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This report has been produced by the Youth Taskforce of the Queensland Migrant Settlement Planning Committee.

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Queensland Transport, Toowoomba
SPK Housing Group
The University of Southern Queensland
Toowoomba City Council
Townsville Multicultural Support Group
Yeronga State High School
Youth Affairs Network of Queensland

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Youth Strategy Taskforce member agencies

Brisbane City Council
Centrelink
Department of Education, Science and Technology
Department of Families
Department of Family and Community Services
Department of Health and Ageing
Department of Housing
Department of Immigration and Multicultural and Indigenous Affairs
Ethnic Communities Council of Queensland
Local Government Association of Queensland
Mercy Family Services
Milpera State High School
Multicultural Affairs Queensland, Department of Premier and Cabinet
Multicultural Development Association
Queensland Health
Queensland Program of Assistance to Survivors of Torture and Trauma
Youth Affairs Network of Queensland, Inc

1. INTRODUCTION

The Commonwealth Government's National Integrated Settlement Strategy (NISS) planning framework aims to link and improve the services available to migrants and refugees in Australia at the local, regional, state/territory and national levels.

This Strategy links a number of planning structures, ensuring opportunities to consider and address settlement issues. Two key components of the Strategy are the Refugee Resettlement Advisory Council (RRAC), set up to advise the Commonwealth Minister for Immigration and Multicultural and Indigenous Affairs, and the Commonwealth Minister for Citizenship and Multicultural Affairs on settlement issues; and the Queensland Migrant Settlement Planning Committee (QMSPC), a partnership of Commonwealth, State and Local government agencies and community organisations to continually improve the delivery of services to permanent migrants in Queensland.

In 2002, the QMSPC is addressing four priority areas, a key one being the RRAC national settlement project. The focus of this project is to achieve wider recognition of the special needs of refugee young people and increased participation by them in programs to help them settle well in Australia. A more comprehensive overview of the relevant RRAC report is presented in Chapter 3.

1.1 PROJECT AIMS AND OBJECTIVES

The 'Strategy for Refugee Young People', formulated by RRAC, recommended that the strategy can be applied as a good practice tool for the planning and delivery of programs and services whose target group encompasses young people aged 14-25 from refugee backgrounds.

This report is a product of the QMSPC. It seeks to provide examples of the RRAC strategy in practice; utilising existing services and developing links with service providers and governments at Local, State and Commonwealth levels. This includes recognising the work already undertaken in Queensland.

1.2 HOW THE REPORT IS PRESENTED

The RRAC report identified the usefulness of documenting good practice service delivery principles to refugee young people in Queensland. The models presented in this youth report reflect the value of collaborative partnerships and the importance of involving family and community to assist young people from refugee backgrounds settle in Queensland. They focus, in particular, on:

- Linking refugee young people to educational opportunities, which meet their needs;
- Ensuring through access to health programs and sport and recreation opportunities that young people function effectively, and with increasing confidence and self-esteem; and
- Arrangements to encourage relevant agencies to work together to ensure the needs of refugee young people are met.

Individual 'success' stories from refugee youth reiterate the valuable support that educational institutions, such as schools and universities, can provide. People from non-refugee backgrounds may confront barriers that impede their ability to successfully complete high school or tertiary studies. These obstacles can become more significant for people from refugee backgrounds. Overall, the young people, who were interviewed face-to-face and by telephone, cited positive experiences with their resettlement in Australia as they were able to easily access a range of DIMIA funded services. Australia was described as the 'best country in the world', and a peaceful 'land of opportunities'.

Chapter 2 contains demographic information of refugee migration to Queensland, and an overview of the RRAC report is outlined in Chapter 3. Chapter 4 profiles some good practice models of service delivery in Queensland. These examples were identified by the QMSPC member agencies, and through consultation with various other organisations. A number of individual 'success' stories from refugee young people are presented in Chapter 5.

The conclusion at Chapter 6 also suggests some service delivery principles which flow from the contents of the report and which could be usefully applied in designing services for young people from a refugee background.

Chapter 8 provides a very extensive set of information resources for service providers and the final Chapter 9 provides maps and demographic data by local government area and postcode.

