

**South Community Hub, Refugee & Immigration Legal Service (RAILS) in  
Partnership with TAFE Adult Migrant English Program (AMEP) on 'Good Life'  
Learning (Restoring Relationships)**

**Report by :**

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**ABOUT**

As a pilot study, 'Restoring Relationships/Good Life learning' program at TAFE was aimed at new and emerging communities to help build family relationships and important skills in dealing with and preventing family conflict and violence. This was run by the South Community Hub and RAILS. The sessions integrated English Language learning and cross-cultural sharing hence the partnership with TAFE. Male and female facilitators were engaged, and the classes were split between men and women to allow for free engagement about family relationships without fear or intimidation from each group. This also provided a safe space for both groups to open up and share within their own groups and support one another. The group come together in the last class to share what they learned. Every week we had 35- 40 women and 20 -25 men participant.

We explored laws and culture around: what makes a happy family; building relationships and marriage; sex and consent; male and female roles within families; dealing with partner and parent-child conflict; family violence and key support services.

**OBJECTIVES**

In a nutshell, the objectives of conducting these classes were;

- ❖ Imparting knowledge so students could have an understanding of domestic violence and family violence is, including its various forms and the devastating impacts it has on relationships and families
- ❖ Creating awareness and knowledge its prevalence and on identifying the common indicators or signs of domestic and family violence
- ❖ Providing resources and strategies on how to respond appropriately as victims, witnesses or disclosures of domestic and family violence, including how and who to contact for help.
- ❖ Understanding the law and how best to discipline children without using violence.
- ❖ Imparting knowledge and skills on how to build peaceful and happy homes that tackle challenges together, and raise children as future leaders to who know how accept boundaries, respond appropriately in situations where domestic or family violence may be taking place, respect themselves and others as well as adopt good strategies to manage and resolve conflict without resorting to violence.

## TEACHING STRATEGIES

A range of classroom teaching methods were adopted to keep the learner engaged and ensure the learner understood the content and was also understood when they participated. This included;

- ❖ Designing and implanting learning experiences that ensured everyone felt safe to contribute or share their story with the group.
- ❖ Writing each keyword on the board and breaking it down for each learner to understand
- ❖ Starting all classes with a recap to ensure that learners still remembered and also give opportunity to those who could have missed the last class to grasp what was being learned.
- ❖ The facilitators also instilled trust and confidence on the learners to seek help at any time if required and were also available to engage students before or after class when needed.
- ❖ A range of learning resources were used such as video clips, reading out stories and answering questions. Painting and word puzzles were also used as interactive, demonstrative and engaging learning activities.
- ❖ We used language activities from Our watch 'changing the story' and RAILS 'Family Peace' resource and our 'Storms' family violence video and 'Help Me' forum theatre video.
- ❖ We got the groups to paint pictures and messages about what they learnt and brought them together in the last class to share some of the learnings

## Program Design

The classroom learning covered the following program design as per the pilot proposal;

<b>Week 1</b>	What makes a happy family? Developing characters and family tree Understanding kids	Language activities based on Bee and Jay, characters in 'Family Peace' and 'Struggles on Stranger Street' <a href="http://www.rails.org.au/education/education-resources/">http://www.rails.org.au/education/education-resources/</a>
<b>Weeks 2-3</b>	What challenges are there to family peace? What is family violence and what is the law? What attitudes cause conflict?	Listening to and understanding song lyrics 'Storms' video 'Help Me' video – dialogue starters <a href="http://www.rails.org.au/education/education-resources/">http://www.rails.org.au/education/education-resources/</a>
<b>Weeks 4-5</b>	Ways to build relationships and	'Good life learning' videos developed by RAILS and SCH 'Soul Shoes' song (Folk Law CD)

	and what can we do to maintain and grow our family relationships	
<b>Weeks 5-6</b>	Ways to help others to resolve conflicts	Conflict Mediation and Restoration 'Resolving Conflict' Toolkit for leaders RAILS and SCH are developing.
<b>Weeks 7-8</b>	Building our inner strength - personal resilience	SCH and DFV service providers
<b>Weeks 9-10</b>	Sharing what we learnt Men showcase to women and women showcase to men	Men and Women come together

