FINAL REPORT

ON

VOCATIONAL AND EDUCATIONAL NEEDS

OF INMATES OF NON ENGLISH SPEAKING BACKGROUNDS

A joint project of the NSW Department of TAFE and the N.S.W. Department of Corrective Services.

Pene Rhodes.
September, 1984.
This report is the result of a joint venture undertaken by the TAFE Multicultural Education Unit and the Department of Corrective Services on the vocational and educational needs of inmates of non-English speaking backgrounds.

The recommendations have been developed for the consideration of TAFE and Department of Corrective Services staff. Personnel at all levels all invited to take up the issues outlined therein.

The Multicultural Education Unit would welcome written comments that may assist in maintaining close ties between TAFE and Department of Corrective Services and in the ongoing implementation of the TAFE Multicultural Education Policy through programmes offered in institutions administered by the Department of Corrective Services.

J. Cameron

Jenny Cameron
Head
Multicultural Education Unit
NSW Department of TAFE

18/9/87
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OVERVIEW:

1.0 BACKGROUND:

The Department of TAFE Multicultural Education Unit developed a programme, English for Specific Purposes, which aims to:

1.1 increase English proficiency to a level where a migrant seeking to obtain training can achieve entry into courses in TAFE, or other post-secondary institutions.

1.2 help migrants who may already have skills, develop an adequate command of English for occupational purposes or obtain recognition of their overseas qualifications.

The purposes and objectives of this programme differed from those of the Adult Migrant Education Service, insofar as

1.3 it is aimed at students whose English can be described as being at least ASLPR2 in all 4 skills (Appendix 19).

1.4 it can offer development of other skills in addition to English language skills.

2.0 OBJECTIVES:

This project was devised under the auspices of TAFE and DCS to:

2.1 assess the employment needs of individual migrant inmates within N.S.W. prisons.

2.2 assess the employment needs of migrant offenders within the community through the Probation and Parole section.

2.3 develop a programme according to these needs which will prepare them for the employment of their choice.

3.0 APPROACH:

The project was divided into 3 stages and was completed in July, 1984.

3.1 Priority was placed upon determining the need of the individual which consisted of visiting all accessible gaols in N.S.W. and interviewing inmates for a period of 15 weeks (see Prison Visits Section).

3.2 developing suitable programme approaches and support materials.

a. contacting the co-ordinators of employment programmes at TAFE

b. recommending an appropriate set of courses to the education officer in DCS.

This stage approximately took 10 weeks

3.3 delivery of a trial programme. One teacher was employed for 6 weeks to trial a course in one metropolitan institution - Central Industrial Prison.
4.0 **SUMMARY:**

The overall success of this project was dependant upon the effective communications and co-operation of TAFE, AMES and DCS including Probation and Parole. The pilot programme was well received by both inmates and gaol personnel, however this success was hindered by the methodology and approach to education in our Corrective Service Education system which flaunts the defined corporate objectives and directions. The various Governmental Bodies involved required magnanimous amounts of effort and resources in administration and inter-departmental communications. The lack of cohesion and commitment to the departmental corporate plan well accentuates the difficulty of the task to assist and prepare inmates for rehabilitation into the community.
RECOMMENDATIONS:

5.0 That, at the classification stage, more emphasis should be placed upon the assessment of the individual. The gaol educational and vocational opportunities offered should relate to the particular preferences and be a factor in determining the locational placement.

5.1 That a position be established of a liaison officer within the D.C.S. to co-ordinate and identify the many courses placed and currently available to the D.C.S. by TAFE.

5.2 That the above position also incorporate the tasks of assessing and evaluating the progress of parole prisoners with their rehabilitation into the community, reporting on their achievements and progress pertaining to the particular trade or profession they initially undertook whilst in the prison system.

5.3 That courses in the gaols have a vocational objective rather than be purely educational.

5.4 That more emphasis and effort be placed in attracting inmates to participate in vocational and education-related short courses.

5.5 That the scope of educational and vocational offerings be expanded to incorporate areas not currently offered e.g. computer literacy.

5.6 That continuity be established from the proposed short courses to recognised programmes proposed or already existing in the various gaols.

5.7 That existing guidelines for conducting, promotion and communication of courses within the Department of Corrective Services be actioned and progress check points be established.

5.8 That more effective advertising of the programmes role be implemented in order to increase the number of attendees.

5.9 That the discouragement of female teachers/educators within male penal institutions be reviewed in light of the success of the Pilot Programme.

5.10 That the hours of part-time teachers within D.C.S. be increased to eliminate the transient and disjointed current approach and foster teacher/student relationships and continuity.
PRISON VISITS:

6.0 LONG BAY COMPLEX

This complex consists of 4 prisons:

1. M.R.C. Metropolitan Remand Centre—this is a maximum security gaol, and inmates here are usually awaiting court appearances.

2. C.I.P. Central Industrial Prison— is a maximum security gaol and inmates in this gaol are usually awaiting appeals.


4. M.T.C. Malabar Training Centre—minimum security prison, prisoners permitted to attend colleges outside gaol.

With the exception of M.T.C. all the above prisons commenced education programmes from 8.30 - 11.30, 1.30 - 3.30pm and M.T.C. 5.00pm.

METHOD OF ATTACK:

Education Officers, Superintendents and Deputy Superintendents of the respective gaols were contacted. The lists of inmates sentenced were assessed to obtain the names for interviewing. Frequently, names obtained in this way turned out to be Australian born citizens with migrant parents.

A notice (Appendix 1) was translated into 13 different languages explaining the aim of this project and where to contact the interviewer. These were then sent to the 4 prisons to be distributed throughout.

The Education Officers and clerks were contacted and their clients contacted direct.

The most effective methods, however, of obtaining clients was by work of mouth, i.e. each inmate interviewed was also asked if they knew others who would like to speak to me.
CENTRAL INDUSTRIAL PRISON: This offered by far the most productive education programme.

HOURS OF BASIC EDUCATION/ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

8.30 - 9.30 Protection prisoners x 5 days
9.30 - 11.30 ESL
   Basic Maths/English x 5 days
1.30 - 3.00 ESL
   Tues and Thurs Basic Maths/English x 5 days
1.30 - 3.30 ESL
   Mon.Wed.Fri. Basic Maths/English x 5 days

NATURE OF GAOL:

This is a maximum security prison and inmates are not permitted out for any purpose except to attend court hearings. If Multi-Cultural Education Classes are to be held, then they must be conducted within the education unit in the prison.

TEACHERS:

Two part-time teachers employed by DCS:

   1 works 9 hours a week
   1 works 14 hours a week

LESSONS:

Classes consist of non-English speaking peoples and English speaking peoples. Needs are extremely diverse, many students requiring individual attention, ESL, Literacy, Basic English and Maths are taught in the one classroom. Numbers of students vary greatly, primarily as their educational needs cannot be met by the teachers.

INTERVIEWS:

Interviews were conducted on a one to one basis and generally took 10 minutes. Within C.I.P. 28 inmates were interviewed (Appendix 2 for ethnic nationalities).

Of the 28 inmates, 6 could not read or write English, however, they were orally proficient.

The types of courses interest was shown in were:

TRADES 10
ESL/LITERACY 6
COMMERCE/BUSINESS 8
COOKING/WAITING 3
OTHER 1
6.0.2 METROPOLITAN REMAND CENTRE:

HOURS OF BASIC/ESL EDUCATION COURSES:

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 - 11.30</td>
<td>Tues and Wed</td>
<td>ESL</td>
</tr>
<tr>
<td>1.30 - 3.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.30 - 11.30</td>
<td>MDN. Tues. Wed. morning</td>
<td>Basic</td>
</tr>
<tr>
<td>1.30 - 3.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NATURE OF GAOL:

This is a maximum security gaol in a holding capacity, therefore all types of criminals are involved. Most people remain here until sentenced elsewhere. A large component of the prisoners are Asian and are employed in the kitchen. NOT one of these men speaks English.

TEACHERS:

Two part-time teachers employed by DCS:

1 works 8 hours a week
1 works 15 hours a week

LESSONS:

During this period, the education unit had been moved to a different part of the gaol, that in fact had been the chapel.

INTERVIEWS:

These were conducted in the Deputy Superintendent's office and inmates were paged here. This was relatively unsuccessful, as the inmates were either working and couldn't come, or just didn't turn up. Ten inmates were interviewed, 4 of whom were illiterate in English, and one was awaiting deportation.