2. OVERVIEW OF REFUGEE MIGRATION: THE QUEENSLAND EXPERIENCE

HISTORICAL BACKGROUND: PAST 20 YEARS

Though a relatively young nation, for several decades Australia has been active in the settlement of refugees. During the immediate post-World War II years, 170 000 displaced persons from Eastern Europe found refuge in Australia. Between 1947 and 1985, Australia received 14 000 White Russians from China. The 1970s witnessed full-scale war in some parts of the world and civil wars in others. As a consequence of such conflicts, over 155 000 Vietnamese have settled in Australia since 1975 along with over 18 000 Lebanese after the Civil War in 1975. During the 1990s, refugees from Europe continued to arrive in Australia along with others from Africa. Since 1991 over 38 000 refugees arrived from the former Yugoslavia, while over 1600 have arrived from Sudan and 800 from Somalia since 1996.

REFUGEE MIGRATION TO QUEENSLAND TODAY

In recent years, Queensland has experienced a new wave of refugee settlement. Humanitarian migrants account for approximately 10 percent of all settlers to Queensland. As displayed in Table 1, over the past five years humanitarian migrants to Queensland aged between 14 and 25 have arrived mainly from the:

- Former Yugoslavian region (54%);
- Horn of Africa (27%); and
- Middle East (9%).

Of the 800 humanitarian migrants to have arrived in Queensland between 1997 and 2002:

- 198 were born in the Former Yugoslavia (25%);
- 131 in Bosnia-Herzegovina (16%);
- 119 in Sudan (15%); and
- 87 in Croatia (11%).

The gender distribution has been fairly even over the five-year period with a total of 417 (52%) males and 383 (48%) females. Of all humanitarian migrants to settle in Queensland 21 percent are aged between 14-25.

The majority of humanitarian arrivals have settled in Brisbane (629; 79%). The remaining 155 (20%), who stated an area of residence, have settled in regional Queensland, the majority of whom have settled in the Moreton statistical division (109; 14% of the total). Over one-quarter of arrivals born in the Former Yugoslavia have settled in Moreton. Only small numbers of humanitarian migrants have settled, in the past five years, in Northern Queensland (20; 3%), Far North Queensland (13; 2%), and the Darling Downs (11; 1%).

Maps showing Non-Humanitarian and Humanitarian settler arrivals, aged 1-24 years, from 1 January 1997 to 31 December 2001 to Queensland broken down by Brisbane postcodes and Local Government Areas are at Appendix A.

TABLE 1:
Humanitarian migrants to Queensland aged 14-25 who have
arrived between 1/7/1997 and 30/6/2002, by country of birth,
statistical division of residence, and gender

BIRTH COUNTRY	NOT STATED		Brisbane		Moreton		Darling Downs		Fitzroy		Mackay		Northern (QLD)		Far North (QLD)		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
PMR YUGOSLAVIA	1	1	66	73	26	29	1						1		1		94	104	198 (25%)
BOSNIA-HERZEGOVINA			56	54	7	12									1	3	64	67	131 (16%)
SUDAN	7	1	66	35	1	1	2	4					1	1			77	42	119 (15%)
CROATIA			32	29	12	5	2			1					3		50	37	87 (11%)
SOMALIA	1		20	21			1						3	5			25	29	52 (7%)
IRAQ			13	12	4	2							4	1			21	15	36 (5%)
AFGHANISTAN	1		13	18	1	1											14	20	34 (4%)
ETHIOPIA	1		8	13											1		10	13	23 (3%)
IRAN			6	5	6	3			1				1	1			14	9	23 (3%)
SIERRA LEONE			12	4											3	1	15	5	20 (3%)
BRITREA	1		6	11											7	11	18	18	36 (5%)
F.R. OF YUGOSLAVIA	1	1	5	5													6	6	12 (2%)
PAKISTAN			6	4													6	4	10 (1%)
VIETNAM			4	5								1					4	6	10 (1%)
GERMANY			2	3													2	3	5 (1%)
LIBERIA			2	2													2	2	4 (0.5%)
A.R. OF EGYPT			2														2		2 (0.3%)
EL SALVADOR			1	1													1	1	2 (0.3%)
TIBET (SO STATED)			2														2	2	4 (0.5%)
TURKEY			2														2	2	4 (0.5%)
UNKNOWN			2														2	2	4 (0.5%)
BURMA				1													1	1	2 (0.3%)
CUBA			1														1		1 (0.1%)
PMR U.S.S.R.			1														1		1 (0.1%)
LEBANON			1														1		1 (0.1%)
PERU			1														1		1 (0.1%)
RWANDA			1														1		1 (0.1%)
SLOVENIA			1														1		1 (0.1%)
SYRIA																1			1 (0.1%)
TOTAL	12	5	335	303	56	53	5	6	1	1	1	1	10	10	7	6	417	383	800 (100%)
TOTAL ALL	17 (2%)		629 (79%)		109 (14%)		11 (1%)		1 (0.1%)		1 (0.1%)		20 (3%)		13 (2%)		800 (100%)		