## Recommendations and Conclusion

As shown by many studies before, schools are an important setting for violence prevention efforts (Crooks, Wolfe, Hughes, Jaffe, & Chiodo, 2008; Russell, 2008; Wolfe & Jaffe, 2003). Using TAFE as an adult learning institution helped in the successful delivery of this program in so many ways;

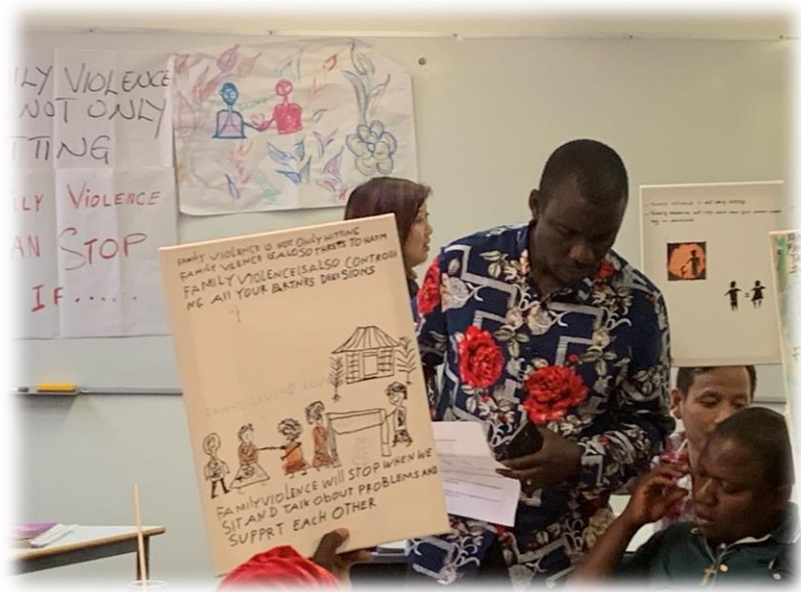
- a) as a learning institution, the class is already scheduled for everyone enrolled hence there were no difficulties in trying to arrange and mobilize people to attend,
- b) attendance is compulsory with exceptions given to certain life situations, hence all classes always had great attendance,
- c) the classroom setting gave learners the feeling of trust, confidence and comfort to open up, interact and improve their English in the process,
- d) the classroom setting also shields the men and women from experiencing stigma or attack from community members compared to if it was in a community setting outside of a school.

We therefore recommend the program continue to partner with TAFE to deliver these classes and empower both men and women with knowledge on how to prevent domestic and family violence and build peaceful families. A more comprehensive violence prevention and reduction program could be developed which includes other stakeholders, for example, community leaders, pastors/priests, police and other agents in the community involved in matters of violence. Trust and understanding between these groups need to be enhanced in order to build a coordinated and strategic approach which is consistent with current policies, values of the adult education system, the individual and cumulative cultures of the learners and the efforts/values of our NGOs as deliverers of such program. Continued governmental support in terms of resources and funding will ensure more new and emerging communities are reached and the program could be duplicated to other TAFE colleges around Queensland.

## REFERENCE LIST

- Crooks, C. V., Wolfe, D. A., Hughes, R., Jaffe, P. G., & Chiodo, D. (2008). Development, evaluation and national implementation of a school-based program to reduce violence and related risk behaviors: Lessons from the Fourth R. *Institute for the Prevention of Crime Review*, 2, 109–135. [\[Google Scholar\]](#)
- Russell, N. (2008). *What works in sexual violence prevention and education: A literature review*. Retrieved from <http://www.justice.govt.nz/policy/supporting-victims/taskforce-for-action-on-sexual-violence/documents/What%20Works%20in%20Prevention.pdf> [\[Google Scholar\]](#)
- Wolfe, D. A., & Jaffe, P. G. (2003). *Prevention of domestic violence and sexual assault*. Harrisburg, PA: VAWnet. [\[Google Scholar\]](#)









## WORDS WE LEARNT

Peace

budget

Happy

Happy

Happy

Calvary

behave

Parents

to respect

Soldiers

Happy

Peace

community

Happy

Happy

Happy

Happy.

Peace.



Family violence is also controlling  
all your partner's decisions  
Family violence Will Stop When



Calmemotions and  
don't use angry talk  
and actions