TYPES OF COURSES INTEREST SHOWN IN:

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRADES</td>
<td>4</td>
</tr>
<tr>
<td>ESL/LITERACY</td>
<td>1</td>
</tr>
<tr>
<td>COMPUTER PROGRAMME</td>
<td>1</td>
</tr>
<tr>
<td>COOKING</td>
<td>2</td>
</tr>
<tr>
<td>FARMING</td>
<td>1</td>
</tr>
</tbody>
</table>

(Attached Appendix 3 for ethnic nationalities).
6.0.3 METROPOLITAN RECEPTION PRISON:

CURRENT TIMES OF EDUCATION AT THE M.R.P.

8.30 - 11.30 Remedial
1.30 - 3.30 ESL

Only 4½ hours of ESL is offered each week.

NATURE OF GAOL:

Is a maximum security gaol. Most inmates in this gaol have long sentences. Most inmates can do whatever course they want to by correspondence.

INTERVIEW:

This was the most difficult prison in which interviews were conducted. I was placed in a room in the Psychology Unit and was NOT allowed near the Education Unit as it meant crossing the "yard" and I would have had to be escorted by an officer. I relied on the Education Officer to send inmates to me. Also by word of mouth. In 2 days I interviewed 3 prisoners, one of whom spoke near native English, and the other was born in Australia.

It was a pointless exercise.
6.0.4 MALABAR TRAINING CENTRE:

HOURS OF BASIC/ESL EDUCATION COURSES:

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00 - 5.00</td>
<td>Tues. and Thurs. ESL and Remedial English</td>
</tr>
<tr>
<td>8.30 - 11.30</td>
<td>Painters and Decoraters Course) Technical</td>
</tr>
<tr>
<td>1.30 - 3.30</td>
<td>Bricklaying ) College Teachers.</td>
</tr>
<tr>
<td></td>
<td>Bookbinding ) Certificate after 18 months.</td>
</tr>
</tbody>
</table>

NATURE OF GAOL:

This is a minimum security prison and depending on the classification of the inmates (if he is C3) they are permitted to attend TAFE or University Courses in the community.

TEACHERS:

One ESL/Remedial teacher is employed 4 hours a week. Most students study the Special English Course provided by the College of External Studies (TAFE). The teacher is a DCS employee and is used more as a reference, and classes are held on an individual basis.

INTERVIEWS:

Interviews were held in the classroom whilst other inmates were studying. I interviewed 13 inmates, 6 of them were illiterate or needed literacy classes. Two of these inmates were virtually born in Australia and therefore not candidates for this project, however, they had very severe literacy problems.

Of the 13 interviewed, only 1 would possibly do a course in an English for Specific Purposes Group, as the other inmates had work to go to when they leave or are already attending TAFE/University Courses and do not require our help. (Appendix 4 - ethnic nationalities).
6.1 SILVERWATER:

HOURS OF BASIC/ESL EDUCATION COURSES:

1.00 - 4.00pm  Tues.  = ESL
9.00 - 12.00pm Thurs.  = Basic Education

NATURE OF GAOL:

This prison is a Works Release Centre and prisoners leave the gaol to work, or work at the gaol during specific hours. Due to this, classes are usually conducted in the evening. The main problem is that many prisoners travel vast distances, for e.g. one interviewee worked at Campbelltown, therefore they are usually exhausted in the evening and are not receptive to education. Many prisoners, however, do attend classes at Technical Colleges in the area.

TEACHERS:

One teacher employed part-time for ESL/Basic Education.

INTERVIEWS:

Interviews were conducted on a Sunday morning, as it is impossible to interview the inmates during normal hours and Saturdays many are on weekend release, or have visitors. I interviewed 14 inmates, 6 of whom were illiterate. Of the 14 interviewed: (appendix 5 - ethnic nationalities)

<table>
<thead>
<tr>
<th>TRADES (Building)</th>
<th>ESL/LITERACY</th>
<th>SMALL BUSINESS</th>
<th>WORK TO GO TO ON RELEASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
6.2 GOULBURN

HOURS OF BASIC EDUCATION/MIGRANT ENGLISH

6.00 - 8.00pm daily.

Carpentry and Joinery - until late 1982 this course was conducted at Goulburn. It was a 3 year course and the last year was usually completed at Cessnock. Apparently the numbers decreased due to lack of interest, length of course, movement to Cessnock to complete course. The equipment is still held at the gaol, and the course can be started at any time, however, the prisoners do not show any interest in completing this course.

Show Card + Ticket Writing - classes are conducted presently in the evenings, but it is no longer a certificate course.

NATURE OF GAOL:

This is a maximum security gaol, and most inmates are usually here for long periods of time.

INTERVIEW:

I was informed of 30 migrant inmates who I could interview. Due to the fact it is a maximum security gaol, prisoners were paged to the Education Section - I spoke to 13 inmates! Of the 13 inmates, 5 are illiterate and are taking ESL classes in the evening. Three of these 13 will most probably be deported and only one is waiting for a transfer to M.T.C. to do a Mechanics Course at Technical College. Two Pakistanis visited me, but refused to be interviewed as I couldn't help them with the only issues of concern to them - i.e. release (Appendix 6).
6.3 **BATHURST:**

**HOURS OF BASIC EDUCATION:**

9.30 - 4.00pm = ESL + Remedial English and Maths  
Adult Literacy  
Music Appreciation  
Drama  
Aboriginal Study Group  
Typing  
Leadlight  
Developing Creative Arts  
Bricklaying (attended at Bathurst College of TAFE and is a Certificate of completion)  
Farm Welding (Technical Course).

**NATURE OF GAOL:**

Presently this is a maximum security gaol, but is to be reclassified as a medium security gaol. This gaol is being equipped with trades equipment and would be ideal for conducting trade courses. However, there is a low number of migrants.

**TEACHERS:**

1 person  
(one teacher x 15 hours per week DCS paid  
(ESL/REM x 5 hours per week Outreach paid  
One teacher x 15 hours per week DCS  

Bathurst College of TAFE supplies teachers to teach some hours in the gaol.

**INTERVIEWS:**

I interviewed 3 inmates, all of whom were attending English classes and had jobs when they left. Two were Hungarian and one Yugoslav.
6.4 MULAWA + NORMA PARKER:

HOURS OF BASIC/BSL EDUCATION PROGRAMME:

No BSL classes

Literacy and English Remedial Classes

x 3 hours per week at each gaol.

NATURE OF GAOL:

Mulawa has all types of prisoners, from hardened criminals to first offenders.

Norma Parker is a work-release gaol and low classification. Women are permitted to attend evening classes at Technical Colleges.

INTERVIEWS:

I interviewed 5 women and none were candidates for the ESP courses. Two were to be deported, 2 spoke little or no English, and one had work when she was to leave. She had also completed a typing course at technical college.

(Appendix 7 - types of course offered at these gaols).
6.5 CESNOCK:

HOURS OF BASIC/ESL EDUCATION COURSES:

<table>
<thead>
<tr>
<th>Time</th>
<th>Days</th>
<th>Subjects</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 -</td>
<td>Monday +</td>
<td>ESL</td>
<td>These hours were previously 8 per week,</td>
</tr>
<tr>
<td>11.30</td>
<td>Thursday</td>
<td></td>
<td>then dropped to 5 hours/week, and in July</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>will be increased to 10 hours/week.</td>
</tr>
<tr>
<td>12.30 -</td>
<td>Monday -</td>
<td>Basic</td>
<td></td>
</tr>
<tr>
<td>3.00</td>
<td>Friday</td>
<td>Education</td>
<td></td>
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</tbody>
</table>

OTHER COURSES PRESENTLY BEING CONDUCTED IN THE GAOL:

- Music: 10 hours/week
- Pottery: 6 hours/week
- Basic Welding: 10 week cycle
- Car detailing
- Weight Training Programme
- First Aid: Pre-Release
- Resus citation: Programmes conducted twice a year
- Communication Classes
- Letter Writing Classes
- Front-end Loader, back hoe and 3 months duration. Inmates completing these obtain a license from the Department of Industrial Relations.

A grant from the Law Foundation has been given to run a series of Family Law Programmes at the gaol. A local solicitor from Newcastle conducts these classes.

NATURE OF GAOL:

This is a minimum security gaol, and depending on the prisoner's classification, inmates are permitted to attend Technical, University Courses in the community. Presently 20-30 inmates are attending 'outside' courses.

TEACHERS:

There is a Basic Education Teacher who presently teaches 15 hours per week, and an E.S.L./Basic Education Teacher, conducting 15 hours Basic Education and 5 hours E.S.L. Classes.

INTERVIEWS:

Interviews were held in the Education Section and prisoners were paged here.

Twenty-three inmates were interviewed, three of whom had been previously interviewed at C.I.P. and M.R.P. Of the 20 inmates interviewed at Cessnock, 5 were illiterate in English and two were to be deported.