3. OVERVIEW OF THE REFUGEE RESETTLEMENT ADVISORY COUNCIL (RRAC) REPORT

The NISS is a planning framework which aims to link and improve the services available to migrants and refugees in Australia at the local, regional, State/Territory and national levels. The Strategy links a number of planning structures ensuring opportunities to consider and address settlement issues. The QMSPC and RRAC are key components of the Strategy.

The Council was established in 1997 to advise the Ministers for Immigration and Multicultural Affairs on matters relating to the settlement of refugees, Humanitarian Program entrants and migrants to focus on the appropriateness and adequacy of services. RRAC has identified young refugees as a potentially vulnerable group who may have difficulties accessing mainstream support services due to a range of cultural, health and language barriers.

Consultations with community, State and Commonwealth government representatives in Melbourne and Sydney in 2000 – 2001 revealed that the needs of refugee young people were not being addressed across government in a coordinated and strategic manner, notwithstanding the wide range of existing programs available to young people.

RRAC proposed that a 'Strategy for Refugee Young People' would be the national settlement project for 2002 that will complement the broader youth policy framework of the Commonwealth Government and keep to State and local Government priorities. RRAC's initiative has provided a unique opportunity to focus on and improve the quality of life for refugee young people in Australia. The project targets newly arrived youth (migrants and refugees) between the age of 14 – 25 years who have experienced, or are experiencing a variety of factors which are related to their own, or their family's refugee like experience. These factors may impede a young person's social participation, health and/or transition from school to further education, training or employment.

A number of 'Good Practice' service delivery principles were identified in the RRAC report. These included:

- Accommodation of the diversity of refugee young people
- The importance of flexibility in service delivery
- Facilitation of family and community involvement
- Importance of program continuity and stability
- The building of professional capacity of people working with refugee young people
- The development of partnerships for services for refugee young people
- The importance of translating and interpreting
- The importance of early intervention
- The importance of brokerage – facilitating a young person's access to the pathway appropriate to their needs
- Individual case management to support refugee youth.

4. 'GOOD PRACTICE' IN SERVICE DELIVERY

A Youth Taskforce was established on behalf of the QMSPC to focus on mechanisms for making services more attractive to refugee young people and identifying ways of increasing the awareness and responsiveness of service providers to the special needs of this group.

For refugee youth, the challenges and stresses of the transition to adulthood are compounded, as they are also making the transition to a new culture and dealing with the practical adjustments of settling in a new country, while trying to reconcile the upheaval and trauma of their past.

A key thrust of the 'Strategy for Refugee Young People' is to utilise existing services and develop links with service providers and governments at Local, State and Commonwealth levels. This includes recognising the work already undertaken in State and Territory offices.

Examples of 'good practice' service delivery models in Queensland were identified by member agencies and through consultation with AUSTCARE and the Australian Red Cross for inclusion in this report. They were selected to represent three main themes that exemplify a number of good practice delivery principles highlighted in the RRAC report: *strategies to address educational difficulties; developing successful partnerships to strengthen links with the wider community to deliver services to refugee young people; and the importance of family and community involvement to aid in the resettlement of refugee youth.*

It is not intended to be an exhaustive list, rather as a resource that reflects some of the current initiatives in practice. It is a document that could be a useful tool in encouraging other agencies to consider their own service delivery to refugee young people. Interviews were conducted by telephone and in some cases, face-to-face.

4.1 ADDRESSING EDUCATIONAL DIFFICULTIES

It is not uncommon for young people from refugee backgrounds to experience difficulties in accessing mainstream support services due to a range of language and cultural barriers. Young refugees come from a range of backgrounds and may have experienced limited or intermittent schooling, and recurring and intermittent symptoms of traumatisation, which can contribute to depression¹. They often find educational institutions confusing and disempowering².

