

*I wish it was every day...*

**Case Studies**

**from**

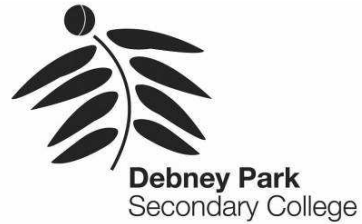
**Out of School Hours Learning Support Programs**

**An initiative of the Refugee Education Partnership Project**

**July 2007**



# REFUGEE EDUCATION PARTNERSHIP PROJECT



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# EXECUTIVE SUMMARY

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This paper is one of the key components of the Refugee Education Partnership Project's<sup>1</sup> work on Out of School Hours Learning Support Programs.<sup>2</sup> Research and practice indicate that these programs can make a significant difference in helping refugee background students become better connected to school and achieve better learning outcomes.

The purpose of this document is to share models and examples of good practice of Out of School Hours Learning Support Programs.

The case studies illustrate practices that are effective in supporting refugee background students, including:

- establishing programs in response to an identified need to support refugee background students to stay on at school;
- establishing programs in accessible locations;
- providing social, practical and educational support to the community, by developing a productive and inclusive environment that promotes positive relationships;
- staffing the program to best meet the needs of the students. This includes coordination and tutoring by trained teachers or community members, using paid tutors and Multicultural Education Aides and utilising the skills and commitment of volunteers;
- basing the program content on the literacy and numeracy needs of the students;
- documenting the program's structures, policies and procedures;
- liaising with families and elders in the community;
- developing networks with schools and other service providers;
- providing refreshments, particularly after school;
- building up tutor and student resources, including web support;
- providing opportunities for community participation and recreational activities;
- independently evaluating programs to improve them; and
- being forward looking and planning new initiatives.

The case studies highlight a broad range of effective support strategies including:

- individual and small group tuition;
- encouraging students to support one another's learning;
- peer and cross-age tutoring; and
- tutors supporting students by
  - encouraging them
  - checking their understanding
  - working at their pace
  - demonstrating, giving examples and modelling the work for the students
  - explaining tasks
  - simplifying
  - eliciting information from students
- structuring essays by linking ideas and listings arguments and counter arguments
- using examples that relate to the students' lives, interests and experiences
- recycling the language.

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<sup>1</sup> The Refugee Education Partnership Project aims to establish a more coordinated system to support refugee children, young people and their families across the community, education and government sectors, so that they experience improved well-being and educational achievement.

<sup>2</sup> A learning support program (LSP) provides extra tutoring outside of school hours. The extra tutoring may include English language, literacy, homework subjects, and/or skills in how to study.

Some of the benefits the programs create for refugee students are highlighted in these case studies, including:

- developing students' confidence and self-esteem (for example, by recognising achievements);
- providing quality, appropriate and practical support outside of the classroom<sup>3</sup>;
- creating a more equitable education environment – for example, by providing support to students whose parents are unable to provide it<sup>4</sup> and giving them access to a positive learning environment and resources which they don't have at home;
- improving learning outcomes;
- improving work habits, study and organisational skills;
- reinforcing the purpose of homework and the value of it;
- developing cooperative learning skills;
- developing independence in approaching homework (for example, by supporting student efforts to independently work out what to do);
- supporting the settlement needs of refugee background families;
- broadening the participants' experience by introducing them to more people beyond other school students and their family;
- providing positive role models; and
- building relationships and trust.

Schools also benefit from Out of School Hours Learning Support Programs, because:

- students come to class better prepared and more motivated, and function better in the classroom, which takes pressure off staff;
- teachers no longer need to call parents about their children not completing their homework;
- routines and behaviours that are encouraged at school are reinforced outside school; and
- schools are given external reinforcement of students' initiative and commitment to study.

The programs also offer benefits for the broader community and society, including:

- providing an opportunity for volunteers to share their interests and skills; and
- fostering positive cross cultural relationships and links.

Some of these case studies highlight the challenges programs commonly face including:

- the need to constantly apply for funding to resource, maintain and develop programs;
- limited access to suitable spaces;
- balancing the needs of primary and secondary students and catering for other types of diversity;
- meeting the demand for programs;
- volunteer issues such as the availability of volunteer tutors, burn-out (especially of volunteer coordinators), and the availability of expertise, particularly in specialist subjects at senior levels, such as maths and science;
- forging links with families;
- the need for more focused interaction with students' teachers;
- overcoming barriers to participation – including settlement issues and challenges in the students' lives; and
- handling situations when students present with homework that may be too difficult for them.

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<sup>3</sup> An example given by one of the coordinators is teaching students about using 000 and what to do in an emergency. This is especially important as many refugee background students may have missed out on essential information at school.

<sup>4</sup> As many parents do not have sufficient English and didn't reach a high level of achievement. However, even those parents, who are educated, indicated that they don't know what is required in completely new and different education system.

# INTRODUCTION

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## Background Information on the Refugee Education Partnership Project

The Refugee Education Partnership Project aims to establish a more coordinated system to support refugee children, young people and their families across the community, education and government sectors, to improve their well-being and educational achievement.

The partnership supporting the project comprises the Centre for Multicultural Youth Issues, Debnay Park Secondary College, the Department of Education and Training, the Department for Victorian Communities, VicHealth, the Victorian Foundation for Survivors of Torture and a philanthropic trust.

The project focuses on three main areas:

- Out of School Hours Learning Support Programs;
- Refugee support in schools; and
- Policy and cross-sectoral coordination.

## The focus on Out of School Hours Learning Support Programs

Research and practice indicate that these programs can make a significant difference in helping refugee background students to become better connected to school and achieve better learning outcomes.

This paper is one of the key components of the project's work on Out of School Hours Learning Support Programs. It documents case studies to share models and elements of good practice. It is targeted to coordinators of programs, program tutors and other interested groups and individuals, such as community workers and teachers of young people from refugee backgrounds.

## Methodology

Data was initially collected through a survey distributed to Out of School Hours Learning Support Program Coordinators. The responses were collected in a database of all of the identified programs. After visits to 30 programs and discussions with program coordinators, five programs were selected for further study. Interviews were conducted with program coordinators, tutors, students and parents involved in these programs.

## Aspects taken into consideration for selection of case studies

The case studies presented here represent:

- programs from the three high needs areas targeted by the Project – the Springvale / Dandenong, Moreland / Darebin and Flemington / Maribyrnong / Brimbank areas;
- a range of aims and outcomes, including literacy and numeracy support, and social and cultural adjustment;
- a range of staffing arrangements, including paid and unpaid workers, trained and untrained workers, and workers in training;
- a range of target groups, including primary and/or secondary students, and students from one community and/or mixed communities;
- new and emerging programs, as well as more established ones; and
- one model of peer support, one situated in a mainstream school and one situated in the New Arrivals Program.

## Key features of the selected case studies

This table outlines some of the key features of the programs included as case studies.

PROGRAM NAME	KEY FEATURES
<b>Aim High</b> at Debney Park Secondary College, Flemington	<ul style="list-style-type: none"> <li>• Coordinated by school staff as part of their role</li> <li>• Staffed by experienced paid tutors</li> <li>• Includes group work</li> <li>• Funding from REPP as a research site</li> <li>• In a mainstream secondary school</li> </ul>
<b>Collingwood English Language School (CELS)</b>	<ul style="list-style-type: none"> <li>• Coordinated by school staff as part of their role</li> <li>• At the time of interview, was the only school in the new arrivals program to have a homework program (although Western English Language School now has a tutoring program)</li> <li>• Set up specifically for students with high literacy needs to help prepare them for mainstream secondary schooling</li> <li>• Program staffed by trained teaching staff as part of their teaching allotment</li> </ul>
<b>Sudanese Australian Integrated Learning (SAIL) Program</b> , Footscray, Altona and Dandenong	<ul style="list-style-type: none"> <li>• Coordinated by volunteers</li> <li>• Emphasis placed on using consistent tutors to develop a relationship and positive cross cultural interaction</li> <li>• Excellent model of on-line support available to tutors</li> <li>• Has grown organically and is responsive to the needs of a specific community</li> <li>• Staffed by volunteer tutors</li> <li>• Students are also able to access SAIL Xtend for social, arts and recreation programs</li> </ul>
<b>Edmund Rice Centre</b> , Sunshine and St Albans	<ul style="list-style-type: none"> <li>• Coordinated by volunteers</li> <li>• Set up specifically for students with high literacy needs to help prepare them for mainstream schooling</li> <li>• Offers peer / mentor support and positive cross cultural interaction</li> <li>• Staffed by volunteer tutors</li> <li>• Good links with the local community and schools</li> </ul>
<b>Banksia Gardens Study Group</b> (formerly known as the <b>Somali Homework Program</b> ) Broadmeadows	<ul style="list-style-type: none"> <li>• Coordinated by a youth worker</li> <li>• Set up specifically for Somali students with high literacy and numeracy needs to help them to be successful in mainstream schooling</li> <li>• Organised by member of a refugee community</li> <li>• Staffed by volunteer tutors</li> </ul>



# AIM HIGH – DEBNEY PARK SECONDARY COLLEGE

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## Background

Debney Park Secondary College is located in Flemington, an inner suburb of Melbourne. Many of the students and their families are newly arrived refugees or migrants who have come to Australia on humanitarian grounds, and live in nearby public housing estates. The school's population is quite transitory. The college is well known for its innovative approach to teaching and learning.

In 2004, in partnership with the Somali Women's Association, the college made a successful submission to the School Focused Youth Service (SFYS) for a program called Aim High.