TYPES OF COURSES INTEREST SHOWN IN:

- Trades: 9
- Catering: 1
- Other: 4
- Factory/Lab: 3
- Business Studies: 1
6.5 CESSNOCK (CONTD)

* Typical trades include: (Appendix 8 Ethnic Nationalities)

Agriculture
Cabinet Making
Electric Engineering,
Motor Maintenance,
Electronics,
Carpentry and Joinery.
6.6 MAITLAND:

HOURS OF BASIC/ESL EDUCATION COURSES:

9.30 - 11.30 ) Basic Education
12.30 - 3.30  ) 3 days per week
               No ESL Classes.

OTHER COURSES PRESENTLY CONDUCTED:

Art
Music
Fitness Programme - ends in June
another course to be run in September.

In 1983 a Fitness Programme was successfully devised and carried out by the
Education Officer. This involved the National and State Directors of the
Rugby League Association being invited to the gaol to give lectures to the
participants. The course was conducted full-time, 5 days a week for 5
weeks, and at the end of the programme the participants received:

Level I Rugby League Certificate,
First Aid Certificate,
Referee Certificate.

This course was so successful, and popular amongst the inmates, that
another course has begun, and will finish in July, 1984. A Rugby Union
Course, similar to the one above, has recently finished, in which 10
participants enrolled, 9 completed it and gained their Rugby Union Coach
Certificate. *

* An Outward Bound Programme is presently being investigated.

TEACHERS:

There is one part-time teacher who conducts Basic Education Classes for
inmates.

DIFFICULTIES:

Presently, the largest problem in the Education Block is the lack of room.
There is one large area which is currently being used by:

Education,
Probation and Parole,
Gaol Psychologist,
Religious Group,
Gaol Dentist,
Legal Representatives.

Obviously, this is inhibiting any expansion of education programmes.

Furthermore, Maitland Gaol is to be divided into two parts:

- For high priority prisoners on protection – from all N.S.W. gaols;
- Other maximum security prisoners.
6.6 MAITLAND (CONT'D)

The difficulty posed by this division, is that the Education Officer does not know how to best represent the inmates needs educationally, for the two categories of prisoners, for example to duplicate classes or to run separate ones.

The highlight for this particular gaol has been the construction of an oval inside the gaol for inmates. This has proved beneficial, psychologically, for both the inmates and the staff.
ASPECTS OF IMPRISONMENT:

7.0 CLASSIFICATION OF PRISONERS:

Classification is undertaken at the C.I.P. consisting of a panel:

- Director of Classification,
- Deputy Superintendent of C.I.P.,
- Education/Programmes,
- Psychologists,
- Probation and Parole,
- Chaplains,
- Principal Industries Officer of C.I.P.

A profile is provided beforehand about each inmate by:

- Psychologists,
- Programmes,
- Probation and Parole.

The Director of Classification addresses the panel regarding the suitability of gaol for inmate and vice versa e.g.:

- Employment at gaol for inmate,
- Educational needs of inmate and what the gaol can provide,
- Location of gaol regarding inmate's visits,
- Maximum/minimum security.

The inmate states his preference as to which gaol he would like to be sent.

Discussion takes place between the Director of Classification and the inmate regarding the gaol of his preferences.

Inmate is classified.

It is at this stage, the first phase of incarceration, where the educational and vocational needs of the inmate can be addressed (see RI).
7.1 **PROBATION AND PAROLE:**

**METHOD OF ATTACK:**

Officers-in-Charge were telephoned to arrange visits.

Staff were met and explanations given regarding this project,

Handouts were given or posted (Appendix 9) explaining:

(a) the different types of ESP courses available and currently running in T.A.F.E. colleges,

(b) locations of classes at colleges in the metropolitan area,

(c) the T.A.F.E. Multi Cultural Education ESP Programme,

(d) the prerequisites for student eligibility.

Dates set for the return visit(s) in order to conduct interviews with pertinent clients.

During a period of 7 weeks, four Probation and Parole Centres were contacted and visited:

Fairfield - Appendix 10
Parramatta
Newtown - Appendix 11
City

In addition, two Wage Pause Funding Centres * were also visited

Hassall House,
The 527 Centre.

* See interim report for explanation of these centres.

The outcome of this particular phase resulted in two interviews. One participant spoke NO English and she was referred to the Parramatta Branch of AMES for English Classes. The other participant was awaiting recruitment into the Armed Forces and he was referred to the St. George Technical College to attend an Introduction to Trades Course (ESP).
7.1.1 OVERALL PROBLEMS:

Though contact with the officers was made prior to the interviews, it was obvious no commitment was made to this project, due to the following reasons:

TIME:

Due to the fact that this entire project was allocated six months to complete, (this involved establishing and conducting interviews in this particular phase, and trialling a six week programme at one Probation and Parole Centre). It was impossible to spend an indefinite number of hours at the different centres.

CLIENT "RELIABILITY"

Clients may or may not 'turn-up' on their specific reporting day. Moreover the reporting day commenced at 12 noon and finished at 7pm.

CONFUSION:

Some officers were unaware of the student eligibility and later reported that their clients were unsuitable for the project.

CONTACTING CLIENTS:

Officers relied on seeing their clients at previous reporting days to inform them of the project. If the client did not report, then explanations were impossible as each officer has many clients (many of whom are not on the telephone and live in different parts of Sydney) and it proved too difficult to contact them all personally.

7.1.2 SUMMARY:

Due to the time element, it was decided to forego trialling on ESP Course at a Probation and Parole Centre. Rather, it was decided to place the onus on the individual client at each centre.

Each centre, that had previously been contacted, was sent a brightly coloured poster (* Appendix 12) outlining the TAFE Multi Cultural Education Policy. This was to be displayed in a strategic position for the client to observe. As well, photocopies listing ESP Courses, venues and contact persons were collated and distributed to the officers.

To date there has been no feedback from the centres as to the acceptance of this particular course of action. This lack of action is referred to in the recommendations 5.1 and 5.2.
SELECTING AN ESP PROGRAMME:

8.0 ENGLISH FOR JOB SEEKING:

Sydney Technical College. The objectives of this course is to provide migrants with the relevant English and job seeking skills in order for them to be able to successfully compete for jobs in Australia. (Appendix 13).

8.1 ENGLISH FOR WORK ORIENTATION SKILLS:

Petersham Technical College. The objectives of this course is to provide students with the necessary skills required in efficient, effective job seeking (Appendix 14).

Both of these courses would be beneficial and advantageous for inmates in the gaol environment. However, they would possibly be more pertinent to those prisoners who are nearing the end of their sentences, for example, at Cessnock, Silverwater and Norma Parker Prisons. These courses could successfully be undertaken in the community and therefore have more relevance to the Prisoner. *

* In particular, it could be at this stage where the Probation and Parole Officers could introduce these types of courses to their clients.
8.2 PRE-EMPLOYMENT - TRADES:

For the purposes of this project, three trade areas were selected:

- Electrical  ) 2 weeks per Trade
- Motor Maintenance  ) To be conducted over
- Carpentry and Joinery  ) a 6 week period.

Ideally, the objective of this programme was to give the student an intensive overall view of each trade, incorporating:

(a) A hands-on policy; that is, allow certain types of tools, related to each trade, into the gaol for the inmate to handle. Dexterity is an important component in the trades and one can get a point across on both a verbal and physical basis.

(b) Instructing the student in proper care and usage of equipment.

(c) An explanation of the apprenticeship system in N.S.W.

(d) An explanation of work conditions,

(e) The recognition of overseas qualifications and how one "goes-about" achieving this,

(f) The ability to choose a particular trade that the student may wish to further his career in,

(g) The setting of small tasks for the student to undertake and complete.

PROBLEMS:

Due to the time constraints imposed by the pilot nature of this programme, the logistics of acquiring at short notice trade teachers to cover Electrical, Motor Trades and Carpentry and Joinery was beyond the resources available. Therefore, Carpentry and Joinery, which by default, a skill available within the M.R.C. was utilized for a very successful six week course (see Appendix 11 for the positive attitude in this type of course).
TRIAL PROGRAMME:

9.0 REASONS FOR SELECTING C.I.P.

The prison had a high percentage of migrant inmates at the time when interviews were conducted there.

The nature of this particular prison could accommodate short courses for a period of six weeks, thereby ensuring inmates concluding the course.

That there was a room available in the Education Block that could be used to accommodate this programme.

That the Superintendent of the C.I.P. was enthusiastic and agreeable for this course to proceed.

The fact that the education hours in the C.I.P. are consistent -

9.30 - 11.30
1.30 - 3.30

five days a week.

That most prisoners in this prison are at the first stage of sentencing and that courses would have to be undertaken in the gaol.

9.1 PROGRAMME - CARPENTRY AND JOINERY

Recognizing the inherent problems of a pilot programme, it was decided to utilize available resources - rarely a carpenter employed to teach in the M.R.C.