¹ Queensland Transcultural Mental Health Centre, Queensland Health & Youth Affairs Network of Queensland, 2001:20.

² Queensland Program of Assistance to Survivors of Torture and Trauma, undated:8.

The CARE Program Milpera State High School

Milpera is an Aboriginal word that means the 'Meeting place of Brothers and Sisters'. Milpera State High School is an intensive English language and settlement centre funded by Education Queensland for newly arrived upper primary and high school aged immigrants. There are approximately 180 students from 30 countries speaking up to 40 languages. Students come from a range of backgrounds and circumstances and may have experienced interrupted schooling and torture and trauma.

The CARE program has been running for approximately 10 years. It is the school's response to students needs based on the recognition that the school, the students and their families, and the community are important partners in developing life skills. The CARE class is a special support program to enhance settlement, acculturation, personal well being and participation. Once a week, the school divides into first language groups or special target groups, such as older boys or girls, or Muslim students. An important function of CARE is to promote and facilitate the early detection of anxieties or difficulties.

A multi-agency model of support is used to deliver the program. Government and non-government agencies, volunteers from the community, bi-lingual staff and teachers are all involved. CARE topics are broad and although there is a structured program, facilitators are flexible and may decide to focus on a topical issue. For example, after the World Cup this year, more students wanted to play soccer. The Physical Education teacher noticed increased incidents of injury and bullying on the playground and incorporated concepts of fair play, respect for rules, and teamwork into the CARE program.

The CARE Program aims to enhance young people's skills and knowledge in:

- Interpersonal skills and social competencies
- Popular culture
- Various systems, services, discourses
- Team/collaborative working
- Management of resources/technology
- Problem solving and behaviour management
- Recognising and challenging racism and discrimination
- Connecting with the local and wider community
- Self esteem, facing challenges and assertiveness
- Cultural diversity and personal identify and social pressure
- Strategies which will optimise health/resiliency
- High school expectations
- Protective behaviours
- The law

Student responses from exit surveys indicate the program is achieving its goals. More than 80 percent of students said they learnt new things and identified social skills and making friends as a top priority.

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The Tertiary Preparation Program AUSTCARE Scholarships from the University of Southern Queensland

The University of Southern Queensland (USQ) and AUSTCARE Queensland are working together to assist refugees overcome some of the barriers to higher education. USQ has been offering Tertiary Preparation Program (TPP) scholarships to refugees for the past 10 years. The program expanded during Refugee Week 2000.

The TPP seeks to provide an alternative pathway to further studies and offers people, aged 18 years and over, a second chance to acquire higher education through provision of the essential prerequisites to enter and succeed in higher education, and the academic support necessary to gradually build confidence, skills and knowledge. Approximately 10 percent of the 500 scholarships that are awarded each year go to people from refugee backgrounds.

AUSTCARE Queensland works with USQ to select suitable candidates for the one and two semester education program. Information is widely distributed through multicultural organisations and young people from refugee backgrounds can apply direct to AUSTCARE or be nominated. An AUSTCARE panel interviews each young person and recommends them to the university who then assesses their ability to undertake the program.

Successful completion of the TPP will result in direct entry to an undergraduate program at USQ and the opportunity to apply for entry to other universities. There is no data on the completion rates of students from refugee backgrounds, but the general completion rate for the TPP is about 50%.

AUSTCARE believes that by providing the opportunity for tertiary education, they are helping refugees gain access to a wider range of education and employment opportunities. Refugees can then begin to support themselves and their families.

The program is delivered through distance education. Work kits and materials are supplied by USQ at the start of each semester so study can be carried out at home. USQ has study centres with facilities statewide, outreach support through Regional Liaison Officers and telephone tutorials in many subjects.

AUSTCARE can arrange a special one-to-one 'buddy' or 'helper' to provide a refugee scholar with educational support in English (speaking, writing and comprehension), with Maths skills or general knowledge of Australian way of life. Buddies come from different backgrounds, such as students and people who have worked with aid organisations overseas. They are often referred from organisations such as Australian Volunteers International.

A buddy shared her experience:

I felt I had something to give. I have a TESOL (Teaching English to Speakers of Other Languages) certificate and I have taught overseas. Being able to speak English is the gateway for opportunities.