The program responded to an identified need for homework assistance and extra tuition for students from the Horn of Africa, many of whom had experienced major interruptions to their schooling.

An advertisement for tutors was placed in newspapers and at tertiary institutions. The tutors were short listed, interviewed and selected from a large field of candidates. Selected tutors were briefed about the school and the students and supported with additional materials and resources, and the program started in March 2004.

Initially, there was a parent component to the program focusing on basic computer skills. However, as most parents were facing significant other demands on their time and were unable to attend, this component has been discontinued.

## Research

In late 2005, REPP interviewed the program coordinator, the three program tutors, the College's Multicultural Education Aide, five male students and three female students between the ages of 16 and 23, and three families. More males were interviewed because more male students attend the program and some of the female students were reluctant to be interviewed. All of the students and families interviewed were from Horn of African backgrounds, with the majority from Somalia.

## Aims

The program's aim is to provide an after school tuition program, including homework support, for Horn of African students from refugee backgrounds. Specifically it aims to provide literacy and numeracy support to these students and better support the students' families.

## Promotion

The program is promoted at Debney Park Secondary College through parent - teacher interviews and assemblies as well as the college's newsletter. Teaching staff at the college encourage students to attend. It is also promoted through the work of the Multicultural Education Aide and her contact with families and students. According to the program coordinator, "*word of mouth has gone around the community that the program is good*".

### Program description

The program operates weekly from 3.30pm-6.30pm on Wednesdays. It is held in a comfortable classroom at the college. Food and drinks are provided. IT access is limited as the school views the actual tuition provided as the key strength of the program.

### Staffing

The program is coordinated by the Assistant Principal. Initially, two tutors were selected on the basis of their skills, to ensure maximum coverage of the curriculum areas. The program was expanded in 2005, with a third tutor hired.

In part, the tutors were selected because of their empathy with the cultural and learning needs of the students: each one comes from a non-English speaking background and has been successful at school and university. The role modelling they provide is important. Two of the tutors have maths/science backgrounds and the other is an arts/law student.

The college's Somali Multicultural Education Aide (MEA) supervises the program, keeping attendance rolls and monitoring student attendance and behaviour.

The school has made a decision not to include teachers in staffing the program.

### Attendees

The program is open to all students in the school from refugee or newly arrived backgrounds, although no one is excluded. More than half of the students are Somali, with other students originating from Eritrea, Ethiopia and Sudan.

Students in years seven to 12 volunteer to attend the program, but the most regular attendees are from the years 10 to 12. According to the coordinator, attendees include *"beginning learners in a secondary system right up to students who are doing specialist maths, which is probably the most difficult subject in Year 12"*.

Around 20 to 30 students come and go over the three hours each week, but a core group spends a significant time in the program. Attendance increases significantly close to School Assessed Coursework (SACs) and exam times.

### Content

According to the program coordinator, the program has evolved and is *"responsive to need"*.

Students bring in work that they have not understood in class, homework which they would like assistance with, and revision tasks. They also prepare for assessment tasks, including SACs and exams. Students are able to seek help individually or work in small groups.

*"Students are coming in with problems that they're not able to solve and they tend to work in groups. I'm amazed how often the whiteboard is used and small groups form"*, the coordinator says.

Some of the younger students seek literacy support through, for example, vocabulary building exercises and reading aloud with tutors.

Activities for students who are beginning to learn English as Second Language (ESL) (including younger students who are still learning to read) include:

- helping students with reading, including hearing reading and comprehension;
- helping students decode a simple piece of homework;
- helping them discuss basic ideas;
- ESL exercises and drills;
- slowly going through maths tasks, in detail;
- teaching students how to study; and
- helping students to catch up with their school work.

Work for students who need to improve their academic skills includes:

- discussing ideas;
- improving their writing skills, for example, their ability to structure ideas;
- improving their ability to think in academic terms, for example, finding an argument and putting forward a counter-argument; and
- explaining what makes a good essay by focusing on the structure of a persuasive text.

The following quotes from tutors illustrate how they support the students.

*“If they are not clear in their thinking about a topic, we’ll basically brainstorm from scratch things that they associate with those topics. We list arguments and counter arguments and start to structure things and link ideas and see what ideas they think are stronger, and then sketch out how they will make an argument”.*

*“Sometimes I’m explaining the same concept seven times before they actually understand it. For refugee children, a lot of the maths may not be as common sense as I assumed. So they might understand complex problems and fall down on something really simple which we take for granted. We have to bridge those gaps. Sometimes I have to explain simple concepts, while the harder concepts they seem to grasp quite well. You do have to be really in tune with them, and use examples that relate to them. You need to understand them and know what their hot buttons are and know what their interests are, so you can keep them actively involved and engaged”.*

Overall, the content of the program is highly responsive to the needs of the students attending and the tutors are skilled at meeting these needs.

### **Funding**

Currently, funding for the program comes from a private philanthropic trust as part of the Refugee Education Partnership Project and this funding is secure until mid 2007. The coordinator has expressed concern about securing funding for the program in the future.

### **Strengths**

One of the main benefits of the ‘Aim High’ program is that it offers support to students who are unable to get assistance at home.

When interviewed, the parents identified that they were unable to help their children because they did not have sufficient English or hadn’t reached that level of education themselves. For example, one parent had some English but, because he was newly arrived to Australia, felt he did not know the education system.

The parents interviewed felt that they did not have sufficient knowledge of the subject content and were unable to explain the work to their children. As one parent put it, *“if they are given work from school no-one at home can help them. At Aim High, they get help with their work and someone can help them understand”*.

This feeling was reinforced by the program coordinator, who commented that *“as many of our parents have limited English, we are able to provide ‘in loco parentis’ support. Also, many of the students live in crowded conditions where it is hard to concentrate”*.

One of the students also reflected on the importance of an environment which is conducive to study and emphasised her need to study in *“a place away from the family without too many kids around”*. The program’s location at the school is also convenient for the students.

The program content at Aim High is linked to the work that the students are doing at school. The program coordinator emphasised the program’s role in providing expert help and quality assistance, noting that *“our tutors are very competent. We have interviewed them all and gone through a selection process and chosen very carefully. We believe it is a very good investment”*.

As the coordinator points out, *“it’s an opportunity to get expert, appropriate help outside the classroom, which is important to some who are afraid to ask or admit that they are struggling in front of their peers or their teachers. It is good for students to have adults other than their teachers to rely on for learning. Sometimes seeing something like maths and chemistry from another angle helps the lights come on and that is just great. This is something very productive for the young people in this area to be doing after school. They are being supported, so their ability to function in the classroom is better, which then takes a bit of pressure off school staff. It improves student learning outcomes, which is what we’re really on about”*.

The tutors have observed improvement in the students’ academic and language skills. One tutor commented that *“students who are less proficient in English will often make huge leaps in their speech, writing, and the kinds of tasks they can undertake. Others improve their use of language, their clarity of thought and expressed ideas, and the way they structure their work. The effect that individual attention can give to them is obvious: sitting with them for fifteen minutes really impacts on them, as does discussing ideas with them and getting them to think a little more critically about how to approach the work they do”*.

The MEA also commented on how the program helps the students with their work, observing that the program *“helps them to catch up when they are having difficulties. The tutors can take the time to explain things more. They can grasp what the students don’t understand and bring them up to a point where they can understand”*.

Some of the students indicated that the tuition had improved their understanding and their results. One noted that *“whatever I can’t understand in class I bring here, and get a clear view of it. It’s easier when somebody explains it more”*.

One student observed that the program had motivated them and made them feel more confident, saying *“they help me a lot and once I go home I do the work and I’m really like interested to do the work”*. Another noted that when you’ve done your homework *“you can answer questions in class; it*

*gives you confidence [and] you feel like answering the questions because you have a firm understanding”.*

The coordinator believes that this confidence and motivation *“leads to improved behaviour and attendance for some students”.*

Social benefits, including the building of relationships and trust, were observed at visits to the program and also by a number of program staff.

As the coordinator put it, *“students often work in groups and share their learning. This improves their knowledge and helps to promote oral skills, confidence, and friendships. The students mix well together, not horizontally but in friendship groups”.*

Another social benefit identified by the coordinator is the fact that the parents trust that their children (in particular, their daughters) will be safe at the program.

Aim High program has obvious benefits at many levels – for the school, the parents and the students. The students and parents were clearly satisfied with the program: only two of the eight students and one of the three parents interviewed offered suggestions for improvement. (Those comments are incorporated below).

### **Challenges**

One of the key challenges identified is that some of the students who are most in need of support do not attend the program. Because it is not compulsory, the program struggles to attract the more marginal students. One of the tutors suggested monitoring which students are attending and encouraging those students who really need help to attend.

The school also identified the amount of support that it can offer as an issue. It would like to offer support more often than it does currently, with one observer noting that some students need *“support five days a week and it’s not there because they’re really going home to no assistance at all”.*

Although many of the students attend other homework programs, the coordinator feels that Aim High offers more quality assurance because it is attached to the school.

Measuring the actual impact of the program as distinct from the identified need is another challenge. According to the coordinator, *“it is very difficult to measure. Our measures are their learning outcomes”.*

One of the tutors identified a need to work more closely with teachers at the school, to define their expectations of students. While the tutors currently have contact with the school through the coordinator, this has some limitations and more direct contact with individual teachers would be beneficial. In particular, tutors feel they would benefit from understanding how teachers think individual students could improve and what they expect in relation to particular tasks.