Feasibility of arranging the C.I.P. classroom into a 'carpentry' workshop.

Relative 'easy' success in ordering and obtaining the tools and workbench for the course.

The attitude of the inmates interviewed, December, 1983, was positive toward trade courses. Twelve of the twenty-six inmates interviewed enrolled for the Carpentry and Joinery Course.

Prior to the course commencing, posters were placed around the gaol explaining the programme. The response to the advertised programme was overwhelming - both English and non-English speakers expressed keen interest in participating.

TIME:

The course was conducted over six weeks, 10 hours a week.

STUDENTS:

Twelve inmates enrolled in the course, five of whom successfully finished. There was a mixture of nationalities -

Lebanese,
Chinese,
Polish,
South American.
9.1.1 OBJECTIVES:

To provide information regarding the nature of the course, that is, it is a language based course, and therefore participation and completion of the course does not result in any trade qualification.

To provide information regarding course content to enable students to determine if the course is suited to their needs;

To introduce the nomenclature of setting out tools, their correct pronunciation and their function;

To provide an opportunity for students to practice their language in a meaningful context, for example, requesting or locating;

To assist students to use the homework sheets to further students in their own time;

To give the students an interest in something apart from gaol environment;

To give the students an opportunity to undertake an educational and vocational programme in order to further their own needs/commitments; to try and stress upon the students the value of English within the community and its usage.

9.1.2 PROGRAMME OUTLINE:

The programme was designed around units 1, 3, 10 of:

- Introduction to Trade Series,
- Bridging Courses for Overseas Trained Tradespeople,
- Carpentry and Joinery Trade
  by
- Sue Bishop and Jane Edwards,
  for the
  Outreach Project,
  Randwick College of TAFE (Appendix 15).

Due to the nature of the students and the venue, the course was adapted and modified to suit their needs.

Students were given handouts of equipment used in the trade.

Students were introduced to the equipment and taught correct usage and storage.

Handouts were given on:

- Terminology related to the trade,
- Language to be used for each lesson,
- Vocabulary,
- Dexterity Skills.

The initial task was set for each student to complete. A toy car was made in the first two weeks of the course.

Upon completion the students mutually agreed after considerable group discussion the next task to complete in the next two weeks.

In the final two weeks, each student opted for his own task to complete. The result was a variety of objects; (Appendix 16).
Table tennis bats,
Shelves,
Chessboards,
Coffee tables,
Ashtrays,
Picture Frames,
Toy trains.

The observation was that active communication skills were prevalent during the class sessions.

9.1.3 OBSTACLES:

The C.I.P. can operate with 250 prisoners, however during the period of this programme it was catering for over 400 prisoners. As a result of this overcrowding, many prisoners were being transported to other gaols intrastate, and consequently six of the students on this programme were relocated during the course.
9.1.4 EVALUATION OF COURSE:

A course evaluation sheet was given to each student in the fourth week of the programme (*Appendices 17 and 18).

The result of this questionnaire was more than favourable:

In summary, courses of this nature are recognised as being beneficial by the inmate.

The development and continuation of courses of this nature was considered desirable by the participating inmates.

The problem of technical communications between inmates induced by the nature of the course enhanced their English Language by default.

Effective communications between inmates, inmates and instructors was enhanced.

By combining mental and task oriented skills inmates found the course stimulating.
OVERALL CONCLUSIONS:

10.0 E.S.P. PROGRAMMES IN PRISONS:

Overall the pilot Carpentry and Joinery Course conducted at the C.I.P. produced favourable results in the short term, however a number of obstacles have to be recognized in implementing full-time courses of this nature.

These include:

- **Women's prisons,**

  Mulawa and Norma Parker, do not have the number of non-English speaking persons to justify these courses. Prisoners are contained at Mulawa, thus excluding outside community courses - all courses are conducted in the gaol compound.

  Five non-English speaking women were interviewed at the two institutions in February, 1984;

  2 were to be deported,
  2 spoke very little English - not at least to the ASLPR 2/2 + standard,
  1 was working the community on day release from Norma Parker.

- **C.I.P.**

  Is a maximum security gaol, and as such, inmates are not permitted to leave it for community programmes.

  **Lack of Continuity of Courses** due to:

  * continual industrial disputes,
  * education times differ vastly in all gaols,
  * continual transient nature of inmates within prison system,
  * perceived lack of commitment to education,
  * constant disruption of classes by external factors e.g., family and legal visits, buy-ups (weekly prisoner purchasing), rostered prison work, welfare and psychologist interviews and protracted delays in making outside phone calls.

- **Perceived favourable gains**

  Initial enthusiasm by the inmates was due to an expectation of financial renumeration or remission credits. However, this perspective changed and developed into attendance by interest.

- **Illiteracy in English**

  Many inmates interviewed could not be described as ASLPR 2/2 + all 4 Macro skills,

  **Eligibility of inmates to be accepted in the community as apprentices when the upper age limit of 25 years has been reached.** Consideration of this factor must be recognised if future employment and/or pursuit of the particular trade is sought from release.
10.0  (Contd)

Course duration

of 12 weeks or more in external educational institutions have little chance of completing and fulfilling the student objectives as the transient nature of gaol life determines the students availability.

- A large percentage of inmates interviewed were to be deported, and therefore would not be eligible for ESP Programmes, outlined in the guidelines.

- Inmates nearing the end of imprisonment are involved in Work Release Schemes in the community and are totally committed.*

- Responsibility of funding, the question of who will pay and priorities was voiced by J. Steanes, Head of School, General Studies.

* As mentioned in the Interim Report, inmates are travelling as far as Campbelltown for work, and as such do not return back until late evening.
10.1 **OBSERVATIONS:**

- there is a definite need for short courses ranging from trades to computer literacy conducted within the Corrective Services system;

- a high degree of interest in the availability of future courses was experienced by migrant and non-migrant inmates during the conduction of the pilot course;

- the support of the Superintendent and his officers was a major factor contributing to the success of the pilot course. In the Superintendent’s view, short courses of this nature should combine and be developed to cater for all inmates;

- these types of courses can be interfaced to currently conducted trade courses in the prison system to foster interest while enrolment positions are being made available. Courses currently conducted in gaols include:
  * Bricklaying
  * Painting and Decorating,
  * Fitting and Turning,
  * Welding,
  * Automotive engineering,
  * Cooking,

- guidelines relating to all aspects of promoting all facets of education within the New South Wales gaols and should be conveyed to all officers representing the various joint educational departments operating in the gaol environment.

These guidelines should include:

- * advertising,
- * promotional material,
- * programme and activity information,
- * vocational guidance,
- * literacy programmes,
- * E.S.L.

That more effort and emphasis be placed in attracting inmates to participate in educational and vocational related short courses;

That more time be devoted in advertising the Programmes role in the gaol and try and attract a larger percentage of inmates.

In summary the following vocational education objectives as outlines by H. T. Tubbs (*Vocational Education in Prison Setting, P.16*) are:

(a) Realistic work assignments,
(b) Work that resembles employment in the real world,
(c) Work that offers challenge and isn't degrading,
(d) Combination of work and vocational instruction,
(e) Working conditions and standards based on productivity in the real world.
TIME  Prisoners are only contactable during certain hours of the day.

INDUSTRIAL DISPUTES - Since late November there have been many disputes and they have prevented my entering gaols and my being able to meet committees. Such as prisoner classification programmes.

NATURE OF GAOLS - Most gaols have been maximum security, therefore I am only permitted to conduct interviews without prison officers being present. This prevents many inmates attending. Moreover, in this type of gaol I have to rely on prisoners being paged.

- Many just do not turn up, for e.g. M.R.P., 3 inmates attended.

LACK OF MOTIVATION OF PRISONERS - Many only attend classes if they receive money for it.

THE STUDENTS NEEDS ARE NOT BEING MET - The teachers' talents are too thinly spread; numbers drop off, as they are not receiving adequate attention!

LACK OF CONTINUITY - Teachers could teach 5 days a week, instead of broken hours in one prison, and other hours in other prisons. Many prisoners do not like thinking about when classes will be held, they would prefer to turn up every day without having to consider times.

NEED FOR HOUR TEACHING POSITIONS - 20 hour teaching positions, in addition to Education Officers, as opposed to 15 hours per week. This would provide stability for inmates and 'educationists', and would:

1. upgrade standard of teaching.

2. give a professional approach to Education, rather than 3 or 4 teachers coming out ad hoc.

3. co-ordinate resources and methods and would give teachers more co-ordination of educational efforts.

4. raise the success rate in building up and establishing a better relationship with prison officers/superintendents/prisoners.

5. prevent a high turnover of teachers

6. make the entire Programme Division a far more cohesive body and give it more credence.