I have been a buddy for two years and I am helping my third student. We meet every week for 2 hours. It is very rewarding and satisfying when your student successfully completes the program, and you know that he has gained the confidence to complete an undergraduate degree.

University of Southern Queensland
Office of Preparatory and Academic Support
Toowoomba Qld 4350
Ph (07) 4631 1814 Fax (07) 4631 2407
Email: bulld@usq.edu.au
Website: <http://www.usq.edu.au>

AUSTCARE Queensland
Justice Place, 5 Abingdon Street
Woolloongabba Qld 4102
Ph (07) 3392 0666 Fax (07) 3392 0566
Email: qldoffice@austcare.org.au
Website: <http://www.austcare.org.au>

Homework Project Australian Red Cross

Adjusting to a new school in Australia is one of the many challenges faced by refugee youth. The Homework Project run by Red Cross gives refugee young people a chance to have one-on-one time with a volunteer from the community to help them with their homework and projects. Sessions are held once or twice a week at the student's school, immediately after school, with afternoon tea provided by Red Cross. It has been running for a year and a half, and has been expanding throughout that time. It is currently at four primary schools and one high school, and includes youth from many backgrounds, including Somalian, Eritrean, Ethiopian, Sudanese, Bosnian, Middle Eastern and Cambodian backgrounds. Brisbane City Council previously funded a similar project for African students, after parents from those communities approached project workers with concerns about their children adjusting to school. Problems such as low self-esteem and not "fitting in" were identified as concerns. Funding from Jupiters Casino allowed them to continue this popular project and expand it to other groups of refugee youth.

The success of the project is evident in the increase in confidence displayed by students and the strong bonds developed between students and tutors. Tutors, who are mainly university students, often take on a mentoring role, providing broad advice and guidance, and activities sometimes broadening to include recreational activities.

The Homework Project continues to increase its scope. It has started running workshops for volunteers (with a workshop on ESL teaching in September) and for parents. Focus group discussions found that many parents who have been refugees have difficulty understanding the education system in Australia, a barrier that these workshops aim to address. The project also aims to work more closely with ESL teachers in the future. Positive feedback is also received from parents, who are very happy with the program's outcomes of improved academic performance and increased self-confidence.

Comments from parents regarding the Homework program include:

"My children like the two volunteers at Holland Park, they always want to come."(Somalia mother at Holland Park)

"My husband and me work very hard and we do not understand English very well and we do not have a computer at home so we cannot help our children, it makes me happy that Red Cross helps my children." (Sudanese mother ,Sunnybank Primary)

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Website: <http://www.qld.redcross.org.au>

4.2 DEVELOPING PARTNERSHIPS

The RRAC report identified the need to strengthen links with the wider community because government and local community services for refugee young people tend to be developed and funded in isolation.

A report on the social and emotional well being of young people from culturally and linguistically diverse backgrounds found that service providers themselves advocated for better partnerships between various services and mental health services. This would prevent clients from being moved from one service to another, alleviate confusion for clients and build trust¹. Building trust with health professionals is one of the many ways that has been recognised as critical to help young people through the first stage of the recovery process².

¹ Queensland Transcultural Mental Health Centre, Queensland Health & Youth Affairs Network of Queensland, 2001:77

² Youth Affairs Network Queensland, 2002:11

SPK Housing Group Housing Co-operative for the Hmong Community in North Queensland

The Hmong people fled Laos from 1975 to 1995 and subsequently resettled in the United States of America, Canada, France and Australia. A survey conducted by Migrant Settlement Services, Cairns in 2000 found there were 654 Hmong people living in Far North Queensland, of whom 441 resided in Innisfail, and 213 in Cairns. Most of the Hmong who ultimately came to North Queensland had initially settled in New South Wales, Victoria or Tasmania in the mid-1980s. In 1989 six families migrated from interstate to Innisfail and other families followed.

The main reasons given for migrating north included the cool climate in southern states not suiting them and their lack of skills for jobs which were available in the large southern cities. The Hmong community in the Far North has increased over the last couple of years due to internal migration and births.

The Hmong people experienced particular difficulties in obtaining suitable housing due to large family size. They also experienced difficulties in understanding the requirements of private rental arrangements and funding these arrangements.

The SPK Housing Group, incorporated in 1991, began with a small group of volunteers to specifically address the housing needs of the Hmong people living in Far North Queensland. The initiative has facilitated the cultural practices of the Hmong community in keeping the family unit intact. This has a particular impact on refugee young people.