Other issues identified included:

- the timing of the program – which is held three hours at the end of the school day – means a long day for the participants.
- managing noise levels to aid concentration (although this issue was only identified by one student and was only a concern at a few peak times when many more students attended to prepare for their end of semester assessment).
- the need for more tutors so students don't have to wait for individual assistance.
- how to overcome time demands on families and encourage them to become more closely involved.

One of the key issues which the program will face in the future is securing funding, given that the School Focused Youth Service funding is seed funding only.

While the program is currently funded by REPP, this funding will expire in mid-2007. The school has expressed a desire to continue the program but will need to look to alternative arrangements, such as engaging volunteer tutors. As one of the identified strengths of the program is the calibre and skills of the tutors, the nature of the program could be affected if this approach was adopted.

### **Conclusion**

The program was set up because of families' concerns about their capacity to support their children's education at home. The program supports the students well, and supports their families by extension, and is well regarded by the school community. Key strengths of the program include the quality and skills of its staff and the tuition which they provide. Challenges include attracting the neediest students to the program, providing the required amount of support to students and communication between the tutors and the teachers.

### **Good Practice Features**

This program:

- was established by the school in response to an identified community need;
- is staffed by skilled/paid tutors;
- has a strong literacy and numeracy focus;
- incorporates the MEA in promoting and working in the program;
- has content which is based on the needs of the students; and
- provides refreshments to attendees.

### **Key Support Strategies**

- Individual and small group tuition
- Students support one another's learning
- The tutors support the students by:
  - modelling the work for the students;
  - eliciting the information from the students;
  - helping students learn to better structure essays by linking ideas and listings arguments and counter arguments;
  - using examples which relate to the students' lives, interests and experiences; and
  - recycling the language.

### **2006 - 2007 Update**

The program now runs on Monday and Wednesday afternoons. There are two tutors on each day. Attendance on both days is very consistent – a number of students, mostly VCE students, attend on both afternoons. The current tutors have backgrounds in Arts, Law and Bio medicine.

# EDMUND RICE CENTRES

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## Background

The Edmund Rice Centres, which are based in the City of Brimbank in Melbourne's western suburbs, were established by Christian Brothers working with marginalised people in the area. In 2001, they identified a need to support refugee background students to stay on and succeed at school.

The initial focus was on secondary aged students moving from the Western English Language School (WELS) into mainstream schools. However, as students began to bring along their younger siblings, the program expanded to cater for both primary and secondary aged students. The program provides homework help and tuition. The St Albans Centre began in 2002 and the Sunshine Centre in 2005.



## Research

REPP held interviews in November 2005 with one of the program coordinators, three of the tutors, four male students and four female students between the ages of five and 17, and six families. The students and families interviewed are from a range of backgrounds, including Ethiopian and Afghani, although the majority came from the Sudan and are Dinka speakers. An interpreter was used, when needed, for the interviews.

## Aims

The program aims to encourage newly arrived refugee background students to stay at school and help them complete year 12. It supports them to develop confidence in the English language and in school-based literacy tasks. Many of these students have had interrupted schooling and need help with their homework and tuition to catch up to their peers.

## Promotion

The program is promoted through WELS, local schools, agencies, organisations and their networks. Flyers promoting the program are distributed throughout the community and it is also promoted by word of mouth.

## Program description

The St Albans program is centrally located in a Uniting Church Hall, close to a number of schools and public transport including the train and bus stations. The hall has a kitchen and a small office with space to store resources and set up four computers with a printer and internet access. The St Albans program operates on Mondays and Wednesdays from 4.00 pm to 5.30pm and on Saturdays from 10.30am to midday.

The Sunshine program is located in a comfortable classroom at Our Lady's Primary School, near a number of other schools and a transport hub. There is cupboard space for resource storage but no computers are available. The Sunshine program operates on Tuesdays from 4.00 pm to 5.30pm.

At both locations tutoring takes place at communal tables. St Albans has an open annexe where the secondary students tend to work.

### Resources

Resources used by the program include:

- reference books including textbooks, dictionaries and atlases;
- ESL materials including photocopied worksheets from ESL sources in English, maths and related topics;
- puzzles and colour-in sheets;
- board games, card games, and other games; and
- trays of stationery, including pencils, coloured pencils, textas, rubbers, rulers, and sharpeners.

### Procedures

The Edmund Rice Centres have well developed and documented policies and procedures. These were created after an evaluation review commissioned by the Centre in 2004.

They include evacuation procedures, occupational health and safety and privacy policies. Rights and responsibilities for students, expectations of volunteers and parents' responsibilities have also been documented. There are also comprehensive student and volunteer information forms. The student form contains emergency contacts and medical information, and the volunteer form collects information including relevant experience, reasons for participation, and availability.

As tutors and students sign in on arrival, there is an accurate record of attendance at each session.

### Staffing

The program has two coordinators who are Christian Brothers and former teachers. They divide their time between the program and related refugee matters. There are also a number of Christian Brothers who regularly attend and support the program, including one who organises the resources. A management committee, which meets once a month, supports the program coordinators.

The program is staffed by volunteer tutors. There are between 20 and 30 volunteers at the St Albans Centre and around 15 tutors at the Sunshine Centre. Most of the tutors come from the Catholic school and parish network, and many are senior students from Catholic high schools. Other tutors include current and retired teachers, university students and other adults, many of whom are retired. Sometimes if there are not enough tutors, older refugee/migrant students help the younger ones.

The main requirement for tutors is that they be known or recommended to the Centre, and if over 18 years of age, have passed the legal requirements for working with children.

Tutors are allocated a student for the session, according to need, by the coordinator. The students' preferences for particular tutors are taken into account during this process. The centre aims to provide one-to-one support, with secondary students given priority.

### Attendance

Although the program targets secondary school-aged students, the students come from all levels of school, from primary through to year 12.

Approximately 80 students attend the St Albans Centre during the week, with significantly fewer attending on Saturday mornings. The Sunshine Centre has between 25 and 40 students attending regularly. Some of the students have been attending the programs for over three years.



Most of the students attending St Albans are from a Sudanese background, while many of the students at Sunshine are from Tigrinya Ethiopian backgrounds. Other students are from Afghani, Iranian, Iraqi, Vietnamese, Palestinian and East Timorese backgrounds.

Many students start coming to the program while they are still at the English Language School and have limited English. Some are recently out of refugee camps and have had interrupted or no schooling before coming to Australia.

Some students are on Temporary Protection Visas, and many have few resources such as books available to them. The Centre gives students some assistance with textbooks.

### Content

According to the coordinator, *“the students really drive the content with their homework”*. Priority is given to homework support, especially for the secondary students who have set homework.

The secondary students are encouraged to bring along their reports and go through them with a tutor because, the coordinator says, *“often they don’t really understand them”*. This helps the coordinators target tuition and subject work to the specific needs of individual students.

Some students, especially primary aged ones, come along without set homework. They are assisted in developing their literacy skills, for example, by practising their ‘readers’ as well as other early reading and ESL books. The centre has a good supply of these books. The coordinator says that some are shy about reading, so *“the tutor might start reading and ask them to tell them about the story and write their own story”*.

Otherwise, the coordinator may help select an appropriate worksheet from the centre’s folders of ESL worksheets in English, maths and other topics. Tutors are encouraged to vary the work that students complete, and the centre has individual files for each student so there is a record of the students’ work.

At the end of the sessions, some pairs will play board or card games such as UNO or chess. The coordinator says sometimes the students play football outside in the car park for the last 15 minutes. Puzzles and colour-in sheets are provided for the younger students.

At St. Albans, students can do their work on the computers and access the internet with their tutors.

The tutors help the students by:

- reviewing English assignments. As one tutor put it, English is structured differently from many other languages, so it is important to *“show them how we say things; how to tell that something sounds right”*. The tutor noted that these nuances are hard to master if English is not a student’s first language;
- explaining work slowly and carefully at the children’s pace;
- giving examples;
- encouraging them to practice how things should be written or said;
- checking their understanding;
- trying to make it fun;
- making it simpler. One tutor explained: *“if it’s basic maths then I’ll break it down. If it’s English I break down the words for them”*; and
- demonstrating.

One male student described the co-operative process of learning at the centre, saying *“I get help with how to write. If I don’t know a word, they help me; they explain it to me and give me a clue. They don’t tell me the answer. Sometimes they remind me to break words up, like ex-cel-lent. Practising helps me lots and the tutors encourage me. I like to work in a group”*.

## **Funding**

The Christian Brothers underwrite the program, which also receives donations from Christian Brothers’ schools and communities and individual donations. Funds are also raised through fundraising activities. Donations include resources like stationary, games and books. The program applies for grants from funding bodies, including philanthropic trusts.

## **Strengths**

One of the key benefits of this program is the fact that it targets a strongly identified need in the area. The coordinator says that the program was established as a response to the *“need for keeping refugee students at school longer. The 12 to 14 year olds weren’t persevering with school after the Western English Language School (WELS), so that’s how it initiated. Now, after they leave WELS, we give them some sort of support”*.

Services provided by the Edmund Rice Centres are not otherwise available in the area, and the need for the program is reinforced by the tutors and the families. As one tutor noted, *“I can see even in the older ones, understanding English is a real struggle”*. Similarly, one parent observed, *“I want my children’s English to get better, and their maths. And no one else is helping them”*.

The fact that the support is consistent and regular strengthens its effectiveness. A number of the parents commented on the benefit of the St Albans program being held several times a week.

The atmosphere at both of the Edmund Rice Centres is positive, inclusive, productive and busy. The organisers have the rooms well set up with name tags, the students’ files, and resources for the students to use such as pencils and paper. The setup is informal and welcoming.