FROM CONDUCTING THESE INTERVIEWS - It was observed that many clients have been in a state of shock, have not really known what they will do, and therefore place a low priority upon education as a whole. Also, many officers within the system place a low priority upon education and therefore motivation becomes excessively difficult to enhance.
10.2 ACTION PLAN

D.C.S. should allocate funds to establish a full-time position to capitalise on the findings of this report based on the following background and the recommendations documented in Chapter 5.0.

A pilot programme was initiated at Long Bay Gaol to teach the basic skills and terminology of carpentry and joinery with unprecedented success after 6 weeks. (See final report, July, 1984). During this programme, and whilst interviewing at other gaols, many non-migrant inmates requested participation or enrolment.

The Superintendent of the C.I.P., Mr. Duff fully supported the pilot activity and proposed that follow-on courses were desirable on courses of this nature once initiated must have some form of commitment or motivation and morale of the prisoners can be adversely affected.

Due to the short duration of this investigation and pilot programme, a number of shortcomings and pitfalls with the present approach, or lack of, education in the New South Wales gaol system have been highlighted and recognised by Department of Corrective Services. Further research and investigation of the needs of all prisoners in New South Wales gaols should be conducted in the following areas:

- combination of short courses relating to the specific needs and requirements of inmate expressed during the interview and pilot course phase;
- introduction of community based programmes into the New South Wales gaol system;
- to promote individual independence in the prisoner students, preparing them for future community integration;
- to develop the channels from the short introductory courses to the current trade courses conducted within the gaols.

These tasks will prepare TAFE to move to a second phase of operation within the New South Wales gaol system addressing the need of establishing a position of a liaison officer within Department of Corrective Services to co-ordinate and identify the myriad of courses placed and currently available to the Department of Corrective Services by TAFE these include:

- Trade Courses,
- Hobby Courses,
- E.S.L.,
- Correspondence,
- E.S.P.,
- Higher learning.

This structure would lead to a third phase which would have the task of assessing and evaluating the progress of parole prisoners with their rehabilitation into the community reporting on their progress and achievements pertaining to the particular trade or profession that they initially undertook while in the prison system.

This position would ultimately involve close liaison with the probation and parole officer to establish the initial confidence of the ex-inmate and leading to:
10.2 ACTION PLAN (contd)

- Confidence and total independence in the parolee;
- To assist in the severance of institutional attitudes;
- Instill a motivational perception to a community aspect;
- Feedback information on progress, concerns and future improvements.

The above programmes should have continuity and flexibility to incorporate all creeds. Initially a three month programme should be formed using a select group of inmates who are due for release in 1984.

As a successful pilot has already been initiated and well received by the Department of Corrective Services and TAFE follow-on programmes adhering the first and second stages explained above would constitute a reasonable continuation.

Finally this programme should flow into the Probation and Parole phase to accentuate the benefits to the Community of this type of programme.

SUGGESTED:

Linking this proposal to those made in Evaluation of Pre-Release Gaols.
APPENDIX I

PLEASE LOOK!

ANY INMATES WHO DON'T SPEAK ENGLISH AS THEIR NATIVE LANGUAGE AND WANT TO BE ABLE TO USE ENGLISH FOR FUTURE EMPLOYMENT

PLEASE CONTACT THE EDUCATION OFFICERS TO ORGANIZE AN INTERVIEW

POLISH        GREEK
LEBANESE      TURKISH
VIETNAMESE    GERMAN
THAI          SPANISH
LAO
CHINESE - MANDARIN  CANTONESE
### C.I.P. Nationalities

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### APPENDIX 3

**M.R.C. Nationality of Inmates Interviewed.**

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### APPENDIX 4

**M.T.C. NATIONALITY OF PRISONERS INTERVIEWED.**

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<td>TONGA</td>
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ILLITERATE 5

INTERVIEWED AT C.I.P.
Each week in Mulawa the following courses and classes are available to attend:

- English and Mathematics
- Typing and Clerical Procedures - TAFE 2 years course
- Artex, Hobbycraft
- Haircare
- Yoga
- Cooking
- Art
- Aerobic Dancing - get fit to music
- Writers Workshop - Creative
- Tapestry
- Fashion and Design
- Guitar
- Pottery
- Music - Saxophone and Recorder
- Drama
- Screen Printing
- Debating
- Industrial Sewing Training School

Special classes are available to help in a range of educational and correspondence courses.

If you need help to improve your reading and writing, the English Teacher can help you.

See Ray Morgan, the education officer, about enrolling in any of these classes.
APPENDIX 8

20 INTERVIEWED:
- West Samoa 1
- Iceland 1
- Yugoslav/Croatia 8
- Lebanon 1
- Austria 1
- Italy 1
- Cuba 1
- Turkey 1
- Indonesia 1
- Chile 1
- Egypt 1
- Poland 1
- Germany 1

LITERATE: 15
ILLITERATE: 5

INTERVIEWED AT C.I.P. 3
M.R.P.

TO BE DEPORTED: 2

TRADES: 9
- E.S.L./Literacy
- Computer, Business Admin 1
- Cooking/Catering 1
- Farming
- Other 4
- Factory 3

Agriculture
Fitting and Turning
Cabinet Making
Trades interested in include:
Electric Engineering,
Motor
Electronics,
Carpentry and Joinery.
In conjunction with the Department of Corrective Services, Programmes Division and TAFE Multicultural Education Project, I have been employed to devise a programme for migrant (non English speaking) inmates and Probation and Parole clients. I stress here that these courses are available to both male and female.

The title of this programme is "Preparation for Employment" and as I understand the position, is to be vocational rather than education. Due to the nature of the "students" these courses would have to be of 6 weeks duration, maximum, and perhaps be held in an environment which is non-threatening, possibly at the 527 Centre.

One requirement from T.A.F.E. is that these "students" must be at Level 2 on their language scale. Enclosed is a profile of the student. In other words, they must have functional English, both oral and literacy. Presently I am trying to conduct individual interviews (10 minutes maximum) and would appreciate all the support I can get from this Unit to organise clients for me to interview.

Below is a list of the types of courses which the Multicultural Project have organised for 1984 at different Colleges throughout N.S.W. Obviously these are only an idea of the courses which could be adapted for offenders and ex-offenders.

**INTRODUCTORY COURSES**

- English and Computer Literacy
- English and Car Maintenance
- Introduction to Welding
- English and Typing
- Introduction to Automotive Trade

**REFRESHER COURSES**

- English for Electricians
- English for Motor Mechanics
- Welding Trades
- English for Bricklayers
  - " C. & J.'s
  - " Fitters and Machinists

**JOB SEEKING SKILLS AND WORK BASED COURSES**

- English for Job Seeking - Professional
  - Non-Professional
  - Semi-Professional

I would appreciate any assistance you can offer me and I shall contact your office in the near future.

Pene Rhodes.
One Officer's profile of clients which could possibly enrol in the E.S.P. Programme. None of these people were interviewed:

- Male - Aust. born
- Male - Yugoslav speaks English, unemployed
- Male - " speaks limited English, unemployed,
- Male - Italy speaks good English, employed
- Male - Iraq speaks good English, casual worker
- Male - Poland speaks good English, employed
- Male - Italy Aust. born, unemployed
- Male - Yugoslav speaks no English, unemployed
- Male - Yugoslav educated in Aust. currently attending Audio-Engineering course at Tech.
- Male - Yugoslav speaks good English employed
- Male - Loatian speaks no English, employed as Process worker
- Male - German, Australian born, unemployed
- Male - Arab, can communicate in English, unemployed
- Male - Italy, Australian born, speaks good English, unemployed.

Noticing from the above, 3/4 of the clients were not working and could therefore have been possible candidates.
This list was a breakdown of the different nationalities of clients reporting for Probation and Parole.

It was compiled in 1983.

DEPARTMENT OF CORRECTIVE SERVICES

PROBATION AND PAROLE SERVICE

NEWTOWN DISTRICT OFFICE.

The following is a breakdown of the persons under supervision who are of ethnic origin.

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<td>Spanish</td>
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<td>Turkish</td>
<td>7</td>
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<td>Yugoslav</td>
<td>18</td>
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</table>

Total Number of Ethnic Clients:

104
LET T.A.F.E. HELP YOU.

Men and Women from non-English speaking origins, break down the barriers – Education for Everyone

Motor Mechanics
Electricians
Welding + ENGLISH
Cooking
Office Studies
Business Administration
Accountancy

For further information, see your Parole Officer.
AIMS: The objectives of this course are to provide migrants with the relevant English and job seeking skills in order for them to be able to successfully compete for jobs in Australia.

TARGET POPULATION: Professional and semi-professional migrants who are unemployed or working in jobs not suited to their professional training and whose level of English is sufficient to adequately function in a work situation within their chosen field.