A member of the Hmong community sought advice from a Grant-in-aid worker in Innisfail about the feasibility of establishing and sourcing funding for a housing co-operative to provide culturally suitable housing. A partnership was formed with the Queensland Department of Housing to help the Hmong community members prepare a funding submission. Following approval of the submission, workshops enabled community members develop policies for the organisation. SPK Housing Group has successfully funded the acquisition of 25 properties in Innisfail and Cairns. Initially the Group employed a professional builder to maintain properties but more recently a company has been set up within the Hmong community for maintenance. The properties are rented to members and this money is used for running the Housing Group.

The Migrant Settlement Services of Centacare in Cairns has provided assistance to SPK Housing Group over the last three years with funding submissions, project development, advocacy and advice. It also helped SPK to secure office space, funding for office equipment and for various Hmong cultural projects that SPK has auspiced. These include initiatives to promote language, performing arts, sport, spiritual observances and ceremonies. Dance and reading projects are aimed at Hmong youth.

The success of the project has been achievable due to the commitment and contribution of members who have also developed a range of new skills in networking and writing funding submissions.

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Email: migrantservices@centacarecairns.org

The Chairperson
SPK Housing Group
Ph (07) 4036 0027
0402 423 140

Learner's Licence Training Project Community Supported Group Learning

The Learner's Licence Training Project (LLTP) is a Queensland Transport initiative that started in 1996 in response to a request from the Cherbourg community to help community members who were unable to pass the written learner's licence test due to inadequate literacy skills. It was recognised that repeated failure may lead to unlicensed driving, poor compliance with traffic regulations and low self-esteem. Officers from the Road Safety Section used the experience gained through running training sessions and testing to develop the community driven training processes and activity based resources. This initiative has evolved to help young people, including those from refugee backgrounds gain their learner's licence.

The project, which is based on community development principles, engaged support from community agencies assisting clients with low literacy skills, and participation was encouraged at the grassroots level where people worked with a 'Do It Yourself' approach to enhance ownership. While the Road Safety Consultant from Queensland Transport chaired the process, decisions were made to meet the needs of community agencies and clients.

The aim of the resource kit is to improve learning outcomes through group-based learning. It is activity-oriented and user driven. The resource kit has evolved through testing with agencies guided by a reference group, which included staff from special education units, community settlement services agencies, youth justice programs, a correctional centre, youth employment agencies and neighbourhood centres.

There are three activities structured according to the current Learner's Test.

- Activity one: discussion cards with diagrams, photos and text, sample questions and answers.
- Activity two: two card games, one for advisory signs and one for regulatory signs.
- Activity three: a collaborative board game.

The Road Safety Consultant reported that 30 percent of students at Cherbourg obtained their Learner's Licence after three hours of learning, and this increased to 60 percent when clients spent six hours of learning. Clients who failed the first time were willing to repeat the test.

The following anecdotes are other useful measures of success:

An officer at Road Safety still recalls the day when a young Sudanese man came into the office with a 'wall to wall' smile. After help in using the resources with one of our reference groups, he had passed the test and his gratitude was boundless.

Another community worker on a Jobs, Participation, Education & Training (JPET) project said there were around 250 young people between 15 and 19 with prior driving experience (but were driving unlicensed),...[who] wanted to learn the road rules but many had only functional literacy...this resource allows us to address risk taking behaviours by emphasising the safety issues of being a responsible pedestrian, passenger and eventually driver'.

A CD-Rom of the resource training kit is available free of charge. There is no copyright, which means that the CD-Rom can be reproduced for training purposes, but is not for sale. The resources are in PDF format and will cost approximately \$300 to print. It was suggested that like-minded communities could share a training kit. The Road Safety Consultant has offered to help communities or organisations train facilitators who can then peer train.

Mal McIlwraith (Road Safety Consultant) Queensland Transport
Ph (07) 4639 0786, 0417 366 759
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Transcultural Clinical Consultation Service Queensland Transcultural Mental Health Centre

The Transcultural Clinical Consultation Service (TCCS) began in late 1997 in response to gaps in service delivery. It is a free statewide specialist mental health service provided by the Queensland Transcultural Mental Health Centre (QTMHC) and funded by Queensland Health to meet the mental health needs of people from culturally and linguistically diverse backgrounds. It aims at working in partnership with mainstream mental health services to ensure that services provided are comprehensive and culturally appropriate.