Both students and tutors choose to come to the program. A large group of students consistently attend the program and have been coming since the program began.

A further strength of the program is the staffing structure. Both the coordinators and the supervising teachers from the secondary schools are experienced teachers, and are able to provide support to the tutors.

One tutor described the support he had been given, saying *“before we came here they gave us a list of tips for helping with the students. If I need assistance I can go and talk to the teachers here, and they give me ideas about how I should approach it. For example, if the child won’t sit down and do her maths, make her maths fun. It gives me more ideas to get them to do what they need to do”*.

Another tutor observed, *“If I don’t know how to approach a child, they’ll give me an approach – maybe you should do it this way. If I can’t get through to them about reading or they won’t sit down and do their work, they give me different ideas about how I should approach it”*.

One of the coordinators commented on the advantage of using peer tutors from the Catholic secondary colleges, noting that *“what the tutors lack in knowledge, they make up for in terms of first hand knowledge of the school system”*.

The young tutors are energetic and enthusiastic and provide positive role models and cross-cultural communication, which creates a positive environment.

One of the teachers accompanying the student tutors identified one of the key benefits of the program as the positive way in which different cultures mixed together.

Much of the success of the program is based on relationships, as the coordinator observed, *"sometimes the older students have actually taken younger students for reading. An Afghan boy might sit down with a Sudanese boy and read stories"*. Both the tutors and the coordinators highlighted the benefits to volunteers themselves of participating in the program.

Four of the five families interviewed noted particular social benefits for their children in attending the program. They stated that the staff made the children very comfortable and were interested in them as people.

They also said that their children looked forward to going to the centre and spending time with their friends. As one parent stated, *"it helps my children to socialise with other children and they learn to interact with many different people"*.

This was reinforced by the tutors and the students themselves, with one commenting, *"I like coming because its fun here, some people come play with their friends, and some people come and write stories"*.

The coordinator agrees, noting that the program helps students from refugee backgrounds adjust to a new country by *"giving them contact with people outside of their school environment. It's a safe environment and they're mixing with other cultures. It's otherwise difficult for them to mix outside of school"*. The program also exposes the families to other new experiences such as excursions and camps.

A parent and a tutor commented on how the program helped the students to gain confidence with working with other people.

In their evaluative report on the program, Brown and Richardson observed that the students were empowered by having a voice in who they like to work with<sup>5</sup>.

All of the families stated that the program helped their children's learning, as their comments reveal.

- *"Attending the centre makes a difference"*.
- *"It has helped my children to read and write and they learn other things that they didn't know before, like the computer and some games"*.
- *"I see them improving. Now my son always finishes his homework on time"*.
- *"The teachers tell us that they have improved in the last couple of months. When the teachers give them projects that they don't understand, then the tutors help them"*.

The parents interviewed for the 2004 evaluation also noted big improvements in their children's school work, in particular in their writing and language skills since they have been attending the program<sup>6</sup>.

Social interactions complement the tutoring in supporting the students to improve their English language skills. As one student noted, *"you're communicating with everyone and you get to know something from someone else. You learn from the other people"*.

Other benefits of the program include the development of the students' sense of well-being and achievement. The coordinator believes that when upper primary and lower secondary kids have done an assignment *"they are quite happy to bring it back and show you their achievements and share their success. They feel such achievement and they're happy to pass that on"*.

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<sup>5</sup>Brown and Richardson, *Report of the review of the St Albans Project*, 2004, page 5

<sup>6</sup> *ibid*, page 3

The fact that students feel supported is an important aspect of the program. This was identified by one of the students as well as one of the parents, who observed *“when he gets stuck he knows where to go”*.

This is particularly important because the refugee background students are often unable to receive appropriate help at home. All of the families interviewed identified this as an issue. As one of the families put it *“I only read a little English so I can only help a little bit at home. But if I can't help, then they can get help here”*.

Even parents who are highly educated have difficulties supporting their children because, as one parent observed, *“how they teach kids is different. It isn't as easy. I don't know the culture; I don't know the education system, so it's really hard to help your child”*.

In this way, the program supports the families, as well as the students, by taking some of the pressure off the parents.

The program also supports the settlement needs of refugee background families, including by helping them to understand the school system. As the coordinator says, *“now they've got another source of contact through us. It's amazing the number of parents that come along for help with little things, like when they've got a notice from school to go for an excursion and they can't understand”*.

According to Brown and Richardson, *“parents have confidence because they believe the people involved in the centre know about school structures”*<sup>7</sup>.

The program is known and respected within the community and has developed strong links with community elders. It is helping to develop understanding and trust across cultural lines, as the following quotes illustrate.

- *“The more that they can come and understand our culture, without taking away their own culture, the more it helps develop the relationship with the community”* (Coordinator).
- *“It allows them to network with other people outside of their family and they can see these children building relationships with older people. They see people who are outside of their community in a trusting environment whom they might otherwise not have the confidence to be with”* (Tutor).
- *When we came to Australia, we don't know anything about Australia and they helped us. They take us on excursions. If my little child doesn't understand, they help. Yes, I like my children to come here as people help us”* (Parent).

The program also assists schools by supporting the learning of the students attending. Schools with refugee background students in the area, and in particular schools experiencing difficulty with Sudanese students, know the Centre and approach the coordinators for help – which has forged many links with local schools, including the Western English Language School.

The coordinators are constantly seeking to improve the program. They commissioned an independent evaluation in 2004 and have acted upon its key recommendations. They are forward looking and are planning new initiatives – such as a Mentor Scheme between refugee students at St Albans Secondary College and post-school age tutors.

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<sup>7</sup> Brown and Richardson, *Report of the review of the St Albans Project*, 2004, page 3

## Challenges

While the staffing structure of the program is strong, on occasions there is a shortage of volunteers – for example, when the school based tutors have their own exams.

As a result, there are times when one-to-one assistance is not available. To alleviate the effects of this, the centre's priority is for secondary students to receive individual support. This leads to another challenge which is balancing and accommodating the needs of both primary and secondary-aged students.

Although the secondary students need more academic support, many of the primary students need a more informal environment, especially after a full day at school. As one tutor pointed out, *"I suppose a limitation is that they're doing schoolwork and the kids don't want to do schoolwork on a Saturday morning"*.

The tutor went on to add that *"a lot of students don't like sitting down to learn. It would be good to do some more practical things still in a learning environment, making things, cooking, and life skills things like that – but we don't really have the resources to do that"*.

Associated with balancing the needs of students of different ages are the dual challenges of space and noise. These were mentioned a number of times by a range of people interviewed. At the St Albans Centre, in particular on Mondays and Wednesdays, the coordinator believes that the program *"couldn't accommodate many more children"*.

Due to their work requirements, the secondary students need a quiet area, which the crowded space and the noise associated with the younger students makes difficult to create. These younger students often need to be settled because, the coordinator observes, they often *"want to be present for social interaction"*.

The coordinators have grappled with the challenge, noting a need *"to keep the spontaneity of the program that it doesn't get too legalistic or tied down with bureaucracy. Do we divide it up? Do we say we only have primary school students on a Wednesday or something like that? It's harder with big numbers in a crowded place. We like to be inclusive and open to all races and all backgrounds and when you start placing restrictions on it you are breaking the golden rule"*.

Because older students often have responsibility for looking after their younger siblings, the inclusive environment is important – but the coordinators have tried to establish quieter areas for the secondary students to work and concentrate more easily.

One parent suggested that holding the program more often might alleviate the crowds on other days. However, the numbers may very likely be high on any extra day.

The challenge of space has also made it difficult for the organisers to provide the students with refreshments – although they do manage it because refreshments are essential, especially after school.

One potential legal issue identified by Brown and Richardson is supervision, when children are not picked up, or when they are outside the building<sup>8</sup>.

The coordinator has met with elders from the Sudanese community to communicate this to the families. Although the program's policies and procedures clearly state that external supervision is not the responsibility of the program, it continues to be a safety issue and a challenge for the program. One of the parents interviewed expressed his concern about this.

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<sup>8</sup> *ibid*, page 8

Although there was no criticism of the support offered, one student comment raised a concern about developing student independence: *“I get help with the difficult work or assignments, they help out and help us to understand, if we can’t do it they also do it for us”*.

Doing the work for students may be a problem with over-enthusiastic volunteers. However, while the coordinators are aware that this may be a problem, it did not seem to be an approach commonly used by many of the tutors in the program.

Other identified challenges were:

- management of records, including preserving the student’s work and gaining a sense of sequential work progression
- access limitations, because the building used is rented; and
- resourcing the program – including the need to constantly apply for funding to maintain and develop the program.

### **Conclusion**

The strengths of the program were clearly identified by the community and the students, as well as the tutors. All of the families were satisfied with the program and suggestions for improvement mainly related to the facilities. The coordinators have reflected on the program, and have worked hard to address the challenges that the program faces. They are also proactive in sharing their learnings with other providers.

### **Good Practice Features**

This program:

- was established in two central locations in response to an identified need.
- is coordinated by trained teachers.
- has documented policies and procedures.
- has successfully created an inclusive and productive environment.

### **Key Support Strategies**

- Peer and cross-age tutoring.
- Liaison with families, elders in the community, schools and other service providers.
- The tutors support the students by:
  - explaining;
  - working at the children’s pace;
  - giving examples;
  - encouraging the students.
  - checking the students’ understanding;
  - simplifying; and
  - demonstrating.

# COLLINGWOOD ENGLISH LANGUAGE SCHOOL HOMEWORK CLUB

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## Background

Collingwood English Language School (CELS) is located in the Northern Region of Melbourne. It prepares newly arrived students for mainstream schooling.

