, participation on steering committees or P&C, etc.





# Vocational training such as First Aid course & TAFE Outreach



4.1 To increase community service connection, availability and accessibility to migrant families

4.2 To increase community service connections with schools and other agencies

4.3 To increase service coordination and collaboration to meet the needs of families and their children across the community

# What does the Hub do with the community services sector?

E.g. Attending interagencies, building partnerships for service delivery, advocating for families when the service is not responsive, referrals etc.

TAFE Granville at Westmead Public School



# Events to help families connect to services



## i COMMUNITY EXPO

YOU'RE INVITED!

**Date:** Friday 7th November  
**Time:** 9:30am - 12:30pm  
**Where:** Dance Studio, Westmead Public School (Hawkesbury Rd, Westmead)

The Community Expo gives members of the Westmead/Holroyd community an opportunity to find out about local community services by accessing information stalls relating to the community's needs. Light refreshments will be provided.

**REGISTER your attendance. Email: [Liza.Moscatelli@connect.asn.au](mailto:Liza.Moscatelli@connect.asn.au)**

Organisations coming on the day will include (but not limited to):



# Successes.

Support to an average  
**50-100**  
families in each Hub  
a week.



Between  
**1-10**  
active volunteers per hub, plus  
those involved in activities and  
events.

Direct links to employment.  
Both within  
the Hub  
and  
Externally.



Collaborated and/or partnered  
with an average of **25** local  
agencies and organisations per  
LGA

# Themes: what's working

- Place based: the school (CC)
  - Isolation>connection.
  - Increased confidence.
  - Increased participation (P&C, other events).
  - Volunteer opportunities>employment pathways
  - Taking ownership of their “group”.
-

# Themes: challenges

- Lack of child care, including lack of knowledge of the “Australian” system
  - Qualifications not recognised including unintended consequences.
  - Cost of training.
  - Lack of knowledge & understanding of the Australian work market, systems, how to get started, and useful qualifications.
  - Lack of work experience in an Australian context and having local referees.
-

# Themes: learnings

- The value and importance of soft entry and informal opportunities before moving into formal ones. (conversation classes vs English classes)
  - Critical importance of collaboration.
-



[www.communityhubs.org.au](http://www.communityhubs.org.au)

Community Hubs is funded by the Australian Government in partnership with the Scanlon Foundation, the Migration Council Australia and Refuge of Hope.

---