COURSE OUTLINE: Based on experience with the two groups who undertook the course at Sydney Technical College in third term 1983, the following topic areas will be elaborated into an appropriate syllabus:

1. Job applications - each student to complete an employment history and curriculum vitae under supervision
2. Telephone Techniques
3. Analysis of job advertisements
4. Interviewing procedures
5. Non-verbal communication
6. "Aussie English" - this component is considered by students to be vital
7. An overview of Australian culture and customs
8. Writing and replying to business correspondence
9. Assertiveness training and confidence building

IDENTIFICATION OF NEED:

Prior to the commencement of the courses at Sydney Technical College it had been found that inability to find suitable employment in professional careers was a product of lack of knowledge of the procedures and skills relevant to job seeking in Australia as well as lack of information of the employment opportunities available. The need was confirmed by the enrolments that took place in September, 1983 given that no promotion or advertising of the course was possible because of time constraints.

ADMINISTRATION:

student/teacher ratio, 15/1
course duration, 6 weeks
hours per week, 6

1. SYDNEY TECHNICAL COLLEGE:

4 day courses (1 beginning week 1, 2 beginning week 7)
2 evening courses (1 beginning week 1, 1 beginning week 7)
UNIT ONE  COURSE STRUCTURE

Course Overview

Introductory Film (CES)

1. **Worksheet 1** Letter of Enquiry - letter compilation to employers asking if there are any job vacancies.

2. **Worksheet 2 & 3** Advertisements - Analysis of ads - What does the ad say? Is there sufficient information for me to confidently apply for the position? Deceptive - Misleading advertising - Does it exist? How can I guard against falling victim to such advertising? Is there legal redress?

3. **Worksheet 4** Where to Look for a Job - Exploration of job sources other than CES, newspapers. Discussion of difficulties, How to maintain my motivation.

4. **Worksheet 5** Curriculum Vitae - Resume - Personal Information Sheet. - All the information I need for written and personal applications. More importantly, all the information a prospective employer is likely to need, I'll remember the employer; will he/she remember me?

5. **Worksheet 6** Application Letter - Focus on letter compilation to employers - How do I write this so that my application stands out from the rest? Study of format. Focus on poor letters of application.

6. **Worksheet 7** Telephone Applications. - How to phone (i) for an interview, (ii) for information, (iii) in response to a telegram/phone message. Simulated exercises using phones. - Evaluation.

7. **Worksheet 8** The Application Form - How to fill in this form correctly. What does it tell me about the employer?
8. **Worksheet 9 References from Referees** - What are references? Where do I get these from? What can I furnish as an alternative if I cannot provide an acceptable reference?

9. **Worksheet 10 a & b. The Interview** - The Place de Resistance of Job Seeking - focuses on: How do I present myself? What questions will the interviewer(s) ask? What do I need to know? Will I need to ask questions? etc. Techniques important in presenting myself calmly, rationally, intelligently. Simulated interviews using video - personnel manager - feedback. Testing and assessment procedures used.

10. **Worksheet 11 Interviewer Guide** - What does an interviewer write about me at the interview?

11. **Worksheet 12 Private Employment Agency** - Vocational agencies (Government) - (Private) Westaff, Drake Personnel, Centacom etc. What are these? Does it cost anything to use these services? (Government) Vocational Services - TAFE Counselling, CES occupational psychologist.


13. **Worksheet 14, 15, 16 a & b - The apprenticeship system** - (i) Pre-apprenticeships (ii) Apprenticeships (iii) Types of apprenticeships.

---

**For Your Information**

This course is developmental which means that teacher(s) and students alike will actively participate in it and contribute to the syllabus. Its aim is to provide students with the necessary skills required in efficient, effective job seeking. Both the Vocational Resource Teacher and the Special English Teacher wish you to get as much as possible from the course. Please tell us if you feel other aspects of job seeking should be included.

To assist you in this process, the Vocational Counsellor will see each participant individually in the third week of the course at a time to suit you. The purpose of this individual session will be for you to raise any course issues, problems etc., but will also focus on individual vocational guidance which is important in respect of assessing your own individual needs/aspirations/interests away from the class group.
The above summarises briefly, the course syllabus. Employment films and videos will be used throughout the course as educational aids. It is anticipated that work-related excursions will form part of the latter part of the course if time allows.

Please do not hesitate to contact me at the Counselling Unit (5600268, 27 Crystal Street, Room 29, New Building) if you are confused, anxious, uncertain about our objectives. This way I can continually assess if modifications are necessary to the course, to ensure you get the maximum benefit from your exposure to it.

Steve Dunn

STEVE DUNN,

THE COUNSELLOR.

(CMOF Course Co-ordinator)
APPENDIX 15.

INTRODUCTION TO TRADES CENTRES

Bridging Courses for Overseas Trained Tradespeople

5 CARPENTRY AND JOINERY TRADE

by

Sue Bishop & Jane Edwards

in association with

Peter Hamilton & Ern Cullen

for the Outreach Project

Randwick College of TAFE

August 1983
1 Wooden Rule
2 Combination Square
3 Warrington Hammer
4 Sliding Bevel
5 Claw Hammer
6 A. Single Twist Hardwood Bit
   B. Wood Drill
   C. Double Twist Hardwood Bit
7 Ratchet Brace
8 Wood Registered Chisels
9 Smoothing Plane
10 Bullnose Rabbit Plane
11 German Jack Plane
12 Panel Saw
13 Coping Saw
14 Keyhold Saw
15 Gouge
16 Marking Gauge
17 Mortise Gauge
18 Spirit Level
19  Stringline
20  Plumb Bob
21  Nail Punch
22  Explosive Powered Fastening Tool
23  Portable Power Saw
24  Jigsaw

25  Orbital and Belt Sander
26  Masonry Drill
27  Lump Hammer
28  Spokeshave
29  Pinch Bar
30  Fast Action Cramp

31  Sash Cramp
32  Mitre Box
33  Nailbag and Strap
34  Plugging Chisel
35  G-Cramp
36  Ratchet Screwdriver
37 Tin Snips
38 File
39 Standard Pliers
40 Shifting Spanner
41 Multigrips
42 Hacksaw

43 Standard Screwdriver
44 Phillips Head Screwdriver
45 Stubby Screwdriver
46 Ladder
47 Extension Ladder
48 Step Ladder

49 Grinding Wheel
50 Electric Drill and Chuck Key
51 Abrasive Sheets
  • sandpaper
  • wet and dry paper
  • garnet
  • emery
52 Goggles
53 Allen Key
54 Steel Measuring Tape
55 Angle Grinder
56 Mallet
57 Countersink Bit
58 Tenon Saw
59 Bradawl
60 Pincers

61 Electric Router
62 Saw File
63 Hand Drill
64 Oilstone
65 Saw Set
66 Square
What's it called?

Write the names of these tools in the spaces below:

1

2

3

4

5

6

7

8

What's it used for?

Match the following by drawing lines, eg:

A sliding bevel
A combination square and mitre
Mortise gauges
A marking gauge
A square
A wooden rule

marking a line parallel to an edge measuring.
marking 90° angles.
marking parallel lines for a mortise and tenon joint.
marking out sloping lines.
marking lines at 90° and 45°.
What's it called?

Write the names of these tools in the spaces below:

1. Marking gauge
2. Combination Square
3. Sliding bevel
4. Wooden rule
5. Mortise gauge
6. Steel measuring tape
7. Square
8. Pencil

What's it used for?

Match the following by drawing lines, eg:

- A sliding bevel: marking a line parallel to an edge
- A combination square and mitre: measuring
- Mortise gauges: marking 90° angles
- A marking gauge: marking parallel lines for a mortise and tenon joint
- A square: marking out sloping lines
- A wooden rule: marking lines at 90° and 45°
Workshop Equipment

Write the correct numbers in the boxes below:

1. BENCH
2. BENCH HOOK
3. MORTICE BLOCK
4. SAW STOOL
5. "C" CRAMP
6. SASH CRAMP
7. BENCH VICE
8. BENCH STOP
Workshop Equipment

Write the correct numbers in the boxes below:

1. **Bench**
2. **Bench Hook**
3. **Mortice Block**
4. **Saw Stool**
5. **G" Cramp**
6. **Sash Cramp**
7. **Bench Vice**
8. **Bench Stop**
What's the Carpenter doing?

Write the correct words in the spaces below:

1. He's ________
   the ________
   of the ________
   using a ________

2. She's ________
   the ________
   ________ with a ________

3. He's ________
   ________ with a ________

4. She's ________
   a ________
   using a ________

5. He's ________
   an ________
   using a ________

6. She's ________
   a ________
   ________ with a ________

7. He's ________
   ________ with a ________

---

marking gauge
adjusting
right angle
pencil
gauging
marking
timber
angle
mitre
rule
line
combination square and mitre
measuring
thickness
What's the Carpenter doing?