In the last two years, the service received 560 case referrals from mainstream health workers, with 119 of these referrals being for young people between the ages of 14 and 25. Although young people might not identify themselves as refugees, it could be estimated through the countries of origin and their language backgrounds that 45 of these clients (36% of young people referred) were likely to be from refugee backgrounds.

The service utilises a brokerage model to provide telephone and specialist consultations to mainstream mental health services, community organisations and consumers and carers. The specialist consultations are provided through engaging bilingual/bicultural mental health professionals to clarify or confirm the existing diagnosis, various types of assessments, assist in care plan development, psycho-education for consumers and carers, and provide short-term therapy. The focus is on cultural rather than linguistic interpretation. There are currently 120 bilingual/bicultural workers (representing over 60 languages) including psychiatrists, psychiatry registrars, psychologists, social workers, clinical nurses and experienced cultural consultants who work throughout Queensland. A videoconferencing facility is available to ensure the service is accessible across the State.

Queensland Transcultural Mental Health Centre
3rd Floor, Psychiatric Unit, Princess Alexandra Hospital
Ipswich Road, Woolloongabba Qld 4102
Ph (07) 3240 7169/3240 2833 Fax (07) 3240 2282
Toll Free 1800 188 189
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Website: <http://www.health.qld.gov.au>

**Initial Settlement of
Unaccompanied Humanitarian Minors (offshore)
Facilitated by the Department of Immigration and Multicultural
and Indigenous Affairs (DIMIA)**

Since March 2002, 27 Unaccompanied Humanitarian Minors (UHMs), aged between 11 and 17, have been referred to the Brisbane Office under the Refugee and Humanitarian Program. Sixteen of these minors have arrived to Brisbane and Toowoomba. While UHMs have been entering Australia for many years, these are the first minors to arrive since the establishment of the Integrated Humanitarian Settlement Strategy (IHSS). These minors do not have parents in Australia and travel with, or join, a carer who is a relative over the age of 21.

To ensure the best outcomes for the minors, all agencies involved in service provision agreed to meet and discuss how to maximise the effectiveness of services. These meetings included all IHSS contractors in Brisbane, Logan and Toowoomba, Mercy Family Services (MFS), the State Department of Families (DOF), the Australian Red Cross (ARC) which receives CSSS funding to accept IHSS clients on exiting the program and Milpera State High School. The outcome of these meetings was the formation of a Draft Protocol outlining the roles and responsibilities of agencies working with the UHMs. These protocols will be revisited at a later stage for assessment and updating where necessary.

Briefly, the protocols identify four stages in the initial settlement process for the minors and describe the process whereby agencies liaise with one another to ensure complementarity of service. Stage 1 describes DIMIA's referral role, which includes the overseas post, the UHM Unit in Central Office and the Brisbane office. DIMIA ensures that all IHSS contractors, DOF and MFS receive timely notification about the expected arrival of the minor and all other relevant personal details. DIMIA also obtains a signed "Agreement to Undertake Care" form from the carer and explains to the carer his/her responsibilities under the UHM program. Stage 2 deals with the pre-arrival consultation process for the IHSS contractor, MFS and DOF, and clarifies the tasks for each agency. Similarly, stage 3 outlines the tasks and time lines to be followed by each agency for the first few weeks after arrival. Stage 4 deals with the exit and post-exit processes to be followed by all agencies. Inherent in the protocol is the recognition that while it has been written as a good practice model, each minor's situation should be discussed and assessed, to ensure that the individual needs of each person are met.

As a follow-up step, and because the majority of the UHMs now entering Australia are from African countries, DIMIA was invited to an information session, organised by ARC, for members of the African communities. DIMIA provided background information about the UHM program. As a result of the immense interest from those attending the session, follow-up meetings will be arranged to include MFS and DOF.

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Website: <http://www.immi.gov.au>

4.3 FAMILY AND COMMUNITY INVOLVEMENT

Entertainment, recreation, socialising and physical activities were cited by young people from culturally and linguistically diverse backgrounds as some useful strategies to overcome isolation and stress¹.