The homework club was established in 2004 to provide extra support for students with interrupted schooling. The club is run after school, so as not to conflict with other activities at lunchtime.

The program has changed according to need. After a small beginning, it has grown substantially, and more teacher time is now allocated to it. At one stage, when there were a large number of students with strong learning needs preparing to exit to mainstream schools, the program was increased from one to two days.



In the last term of 2005, the program's frequency was reduced. There were significantly fewer students from refugee backgrounds attending the program than previously, because many students had left the school and the newer students were not yet at the stage of benefiting from the program.

## Research

REPP initially visited the program in May 2005, and held interviews in November and December 2005 with the coordinating teacher and the other teacher who works in the program. Interviews were also held with three male students and one female student from Sudanese backgrounds. One of the student's parents was also interviewed. An interpreter was used, when needed, for the interviews.

## Aims

The program aims to provide additional help to all students at CELS who want to attend. Students with interrupted or no prior schooling particularly benefit from it. The program aims to provide homework support and help prepare students for the transition from CELS to mainstream schools.

## Promotion

The program is promoted to families through parent information sessions. It is not otherwise advertised to parents because the program is aimed at students who are motivated to attend.

Within the school it is promoted in a range of ways, including through the staff bulletin and at staff meetings at the beginning of each term. Home group teachers explain the program to their students and tell them who it's staffed by, what happens there and how it would support them. They also encourage students who are interested in joining the program.

The program is advertised to all students but individual teachers encourage those who are struggling to come along.

## Program description

The program operates weekly from 3.15 pm - 4.00pm on Mondays. As the students at CELS come from across the Northern Region and often from quite a long distance, the program is held straight after school.

It is held in a classroom and when there are larger numbers, the program is split into two and the adjacent room is also used. There is a computer in each of the classrooms plus access to a photocopier and a small library.

### Procedures

Once the students have expressed interest in the homework club, a permission letter is sent home and needs to be returned before they are able to attend. This letter states that the student will be supported with homework, or an aspect of their learning that is worrying them.

Because the program is held at the end of the day, the students are given refreshments, which consist of a fruit drink and muesli bar.

### Staffing

The program is staffed by two qualified secondary ESL teachers who have volunteered to work in the program as part of their teaching allotment.

Each teacher generally works with five or six students in groups or individually, according to need. At times, the program has used Multicultural Education Aides (MEAs) for first language support which, as the coordinator observes, *“can be helpful where the aides know not to tell, and know how to tease out the answer from the kids”*.

### Attendance

The program is open to all the secondary students at CELS. However, the coordinator advises that the program targets students who *“need help with reading instructions and understanding a task, or need a little bit more one to one support, to develop independent study skills”*.

Attendance is voluntary and the number of students varies from term to term. Once, an entire class of 26 students came because, as the coordinator notes, *“they knew they weren’t ready to exit and they wanted extra support”*.

However, there are usually around 15 students attending the program. Newly arrived students rarely attend, according to the coordinator.

### Content

Students bring in their homework or are tutored in a particular aspect of their learning, such as their times tables, reading or pronunciation, as they identify the need.

Attendees are encouraged to view the homework session as a productive learning activity rather than as an opportunity to socialise.

Activities include:

- reading, for example, from story books;
- practising language tasks such as writing and spelling;
- studying novels;
- studying and following up texts, with comprehension questions and paragraphs;
- maths and science homework and class work; and
- research using the computer and the small library.

The teachers support the students by:

- encouraging them with positive comments;
- inviting them to talk about what they’re writing, if they’re stuck;
- explaining homework tasks and words;
- grouping together students working on the same things and encouraging them to help one another; and
- checking their understanding by, for example, asking them what they have to do, and encouraging them to check their instructions.



### Funding

Initial funding was provided through the Department of Education and Training Middle Years funding. As the program is seen as an important support to students, CELS is committed to continuing the program and hopes that funding will be available into the future.

The program 'costs' one period in the allotment of each of two teachers. The refreshments provided are supplied through School Family Occupation (SFO) funding.

### Strengths

One of the program's key strengths is the targeted support it provides to students. For example, the coordinator noted, that when a number of students were struggling with pronunciation, they could get specific help and support.

The coordinator also identified that the program helps students:

- to improve their work habits and organisational skills;
- to get support when they are conscious that they are behind;
- to at least start homework that they wouldn't otherwise understand;
- by creating a structure in which they can learn or further develop their study skills;
- by reinforcing the purpose of homework and the value of it;
- by fostering cooperative learning;
- to develop independence in approaching homework;
- to prepare for secondary school; and
- by providing an opportunity for more sustained individual help than is possible in class.

All of the students interviewed felt the program had helped them, as these comments indicate.

- *"It is good for me, because I am increasing my knowledge. Homework is difficult so I ask the teacher to give me a clue, not give me the answer".*
- *"I wish it was everyday. I would come every day even if I didn't have homework – I'd ask the teacher to give me more. It's good for us, especially to improve our English".*
- *"Getting extra help at homework club helps me to learn".*
- *"It helps me to understand. I like to work with someone else because they help me. This helps with school work and with my confidence".*
- *"I like to work with other people so that we help each other".*

Holding the program at the student's school was regarded as beneficial because:

- it is a convenient location for the students who come from across the region;
- when teachers know the students they are better able to identify their needs;
- the teachers are familiar with the nature of the work the students are doing;
- teachers are able to interact with students outside their classes;
- the students have a place that is conducive to study and work focused, and still has a friendly, positive atmosphere;
- the school acknowledges the students' initiative and commitment to study by presenting the students with certificates and having an end of term party;
- students come into class better prepared; and
- it gives the students a sense of belonging.

The program helps students when their parents can't help them and in so doing it supports the families. As one parent put it, *"I don't read but I make sure that they do their assignments. He has learnt to read and write better English".*

The sustained attendance indicates that the students, who take the initiative to come, enjoy it and are benefiting from it.

### Challenges

Some of the strengths of the program also present challenges. For example, although having the program at the school is convenient for some students, others are unable to stay, especially in winter, because it is quite late by the time that they travel to their homes across the region.

Both of the teachers working in the program and some of the students indicated that they would like to see the program increased to twice a week to provide more support, especially to help prepare students from refugee backgrounds for mainstream schooling. However, logistical issues like staffing and funding the program make this difficult.

The coordinator also indicated that there are certain students that would benefit, but that “*we would need more staff to really help them effectively*”.

Students with disrupted schooling, who the program was set up to support, often don't attend, because they find the core school day long enough. Even though these students need a lot of support, some of their settlement issues affect their capacity to learn, and they aren't ready to attend the program until they are more settled.

One particular challenge identified relates to the homework tasks the students are given. Even though the program is run by trained teachers there still remain, at times, difficulties interpreting the tasks without an understanding of the context. As one teacher observed, “*sometimes the homework task isn't clear, as it is another teacher's work, and because the kids can't always communicate what's required*”. A related issue is that some students have presented with homework that may be too difficult for them.

### Conclusion

This program was set up for students with interrupted or no prior schooling, to provide them with additional support in a productive learning environment.

Key strengths of the program include the advantages of having the program at the students' school and the focused tuition which qualified staff provides. Challenges include attracting the students who are most in need of support to the program and meeting the demand for support within the resources available.

### Good Practice Features

This program

- was established by the school to support students with interrupted schooling and to help prepare them for their transition to mainstream schools.
- is staffed by skilled/paid teachers.
- offers productive learning time with a literacy and numeracy focus.
- allows the needs of the students to drive the content.
- provides refreshments.

### Key Support Strategies

- Individual and small group tuition.
- Students support one another's learning.
- The teachers support the students by:
  - explaining tasks;
  - encouraging them to help one another;
  - checking their understanding; and
  - eliciting the information from the students.

### 2006 - 2007 Update

In 2006, most of the dozen students attending on a regular basis had had disrupted schooling.

# **SUDANESE AUSTRALIAN INTEGRATED LEARNING (SAIL) PROGRAM**

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## **Background**

The Sudanese Australian Integrated Learning Program (SAIL) was conceived in 2000 when a Sudanese mother contacted her local priest for support about her concern that her children weren't keeping up at school.

An advertisement was placed at Melbourne University for a volunteer to help out. Initially five students from one family attended, coming to the community hall in Footscray for tutoring with the volunteer.

The program grew as the Sudanese community grew and brought along their friends and relatives. More tutors were obtained through advertisement and word of mouth, and by mid 2001 the program officially became the SAIL Program.



By 2005, the program spanned three campuses to accommodate the large Sudanese community in Melbourne's south east and western suburbs. A fourth was added in 2006.

One of the main factors in the program's growth was the skills, commitment and enthusiasm of the overseeing coordinator and founder, who established a strong support network with the SAIL Program website (<http://home.vicnet.net.au/~sail/index.htm>) and transport for the Sudanese participants.

As SAIL has developed and grown, a number of partnerships have emerged, including one with the Cottage by the Sea (as a camp venue). The program now has links with many other services including local schools, community and welfare organisations and a number of sponsors.

## **Research**

REPP initially visited the program in March 2005, and held interviews in November and December 2005 at all three campuses. Interviews were held with the program coordinator, the campus coordinators at Dandenong and Altona, and four program tutors, five families, five male students and four female students from across the three campuses. An interpreter was used, when needed, for the interviews.

## **Aims**

The program's aim is to provide English tuition and community support to Sudanese refugee communities across Melbourne.