Write the correct words in the spaces below:

1. He's measuring the thickness of the timber using a rule.
2. (adjusting/checking) She's measuring the marking gauge with a rule.
3. He's gauging a line with a pencil.
4. She's gauging a line using a marking gauge.
5. He's marking an angle using a sliding bevel.
6. She's marking a right angle using a square.
7. He's marking a mitre with a combination square and mitre.
Setting Out Tools

Student A

1x

2

3x

4

5x

6

7x

Student B

1

2x

3

4x

5

6x

7
Making a Shelf

Find the missing words from the list below.

Jack wanted to make a shelf. He ______________ the length of the shelf, using a ______________. He ______________ the end of the shelf square, using a ______________ ______________. He ______________ the timber shelving with a ______________ ______________ then marked the length of the shelf to the required measurement, ______________ it again. He cut the shelf to ______________ using a panel saw. He ______________ the ends of the shelf ______________ using a ______________ but he couldn't ______________ the shelf because he'd run out of ______________ ______________.

- garnet paper
- measured
- marked
- rule
- try square
- cut
- panel saw
- smoothing
- planed
- length
- sand
- smooth
- plane
- squaring
- length
Find the missing words from the list below.

Jack wanted to make a shelf. He measured the length of the shelf, using a rule. He marked the end of the shelf square, using a try square. He cut the timber shelving with a panel saw. He then marked the length of the shelf to the required measurement, squaring it again. He cut the shelf to length using a panel saw. He planed the ends of the shelf smooth using a plane but he couldn't sand the shelf because he'd run out of garnet paper.

- garnet paper
- measured
- marked
- rule
- try square
- cut
- panel saw
- smoothing
- planed
- length
- sand
- smooth
- plane
- squaring
- length
What's it called?

Write the names of these tools in the spaces below each picture:

1. Standard screwdriver
2. Ratchet brace
3. File
4. Panel saw
5. Wood chisels
6. Pinch bar
7. German Jack Plane
8. Drill bits
9. Hacksaw
10. Claw hammer
11. Nail punch
12. Electric drill + chuck
13. Hand drill
14. Keyhole saw
15. Mitre box
16. Ratchet screwdriver
17. Smoothing plane
18. Coping saw
What's the Carpenter doing?

Write the correct words in the spaces below:

She's __________ He's __________ She's ____________

a __________ a piece of __________ a __________

with a __________ using a __________ with a __________

and a __________

He's __________ He's __________ He's __________

a __________ some __________ a __________

with a __________ using a __________ and a __________

She's __________

a __________

with a __________ using a __________ and a __________

hammering sawing bit planning nail

hammer plane mitre box timber

hole drilling saw saw stool panel saw

cutting hand drill mitre brace
What's it called?

Write the names of these tools in the spaces below each picture:

1. [Tool Image]
2. [Tool Image]
3. [Tool Image]
4. [Tool Image]
5. [Tool Image]
6. [Tool Image]
7. [Tool Image]
8. [Tool Image]
9. [Tool Image]
10. [Tool Image]
11. [Tool Image]
12. [Tool Image]
13. [Tool Image]
14. [Tool Image]
15. [Tool Image]
16. [Tool Image]
17. [Tool Image]
18. [Tool Image]
What's the Carpenter doing?

Write the correct words in the spaces below:

1. She's hammering a nail with a hammer.
2. He's planing a piece of timber using a plane.
3. She's cutting a mitre with a panel saw and a mitre box.

4. He's drilling a hole with a hand drill.
5. He's sawing some timber using a saw and a saw stool.
6. She's drilling a hole with a bit and a brace.

hammering  planing  cutting
hammer  plane  mitre box  timber
hole  drilling  saw  saw stool  panel saw
cutting  hand drill  mitre  brace
**Fasteners**

**WOOD SCREWS**

- **Recessed screw drive**
  - Head
  - Shank
  - Core
  - Thread
  - Diameter of shank
  - Screw drive slot
  - Length

  *Typical wood screws*

- **Corner halving joint**
  - Secured with wood screws

- **Galvanised screw**
  - Galvanised washer
  - Bituminous felt washer

- **Corrugated asbestos cement sheet**
  - Fastened with galvanised screws and washers

- **Door hinge**

- **Metal door lock and door furniture**
  - Fastened with wood screw

- **Door hinges**
  - Fastened with wood screws

**RAISED HEAD SCREWS**

- **Square section of shank**
  - Head
  - Parallel shank
  - Flat washer

  *Two common types of bolts*

**WOOD SCREWS**

- **Particle board screw**
  - Recessed drive screw drive

- **Long screw thread**

- **Dome shaped head**

**TYPES OF NAILS**

- **Duplex nail**
- **Particleboard nail**
- **Jolt or bullet head nail**
- **Clout**
- **Flathead nail**
- **Flex sheet nail**
- **Hardboard nail**
- **Plasterboard nail**
- **Fathead nail**
  - Annular threads
- **Shear-point nail**
- **Latticehead nail**
- **Gone shaped nail**
  - Head slightly larger than the point head

**Panel pin**

**Wire brad**
BUILDERS' LICENSING BOARD

PO Box 657
Crows Nest 2065
55-61 Chandos Street
St Leonards 2065

Phone: 439 3199

- Issues Licences
- Administers Long Service Leave Programme
- Prosecutes Builders and Tradesmen
- Insures Licensed Work

TO APPLY FOR A LICENCE:

Apply with a resumé, references and qualifications to the B.L.B.
B.L.B.  
BUILDERS' LICENSING BOARD

BUILDERS' LICENCE  
($150)

Need: Building Certificate  
or: Building Foreman/Clerk of Works Certificate  
and: Builders' Business Course

OWNER BUILDER LICENCE  
($50)

Can build yourself, if licensed, or sub-contract. The licence is for one job only.

TRADESMAN'S LICENCES

RESTRICTED LICENCE  
($20)

Can work for wages

Need: Trade Certificate

RESTRICTED LICENCE  
($100)

Can contract directly to the public
TRADESMAN'S RIGHTS CERTIFICATE

WHAT: Trade Test

WHERE: School of Building
        Building "H"
        Sydney Technical College
        Mary Ann Street
        Ultimo 2007

At this office you will be given an appointment to do your Trades Test. An interpreter can be arranged.

HOW: Letter of Introduction

less than 6 months in Australia

from: Migrant Services

Department of Employment and Industrial Relations
19th Floor
Town Hall House
456 Kent Street
Sydney (behind Town Hall)
Phone: 290 1199

more than 6 months in Australia

from: Building Workers Industrial Union

490 Kent Street
Sydney
Phone: 264 6471

Trade Test $18.00

Trade Test free
**DEPARTMENT OF INDUSTRIAL RELATIONS**

**APPLICATION FOR TRADESMAN'S CERTIFICATE**

The Secretary, Local Trades Committees,

Secretary,
I hereby apply for a Tradesman's Certificate under the Tradesman's Rights Regulation Act 1975, and declare that the particulars hereunder are correct.

Local Trades Committee,
4th Floor,
Commonwealth Government Centre
Chifley Square, SYDNEY 2000

**PRIVATE ADDRESS**

**SURNAME**

**POSTCODE**

**ADDRESS**

**NATIONALITY**

**GIVEN NAMES**

**COUNTRY OF ORIGIN**

**DATE OF BIRTH**

**TELEPHONE**

1. **TRADE CLASSIFICATION APPLIED FOR**

2. **HAVE YOU SERVED AN APPRENTICESHIP?**
   - Yes
   - No
   **IF YES STATE NAME OF EMPLOYER**

3. **TRADE CLASSIFICATION**

4. **HAVE YOU PREVIOUSLY APPLIED FOR A TRADESMAN'S CERTIFICATE?**
   - Yes
   - No
   **IF YES STATE WHERE AND WHEN**

5. **DATE OF ARRIVAL IN AUSTRALIA**

6. **ARE YOU**
   - A PERMANENT RESIDENT
   - OR VISITOR
   **TO AUSTRALIA**

7. **INSERT DETAILS OF YOUR WORK HISTORY**
   **(PLEASE SUPPORT WITH ORIGINAL DOCUMENTS)**

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<th>Address</th>
<th>Period of Employment</th>
<th>Description of work including classification</th>
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<td>21</td>
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Note: **THIS APPLICATION SHOULD BE ACCOMPANIED BY A TRADE PROFICIENCY CERTIFICATE AND ANY OTHER SUPPORTING DOCUMENTARY EVIDENCE**
PLANNING APPROVAL

Apply to Local Council Building Department

Ordinance 70

Application

3 Plans and Specifications
Copies of Contract
Builders and Sub-Contractors
Licensing Insurance Receipt
Building Fees
EMployers' Union (employer)

Employees' Union (worker)

Contract of Employment

Award

Agreement

Determination

(Which includes wages and conditions)
NATIONAL BUILDING TRADES CONSTRUCTION AWARD
AND
BUILDING TRADESMEN (STATE) CONSTRUCTION AWARD

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<td>Sick Leave</td>
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<td>Annual leave loading</td>
<td>Maternity leave</td>
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<td>Penalty rates</td>
<td>Bereavement leave</td>
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<td>Overtime rates of pay:</td>
<td>Long Service leave</td>
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<td>- Meal allowance</td>
<td>Holiday entitlements</td>
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<td>- Transport allowance</td>
<td>Study leave</td>
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<td>Retrenchment pay</td>
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<td>Rest periods</td>
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<td>Disability allowances:</td>
<td>Termination of employment</td>
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<td>- cold/hot/wet places</td>
<td>Retrenchment conditions</td>
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<td>- height money</td>
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<tr>
<td>Clothes allowance</td>
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BUILDING WORKERS' INDUSTRIAL UNION (B.W.I.U.)

SHOP STEWARD

UNION ORGANISER

WORKERS (rank and file) (union member)
SHOP STEWARD:

- Elected every year by union members in a particular workplace;
- Joins new members;
- Seeks better conditions for workers;
- Negotiates with management;
- Arranges workplace meetings;
- Helps workers with problems and/or complaints;
- Contacts union if he or she needs help to handle a problem.

UNION ORGANISER:

- Employed by union;
- Elected by union members in an area (geographic) for 4 years;
- Responsible for a region which will include several factories or workplaces.
NATIONAL BUILDING TRADES CONSTRUCTION AWARD AND BUILDING TRADESMEN (STATE) CONSTRUCTION AWARD

These rates to apply from the beginning of the first pay period to commence on or after the 1st July, 1982.

<table>
<thead>
<tr>
<th>Trade</th>
<th>Hourly Rate</th>
<th>Daily Rate</th>
<th>Weekly Rate</th>
<th>Saturday Work - 8 Hours Rate</th>
<th>Annual Leave Rate Including 17% Loading for Each Week Rate</th>
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<tr>
<td>Carver</td>
<td>8.51</td>
<td>64.67</td>
<td>323.38</td>
<td>127.65</td>
<td>32.02</td>
</tr>
<tr>
<td>Marker/setter out</td>
<td>8.64</td>
<td>65.66</td>
<td>328.32</td>
<td>129.60</td>
<td>32.51</td>
</tr>
<tr>
<td>Special class tradesman</td>
<td>8.64</td>
<td>65.66</td>
<td>328.32</td>
<td>129.60</td>
<td>32.51</td>
</tr>
</tbody>
</table>

FARES ALLOWANCE: $4.90 per day (non taxable)

LEADING HANDS:
- In charge of 1 person: 20 cents per hour
- In charge of 2 - 5: 44 cents per hour
- In charge of 6 - 10: 55 cents per hour
- In charge of 11 or more: 74 cents per hour

BUILDING INDUSTRY PAID DAYS OFF (LEISURE DAY) 1982

TUESDAY - JUNE 15; MONDAY - JULY 12; MONDAY - AUGUST 9; MONDAY - SEPTEMBER 6;
TUESDAY - OCTOBER 5; MONDAY - NOVEMBER 1; MONDAY - NOVEMBER 29; WEDNESDAY - DECEMBER 29

CARPENTER & JOINER: (General construction, erecting or stripping formwork, ceiling, window, partition, precast panel fixing, metal cladding, framing, shop fitting, joinery, general fixing, floorlaying, fencing, caulking, cool room construction, manufacturing and fixing of all built-ins, cupboards, counters, shelves, etc., setting out, safety officer, curtain lining, exhibition stands, work in connection with prefabricated units.)

The above work may be in timber, aluminium, steel, plastic or other materials.

This work includes erection, repair, renovation, maintenance, ornamentation, or demolition of buildings or structures including the making, assembling or fixing of fittings where the work is contract for by a builder or subcontractor etc.
ALL SPECIAL RATES APPLY FROM THE 30TH NOVEMBER, 1981

MULTI STOREY RATES APPLY TO ALL JOBS COMMENCED AFTER THE 31/8/79

From the commencement of the project to the 15th floor level - 18 cents per hour extra
From the 16th floor level to the 30th floor level - 25 cents per hour extra
From the 31st floor level to the 45th floor level - 38 cents per hour extra
From the 46th floor level to the 60th floor level - 50 cents per hour extra
From the 61st floor level onwards - 61 cents per hour extra

Insulation: 33 cents per hour or part thereof

Net Work: Work between 46 degrees and 54 degrees Celsius - 26 cents per hour; exceeding 54 degrees Celsius - 33 cents per hour

Cold Work: Where the temperature is less than 0 degrees Celsius - 26 cents per hour

Confined Space: 33 cents per hour

Swing Scaffold: $1.90 for first 4 hours or part thereof and 38 cents per hour thereafter.

Explosive Powered Tools: 60 cents per day

Furnace Work: Work in the construction or alteration of boilers, flues, etc. (refractory work) 68 cents per hour extra. Work on construction or repairs to acid furnaces etc., 68 cents per hour extra.

Other than standard bricks: Over 5.5kg but under 9kg - 26 cents per hour
                             Over 9kg but under 18kg - 45 cents per hour
                             Over 18kg - 64 cents per hour

Cleaning down brickwork: 23 cents per hour

Bagging: 23 cents per hour

Bitumen Work: 33 cents per hour

Plaster or composition spray: 26 cents per hour

Slushing: Tilelayers work - 26 cents per hour

Dry polishing of tiles: 33 cents per hour

Secondhand Timber: $1.01 per day where tools are damaged.

Roof repair: 23 cents per hour, with slaters & tilers being paid in accordance with the following: More than 15 metres - 23 cents per hour, over 15 metres and where the pitch is over 35 degrees - 33 cents per hour or over 40 degrees - 45 cents per hour

Computing quantities: $1.90 per day or part thereof.

INCLEMENT WEATHER: The clause provides for full pay for time lost due to inclement weather (rain, heat, wind, dust etc.) up to a limit of 32 hours for each four week period.

INDEXATION OF COMPENSATION PAYMENTS: When 26 weeks have expired full award rate of pay ceases and injured worker is then entitled to compensation only at the rate of $115.60 for a single man, $26.50 for a dependent wife and $13.20 for each dependent child.
### AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS

#### SPEAKING

<table>
<thead>
<tr>
<th>Level</th>
<th>General Description</th>
<th>Specific Examples</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>ZERO PROFICIENCY</td>
<td>Unable to function in the spoken language.</td>
</tr>
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<td>INITIAL PROFICIENCY</td>
<td>Able to operate only in a very limited capacity within very predictable areas of need.</td>
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<tr>
<td>1</td>
<td>ELEMENTARY PROFICIENCY</td>
<td>Able to satisfy immediate needs using learned utterances.</td>
</tr>
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<td>Able to satisfy basic survival needs and minimum courtesy requirements.</td>
</tr>
<tr>
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<td>SURVIVAL PROFICIENCY</td>
<td>Able to satisfy all survival needs and limited social demands.</td>
</tr>
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<td>MINIMUM SOCIAL PROFICIENCY</td>
<td>Able to satisfy routine social demands and limited work requirements.</td>
</tr>
<tr>
<td>3</td>
<td>MINIMUM VOCATIONAL PROFICIENCY</td>
<td>Able to speak with sufficient structural accuracy and vocabulary to participate in most formal and informal conversations on practical, social and vocational topics.</td>
</tr>
<tr>
<td>4</td>
<td>VOCATIONAL PROFICIENCY</td>
<td>Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs.</td>
</tr>
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<td>5</td>
<td>NATIVE-LIKE PROFICIENCY</td>
<td>Speaking proficiency equivalent to that of a native speaker of the same socio-cultural group.</td>
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Can give name, age, address, etc. Some basic greetings.

Fragments that may consist of no more than (e.g.) noun, verb, modifier.

Hesitations, fractured syntax, many repetitions, but can maintain very simple conversations on familiar topics.

Can cope with less routine situations. Can explain with limited precision.

Can describe and converse on everyday things in his/her environment; can describe most recent job/activity.

Confidence in most social situations and own work situation. Can present own or others’ ideas and attitudes. Can cope with everyday, difficult linguistic situations.

Can convey exact meaning in social and vocational discussions. Can modify speech deliberately according to the situation.

Can handle humour and innuendo effectively.
### AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS

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