## **Promotion**

The program is largely promoted through word of mouth within the community and through the local Anglican church. Extra activities such as the excursions and camps are promoted through a SAIL newsletter.

## **Program description**

The core SAIL tutoring program operates weekly on Saturdays from 10:30am to midday in Maribyrnong, and from 11am to 12.30pm in Dandenong and Altona.

A number of other programs are also run, including:

- SAIL Junior - for preschool children;

## SUDANESE AUSTRALIAN INTEGRATED LEARNING (SAIL) PROGRAM

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- SAIL Senior - for adults;
- SAIL Xtend - for primary and secondary school aged students at the Footscray and Braybrook campuses, which includes basketball, soccer, cooking and the arts on Saturday afternoons from 12:45pm - 1:30pm;
- SAIL Home Help - which supports single mothers; and
- SAIL About – a camp and excursion program.

### Venue

In 2005, the three venues were:

- the May St Hall in Footscray;
- the Community Hall of St James' Anglican Church in Dandenong; and
- the Community Hall of St Eanswythe's Anglican Church in Altona.

The May St venue was quite crowded and the students worked in the church, the hall and on tables and chairs outside. The library and kitchen areas were separate. This venue has now split into two separate campuses in Maidstone and Braybrook.

The Altona campus is spacious, with several different areas for tutoring, a computer area, a library area, a kitchen and a courtyard area. It is located near the train station and other forms of public transport, and is close to Altona Library.

The Dandenong campus is in a church hall in a pleasant garden setting. The hall area is well utilised and has a large area where most of the tutoring takes place. It also has a smaller area, a kitchen space and a library.

Because SAIL organises transport for the program participants, access to public transport is not an important consideration for this program.

### Resources

The resource room is in many ways the hub of each SAIL campus. The resource rooms are well resourced and well organised with:

- picture books organised by title;
- alphabet and number books;
- a librarian's choice section which contains the best of the collection for reading and storytelling;
- reading material from simple 'readers' to novels;
- non-fiction books which are good for projects;
- pencils, paper and exercise books;
- a tutor resource section which has good materials for photocopying. Student worksheets are laid out in different levels and tutors make their own worksheets. There are volunteers for photocopying which is provided free via the Monash and Melbourne University Student Associations;
- magazines and community resources in Arabic;
- boxes of games and puzzles, which tutors can borrow; and
- the SAIL star box, where students submit work for the student newspaper.

In addition SAIL has developed an excellent website with useful tutor resources, including:

- a bulletin board;
- sample worksheets and lesson plans;
- support information such as suggestions for dealing with difficult behaviour and promoting good work; and
- background cultural information.

The librarians offer suggestions to the tutors about the resources and how to use them. There is no lending or catalogue system.

## Procedures

SAIL has a well developed structure which includes:

- a thorough induction for volunteers, with a tour and an information pack;
- a 5 week cycle for the program with SAIL Xtend for 4 weeks and then a tutor training session and community talk on the fifth week;
- tutor training sessions on topics like behaviour management, trauma and refugee issues, teaching ESL and sessions where Sudanese community members talk about Sudan from their personal experiences;
- access to Adult Multicultural Education Services (AMES) tutor training;
- a free lunch for all program participants;
- individual files for each student, which tutors use to store work and keep records of what the student has done;
- a newsletter for each campus which comes out every five weeks;
- a first aid kit in a lockable cupboard;
- a timetable which matches the student to the tutor and a back up tutor system to ensure consistency; and
- police checks.

Many of the procedures have been developed on-line as part of the website. These include:

- a volunteer registration system;
- a “can’t come” sheet used by tutors to advise if they can’t come on a particular day;
- lists of families and emergency contacts;
- a transport roster; and
- advice about boundaries and out of session contact.

## Content

The program provides English language support, including tutoring and homework, and social support. According to one of the campus coordinators, the content is predominantly tutor driven and there is no set curriculum.

Activities mentioned by the students and tutors include:

- finishing school work;
- reading stories and other books;
- practising reading;
- writing, including creating stories;
- maths;
- working on essays and assignments;
- playing games, such as crosswords and word searches;
- learning English, through explanations and assistance with grammar;
- using computers, such as for word games like find the missing word or finish the sentence; and
- contributing to the newsletter.

The Dandenong campus sets ‘themes’ for each five week cycle. As the coordinator notes, although it isn’t mandatory, *“it can help people to plan what to teach. So we had a theme of Australia, and one on the Olympics, and that gives tutors something to plan to. It’s up to them whether they want to use the theme or not, which depends in part on whether the student is engaged with it, or not”*.

At Dandenong, two primary school teachers established a reading program because, according to the co-ordinator, *“some of our secondary students have been assessed as reading at a year 1 level”*. The teachers have helped set up resources and have demonstrated how to:

- assess reading;
- develop reading strategies and prepare worksheets and activities for themes; and

## SUDANESE AUSTRALIAN INTEGRATED LEARNING (SAIL) PROGRAM

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- plan the structure of a lesson, for example, with 15 minutes of reading, 15 minutes of writing, and 15 minutes of another activity.

This has helped the tutors to plan and provide the students with a routine.

### Staffing

SAIL is completely volunteer run with over 250 volunteers. The overseeing coordinator, who founded the program, provides the overall program management and promotion as well as the strategic direction, sponsorship opportunities and website design.

In addition each campus has:

- a coordinator to manage the program at each location, including matching tutors to students;
- a Saturday coordinator who supports the campus coordinator;
- a resource coordinator; and
- volunteers, who tutor, drive students to the program, make lunches and work in the library.

One of the coordinators estimated that the teams involved in managing SAIL spent at least 50 hours per week between them, across the three campuses – although this is probably conservative, as the overseeing coordinator estimates that he would spend approximately 25 hours per week on the program and the campus coordinators would each spend 15 or 20 hours per week on it.

Much of the program's organisation is web-based. The Altona coordinator is developing purpose built online software to manage the volunteers, including the transport and tutoring rosters.

The tutors work with individuals or with small groups of up to five students. However, the coordinators try to achieve a one to one relationship for primary and secondary aged students.

The program aims to build a continuing relationship between the students and the tutors so they know who they will be working with each week. The coordinators prioritise students who need an individual tutor based on their learning ability, background, school, and how they are progressing.

### Attendance

All of the students attending SAIL come from a Sudanese background. The language groups include Dinka, Nuer, Shilluk and Bari as well as Sudanese Arabic.

Although the program caters for all ages from preschool to adult, the focus of this case study is on school-aged students.

There are around 400 school-aged students attending across the campuses. In 2005, the Footscray campus was the largest, followed by Dandenong and Altona. Altona had 45 students and a waiting list of about 30. However, the Sudanese community in Altona is growing and the program will develop as more volunteers are recruited.

### Funding

Because the philosophy of SAIL revolves around the importance and value of volunteering, much of the contribution made is by people volunteering their time.

Currently, the SAIL Program is supported by a number of private donors as well as philanthropic trusts and sponsors. A number of churches provide the program venues at no cost.

One of the main expenses is the SAIL Program Bursaries for all the students attending SAIL in years 11 and 12. These \$300 bursaries are used by students towards the cost of text books, with the money going directly to the student's school.

### Strengths

The initiative, skills and commitment of the coordinators are clearly strengths of the program.

The overseeing coordinator has developed many contacts to support the program, such as negotiating free training to SAIL tutors through the Adult Multicultural Education Service (AMES). He talks about the program to many groups, including school students.

One of the coordinators has developed customised management software for SAIL, as part of his tertiary study in Information Systems.

Another has trained as a teacher and has a professional background in working with young people from refugee backgrounds. She offers these skills to the program in many ways, including providing background information to prospective tutors, such as 'ideas on what to do in the first session at SAIL' and '100 ways to praise a child.'

This coordinator believes that the program *"has developed a high degree of trust"* through respectful contact with families, noting that *"parents are always informed about the program, have control and understand"*.

She is also aware of the needs of particular students, such as unaccompanied minors, and how these students will need more support, observing that *"these students never miss a week as the relationships are more important for them"*.

A feature of SAIL is the way in which the coordinators liaise with the families and leaders of the community so there is open two-way communication.

The coordinators reflect on the program, and are interested in developing it. They look for opportunities to liaise with other organisations that can support the students and provide training opportunities for the tutors.

The program provides an opportunity for volunteers to share their interests and skills – for example, one of the tutors at Altona fixes and recycles computers, and has made computers available to students at that campus.

One of the strengths of the program is the community atmosphere that has developed. Everyone shares lunch together, which breaks down barriers. One of the coordinators remarked on *"the friendship side of it all, the actual social side of it, gathering together on a Saturday... It tends to be very family-based, the relationships we have... it's not just a place for children, or just for adults. It is a place they can come as a family and feel comfortable"*.

The Sudanese community response to the program is evident in the way that they come to SAIL soon after arrival and continue to attend.

The program offers a positive experience with the host culture which one coordinator identifies as a key factor in leading to successful settlement, because it broadens the participants' experience by getting to meet more people than other school students and their family.

An important part of the sense of community is the positive relationships that have developed. One of the coordinators commented that *"the numbers of volunteers who have gone through SAIL have had a personal experience with the culture. It's the same for the kids – it might be the strongest relationship that they have with someone who is actually Anglo-Australian"*.

Indeed, the feedback from the volunteer tutors indicates that as well as providing an opportunity for them to give something to others through the program; they receive a lot of benefits too. These include personal satisfaction, learning from others and expanding their cultural knowledge.

## SUDANESE AUSTRALIAN INTEGRATED LEARNING (SAIL) PROGRAM

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SAIL provides opportunities for the students that may not otherwise be available. They are able to have more individual attention and more of a mentored relationship than they would be able to receive in a large family at home, or at school.

At another level, SAIL encourages active participation in the broader community through visits from community groups. One of the tutors offered one example: *“people from the Sudanese community have done plantings for Kororoit Creek and at the Hobsons Bay Festival they offered Sudanese food, music and dress. Because they come to Sail they are able to make the next step”*.

Programs like SAIL Extend and SAIL About show the Sudanese community what is available to them through excursions such as city tours. The SAIL coordinators also plan activities that develop a sense of community between the different campuses of SAIL, such as encouraging pen pals and planning excursions together.

Attendance at SAIL provides a productive weekend activity for many of the children and young people. One student observed that *“it’s good to come and have fun. If I stay home, I just do nothing. This helps me learn English, and my school work”*.

The transport component of the program is vital – without it, many students from neighbouring suburbs would not be able to come to the program.

One of the key benefits of the program is how it helps develop students’ confidence and self-esteem. This is bolstered by the recognition of achievements by, for example, awarding certificates to students who have finished Grade 6, are going into VCE or who had just finished Year 10. Tutors are encouraged to praise and encourage the students and to make them feel special.

The campus coordinators identified that one-on-one attention also promotes the students’ self-esteem, by allowing them to ask questions without feeling embarrassed. A number of the parents, as well as the students, described how the program had developed their confidence.

One of the key aims of the program is to support students with their English language learning. As one coordinator noted, *“if they feel part of the community, they’re going to learn the language better. I think they probably see it as a chance to practice their English with somebody who has English as a first language background”*.

Related to this is the program’s general support for school work, including homework and assignments.

All of the parents interviewed agreed that the program was beneficial for their children. Four of the parents interviewed believe they do not have sufficient English to support their children’s learning and, even though the fifth parent was tertiary educated, she believes that because *“my background of education is not from here, I can’t help them much. The system in Australia is different from what I had experienced”*.

The program also reinforces school routines and behaviours.

Families commented on improvements in their children’s reading, spelling and understanding and they way in which this helped them perform at school. One parent observed that *“they never went to school before and now they are doing well because of this program”*.

Another noted that her daughter uses *“the support she’s had when she gets home. In year 11, there’s lots of homework and assignments to be done. Without extra assistance it can cause stress – so even when she goes to class she worries and can’t focus, and she also has difficulty sleeping”* (Parent).



Student comments also highlight how the tutoring helps.

- *“He reads me something so I understand what he’s saying and after he’s finished I read to him. That helps me. He breaks words into small parts so the word comes together and then I say it. He helps me with spelling. He mixes the letters and then if I put them together wrong, he shows me where it’s wrong. If it’s right, he ticks it”.*
- *“I get some help with work I can’t do, like psychology, maths, English and health. I learn new stuff and finish off my homework”.*
- *“If I don’t understand something she explains it really well. If I have homework for school, or assignments, and I don’t understand it she explains it or we can do it together. If my grammar’s not good, can put it together”.*
- *“I bring my homework and my tutor helps me with that. I like to work with somebody else because that helps me a lot, and I decide what we will do”.*
- *“It’s quiet here”.*

The tutors identified that the nature of the program encouraged an open flexible approach to learning, which meant they can make learning fun. As one tutor noted, *“it’s not like school where you have to conform. It’s a bit freer”.*

The tutor induction at SAIL is well organised and gives a good overview of the program. At these sessions, the level of commitment required is made quite clear, which is important because the strength of the program comes from the consistency of the relationships.

Another strength of the program is the practical support it provides. For example, when the families come to the program they have access to extra food and clothes.

Another example of this practical support is given by one of the coordinators, *“we had a visit from the ambulance service in the last couple of weeks, teaching about 000 and what to do in an emergency, if you see an ambulance and who to call, not to hang up the phone – things like that. Things that we all take for granted”.*

### Challenges

The most frequently mentioned challenge for the SAIL program is maximising the effectiveness of the support given to the students.

Most of the tutors are untrained and those interviewed expressed a need for more guidance with the work that they gave the students. One tutor suggested a training folder which could include basic teaching techniques and hints. Another tutor suggested that it would be useful to have a trained teacher to oversee and provide hints and support.

The coordinators also commented on the need for tutor training. Both the campus coordinators felt that many of the tutors didn’t quite know how to best support students – indicating that although some were creative and intuitive, others struggled to come up with ideas and were unsure of the direction to take.

This is especially true where tutors are supporting students’ literacy development, as the students’ literacy levels can be masked by their verbal communication skills. One tutor also commented on how she would like to know what was expected of children at different ages as she was unsure whether the work she provided was appropriate.

Another challenge for the program is linking with schools so that the support is more coordinated and targeted. This is a difficult task for a program staffed by volunteers, especially when students leave English Language Schools to enrol in mainstream schools. This challenge has partly been overcome because the program has established links with some schools (such as the Western English Language School), and has also linked with private schools that have provided assistance to the program. There have also been examples of tutors advocating for students at their schools.

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Meeting the demand for the program is difficult, especially when new students arrive, because many students stay in the program through their school lives. This has led to the establishment of a waiting list at Altona, for example. One of the coordinators believes SAIL can probably never cater for all the students who might want to come.

Linked to this is the constant need to recruit tutors for primary and secondary-aged students, which impacts the programs ability to maintain the best tutor to student ratios.

There seems to be an optimum size for keeping the program manageable and effectively balancing the competing demands. Space, noise and associated stresses have been identified as challenges, particularly at the Footscray campus. (This has since been alleviated with the splitting of the program into two separate campuses.)

A further challenge for the program relates to its management structure. As the program is run by volunteers and is time-consuming, there are issues of burn-out for the coordinators. This needs to be balanced with the students' need for consistency.

One coordinator raised the challenge of providing more Sudanese community participation in the program management.

Meeting the language learning needs of the students, in the time available, is another potential hurdle.

There are many challenges in the students' lives. It is often difficult for them to turn up on a Saturday, let alone concentrate, especially if they haven't had enough sleep or any breakfast. Some of the tutors make sure they find out what time the student went to bed and whether they've had breakfast and, if necessary, get them something to eat and plan around what has happened in their lives.

As one coordinator noted, "*there are students who do anything to avoid sitting down and learning and showing that they can't read*".

Other challenges observed included:

- the need for more help in specialist subjects at senior levels, particularly maths and science. As one parent put it, "*they need some fresh university students who know the syllabus and the system*".
- the transport needs of the Sudanese community to attend SAIL;
- the fact that some of the students socialise with their friends rather than spending time on learning tasks;
- parental concern about exposing children to hip hop culture at the program;
- finding the right volunteers;
- the relationship with the church (the program is a non-paying user of the halls and needs to fit around paying users); and
- a lack of clarity around the legality of transporting of students to the program (as no formal permission is given by the parents).

### Conclusion

The SAIL Program has grown organically, expanding rapidly in response to the needs of the newly emerging South Sudanese community. It provides English tuition and social support to a large section of this community in Melbourne.

Key strengths of the program include the English language support, the range of activities offered, the commitment and skills of the volunteers, as well as the community atmosphere and positive cross cultural relationships that have developed.

Challenges include meeting demand for the program and maximising the effectiveness of the learning support offered.

### **Good Practice Features**

This program:

- grew from an identified need and expanded as the South Sudanese community grew.
- creates an inclusive and productive environment with positive relationships.
- makes good use of the skills and commitment of volunteers.
- provides social, practical and educational support to the community.
- liaises with families and elders in the community

### **Key Support Strategies**

- The coordinators have developed a wide range of networks to support the program.
- Well developed structures and procedures.
- Well developed resources, including an excellent website.
- Providing opportunities for community participation.

### **2006 - 2007 Update**

The program has extended to six campuses. These include the ones previously mentioned, another Dandenong campus and a Sydney campus.

# **BANKSIA GARDENS STUDY GROUP**

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## **Background**

Formerly known as the Somali Homework Program, this program was established in February 2005 by a City of Hume employee working with young people from a Somali background, in conjunction with the coordinator of Banksia Gardens Community Centre.

It was set up to support young Somali people who were having difficulty completing their homework. The youth worker was particularly concerned that many of these young people were dropping out of school at year 10. He was aware of the challenges – that is, that the young people lacked confidence and that their parents couldn't speak English so they were unable to support their children with their learning.

These young people needed help with senior Maths, Science and English, in particular.

## **Research**

REPP initially visited the program in mid 2005. Interviews were held in February 2006 with the program coordinator, five families, three male students and four female students.

## **Aims**

The aim of the program is to assist young people to remain at school and to complete the later years of high school. The program aims to support these students with their homework so that they can achieve better academic results at school.

## **Promotion**

The program is regularly advertised in the Banksia Gardens newsletter. However, many of the families and students involved heard of the program through word of mouth. Promotion efforts have also targeted local schools, including the Broadmeadows English Language Centre, local papers and an article in *The Education Age*. The main purpose of this promotion has been to find more tutors for the program.

## **Program description**

The program operates from 4.30pm to 6.30pm on Fridays during school terms. It is followed by soccer, and many of the students participate in both activities. The program was scheduled so that the students would be able to bring all of their homework for the next week and then be able to enjoy a more relaxing weekend.

## **Venue**

The program takes place in a room at Banksia Gardens Community Centre in Broadmeadows. A number of computers are available for use in the adjoining room. These computers have internet content managed by *Accept Education*. The coordinator has purchased some basic resources, including stationery, for the students to use.

## **Procedures**

The coordinator keeps a record of attendance and identifies the reasons why the students attend and don't turn up.

## **Content**

The core content of the program is largely student driven, with individuals identifying the support which they need to complete their homework tasks. The tutors support the students when they need help. In particular, students have identified that they needed support with their maths homework, especially at the senior levels, and with science and English.

The help required includes both literacy and the content demands of the subjects being studied. Particular tasks the students mentioned included book reviews, maths exercises and comprehension exercises.

The students use the computers to access information for their assignments and projects.

The tutors directly support the students by:

- encouraging them to ask questions and providing answers;
- inviting them to demonstrate their understanding of their work;
- encouraging them to practice their skills;
- explaining the task while working on it together;
- breaking the work into smaller chunks; and
- giving examples to illustrate the tasks.

### Staffing

The program was originally coordinated by a Youth Connections Coordinator, who was a member of the local Somali community and had strong links within it. The current coordinator also has a strong commitment to the program and community.

The program has three regular volunteer tutors. The tutors tend to work individually with each student during the study group, although the ratio of students to tutors is generally about one tutor for every four or five students.

The coordinator is continually looking for more volunteers so that more focused support can be provided, particularly in the maths/science areas.

### Attendance

Between 10 and 17 students attend the program. Initially all of the students were from Somali backgrounds. After approximately six months, some students brought along friends who were predominately from Middle Eastern refugee backgrounds.

As a result, participation in the program has broadened from the original group. Some of the students interviewed started attending recently but many of the students have attended the program since its beginning. The participants range in age from upper primary through to the later years of secondary school.

The following record shows the participation over periods of several weeks.

STUDY GROUP	SOCCER	COMPUTERS	AVERAGE NUMBER OF PARTICIPANTS	NUMBER OF "REGULAR" PARTICIPANTS
✓			12	16
	✓		14	18
		✓	10	20
✓	✓	✓	6	10
✓	✓		6	10
	✓	✓	2	2
✓		✓	5	5

### Funding

The core funding for the program is actually funding from the Department for Victorian Communities for the role of the Youth Connections Coordinator. However, the coordinator spends more time on the program than his allocated hours. Other program costs such as electricity and phone calls are covered by Banksia Gardens Community Centre.

### Strengths

One of the key strengths of the program is in the relationships that have developed.

The founding coordinator was a member of the local community who knew the students and families well. He was interested in improving the program by looking for more sustainable funding.

He liaised with journalists to have articles published in the local paper in order to attract new tutors. The new coordinator was a volunteer at the program for over a year, and also knows the students and families well.

There are a number of benefits for the students attending the program. One of the key benefits is the support that the students receive in completing their homework. The students commented on how the tutors helped them, by going through the difficult homework tasks and explaining them clearly.

A number of the parents commented on how difficult the homework had been for their children before they started attending the program. This was because of their undeveloped English skills and because some have only been in Australia for a short time.

As one parent observed, *“when they came to Australia they were finding it very difficult – biology very hard, maths very hard, English very hard. She wants to improve”*. The students often experienced difficulty because of the impact of their refugee experience on their education.

The program has helped the students to establish good homework habits. As one student put it, *“it’s better to have it done on Friday, otherwise on Sunday, rush, rush, leave it till the last minute”*.

A number of students indicated they are now able to complete their homework on time and the parents were pleased because the teachers were no longer calling them about their children not completing their homework.

The program provides support that parents are unable to provide. All of the families interviewed said that they were unable to support their children because they did not have sufficient English and they didn’t know what was required in a completely new and different education system. In addition to this, one of the parents only had minimal schooling herself.

The program provides a positive learning environment. The students respond well to the tutors, actively engaging in their tasks and assisting one another. Some of the students commented that it was a quieter environment to work in than at home. They are also able to access computers and the internet which they don’t have at home. One student commented on how *“they trust us to explore new things on the computer”*.

There has been consistent attendance at the program. For example, the children from all five of the families interviewed had been coming regularly for over a year, since the program began. One parent observed, *“They’re very happy. When he comes home from school, he cannot eat anything – he goes quick! He says ‘I am late!’”* Another said, *“they love to go to the program. The only help they are getting is there. They’re very happy to have that program”*.

The program helps the students attain better education outcomes, to succeed and to stay longer at school. The coordinator states that one of the key strengths of the program is that it helps students to have a more positive view of the future by supporting them to reach year 12 and to possibly access university.

One student who regularly attended the program attained a good VCE score and is currently undertaking a Bachelor of Applied Science in Laboratory Medicine.

Three of the families interviewed said that their children had received higher marks since they have been attending the program. One family mentioned that their son wants to go to university and the program is assisting him to achieve this goal.

The students also identified specific ways in which the program helped them:

- *“You get help with school work, understanding it. Sometimes I might miss something at school, but can go through it here. I ask the tutor questions, she helps me. This program helps”.*
- *“I understand homework that I didn’t understand. It brings people together that want to learn. You’ll be ahead of the other school students, because you did it here, you’ve already done it when you go back to school”.*
- *“You’re with people who need help in the same place, who are doing the same thing at school, so you just come together after school and get a teacher to come and help you, and it’s free. That little bit extra, helps me to learn more. I come here to learn Physics and Maths, because they’re the main subjects that I have trouble with”.*
- *“You get help with homework that’s set from Friday, or even the week before. So when it comes to class time you can be prepared. It’s great actually”.*

The coordinator observed that the program has helped increase the students’ confidence, motivation and self-esteem. This observation was reinforced by the families who said that by being better prepared and having their homework completed, their children felt good about themselves and much happier about attending school.

The program also helps to promote positive relationships between the students and their parents, as well as positive cross cultural relationships between the students and the tutors. The program coordinator is a youth worker, and from the same community as many of the students and provides the students with a positive role model. He also supports the students in other ways, such as listening confidentially to their problems and advising them on educational and career pathways.

### **Challenges**

One of the major challenges for the program is funding. The program’s resources are quite limited. The coordinator would like to have more resources for the students to use at the program. He would also like to be able to provide snacks and opportunities for excursions but there is insufficient funding.

The other main challenge is the availability of volunteer tutors. Although he would like to be able to give more intensive support to those students who are struggling, the coordinator has to stretch the support available.

According to the coordinator, *“sometimes we don’t have enough volunteers so we need to find the ones who have just got the simple work, or can help themselves, and then we move on. I don’t take more than 17 at a turn, because we don’t have enough volunteers. I had a response the second time I put a request for volunteers in the newspaper, 50 people, but only 3 people started”.*

A number of students reinforced this when they expressed concern about waiting time before they were able to access help from the tutors.

There is a clearly identified need for more support for the students, especially in the senior English, maths and science areas. Maths and science support has been the hardest need to accommodate, at VCE level in particular, because there is a need for specialised, up-to-date knowledge.

This need was reiterated many times over by the families and the students themselves. Some of the students expressed frustration because of the unmet need for this specialised support.

Even though the facilities could accommodate more students and there have been inquiries from surrounding areas such as Roxburgh Park, the number of students needs to be capped because of the limited support available. Many of the students and the parents reinforced the need for more targeted individual support. One family suggested separate programs for the primary and secondary students.

Associated with the issue of tutor availability, is the issue of the timing of the program on Fridays. While Friday seems to suit the students, it does not seem to be a convenient time for volunteers due to other commitments. The coordinator is therefore considering moving the program to a different day. At times, he has made arrangements with some volunteer tutors to meet up with some of the senior students at the nearby Global Learning Centre on other afternoons.

The coordinator has approached some of the schools that the students attend. This was initially difficult because the teachers didn't understand the purpose of the program. It has since become easier and he now only follows up on behalf of the students who are struggling and need more intensive support.

All of the families felt that the program needed to be extended. Suggestions included longer hours, and for the program to be held more often.

Other challenges identified included:

- the need to train the volunteer tutors, for the benefit of both the students and the tutors. In particular, the coordinator suggested cross cultural training and awareness of the specific needs of students from refugee backgrounds; and
- the inconsistent attendance of some is an issue because they take the place of others who want to attend, although students who don't attend regularly are a minority.

### **Conclusion**

This program was set up by a member of the local Somali community to support students from this community to complete high school.

It provides a positive learning environment and assistance to students which their families may not be able to provide. Key strengths of the program include consistent attendance, improved study habits, motivation and confidence; as well as improved social relationships within the community.

Key challenges include funding and the availability of volunteer tutors, particularly in senior maths and science areas.

### **Good Practice Features**

This program

- was established in response to need to support refugee background students to stay on at school.
- is coordinated by a member of the community for the community.

### **Key Support Strategies**

- Linking the program to a recreational activity, such as soccer.
- Close liaison with the families.



# **GLOSSARY**

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AMES - Adult Multicultural Education Services

CMYI - Centre for Multicultural Youth Issues

CELS - Collingwood English Language School

DE&T- Department of Education and Training

DVC - Department for Victorian Communities

Early Years (of Schooling) – years Prep - 4

ESL - English as Second Language

Later Years (of Schooling) – years 10 -12

MEA - Multicultural Education Aide

Middle Years (of Schooling) – years 5 - 9

OSHLSP - Out of School Hours Learning Support Program

REPP - Refugee Education Partnership Project

SAIL - Sudanese Australian Integrated Learning

SFO - School Family Occupation

SFYS - School Focused Youth Service

VCE - Victorian Certificate of Education

VFST- the Victorian Foundation for Survivors of Torture

WELS - Western English Language School

## **References**

Brown & Richardson, *Report of the review of the St Albans Project*, 2004 (unpublished document).