¹ Queensland Transcultural Mental Health Centre, Queensland Health & Youth Affairs Network of Queensland, 2001:48

Sports and Recreation Project Australian Red Cross

The Sports and Recreation Project run by Australian Red Cross has given young women from refugee backgrounds the chance to play sport with their mothers and other women from their communities. The popularity of this project, open to all young refugee women and their mothers, is evident by the high number of participants – there are around 150, with numbers growing all the time. Participants are from Bosnian, Afghani, Sudanese and Somali backgrounds, and are aged from 12 years old upwards. Project workers have plans to expand the program to include Eritrean and Ethiopian communities, and are looking for other communities to involve.

The project began in March 2002, after a successful soccer project for men made the lack of such activities for women apparent. After consultations with the various communities, volleyball, swimming and cultural dance were chosen as the regular activities. Venues that were accessible by public transport were chosen, and activities are held mainly on weekends, when the maximum number of people could attend. Cultural factors were also taken to account, with swimming sessions taking place in an enclosed pool.

Not only are sporting activities beneficial to participants' health, they provide a valuable opportunity for participants to socialise and enjoy themselves in a supportive environment, increasing self-confidence and self-esteem.

While project funding, supplied by Brisbane City Council, ends in February 2003, the sports activities are expected to continue. Project workers are already working towards sustainability of these activities by employing bilingual workers who will help communities continue their sporting activities.

Australian Red Cross
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Website: <http://www.qld.redcross.org.au>

5. REFLECTIONS OF YOUNG REFUGEES IN QUEENSLAND

This section documents the experiences of six refugee young people living in Queensland. We attempted to source stories from both male and female young people from different ethnic backgrounds, living in metropolitan Brisbane and regional Queensland. We were interested in their perspectives on resettlement in Queensland. Pseudonyms have been used in some stories to maintain confidentiality. The young people were interviewed face-to-face and by telephone. The first five experiences are recounted by the participants themselves. Angela's story was transcribed from a telephone interview.

Overall, it appears the young people had positive experiences with their resettlement. They were able to access a range of Government funded services through community organisations and schools. Australia was described as the 'best country in the world' and a 'land of opportunities'. It is a country that is 'peaceful' and values its 'freedom'. Two young people who arrived more than 10 years ago under the family sponsorship category said they were not aware of trauma counselling services. This is not the case with those who arrived more recently.

Institutional support from schools that provide intensive English support for students, and universities was crucial in helping these refugee people learn English and cope in university. Of the six participants, two graduated from university, three are studying for their undergraduate degree, and one is in year 11.

It is evident that young people, through their experiences, can assist providers to improve their delivery of settlement services. This emphasises the value in agencies continuing to talk with their clients to identify any issues or areas for improvement. The providers we interviewed were committed to involving clients and ensuring services were as effective as possible.

The following pages tell their stories...

'Australia is the best country in the world'

I was 18 years old and had graduated from high school. It is illegal for graduates to depart Iraq and my father had to pay the border guards a lot of money to change my status so I could leave. Then, in Jordan, Iraqis normally only have permission to stay for six months but my father was very lucky and managed to get two years residency and he was able to get some work. But for another one and a half years we were illegally in Jordan and had to hide from the Jordanian police, avoiding crowds and festivals, or we would have been sent back to Iraq to face dire consequences.

We applied to the Australian embassy with help from UNICEF and were selected to come to Australia as humanitarian entrants. We arrived in late 2001. We had some family in Australia but we had also heard that it is a free country with friendly people and lots of support. I am glad my family and I are safe from troubled countries and can now establish our lives. I am the eldest son, with a younger brother and sister, both at school. My family received a lot of help from community agencies and the church. We didn't know about Centrelink, Medicare and what a Tax File Number was. I have made many friends in church and at university. My experiences have been positive.

I am now 22 years old and studying Social Welfare at university. My lecturers and fellow students and all the community and government agencies have been wonderful and have made me realise that Australia is the best country in the world.

Richard

'Step by Step'

I arrived in Australia in 1994 with my mother. I was 15 years old. We are originally from Ethiopia but before coming to Australia we had lived in Sudan for four years.

When we arrived in Brisbane we didn't know anyone. We were met at the airport by our support group who were an Australian family. This family helped set us up in our new home, which was a community house. There were other people living there, including an Eritrean girl who was a few years older than me. I was happy to see her because she made me feel at home. Everything was so new but knowing that she existed made me very happy – we spoke the same language and had the same culture.

The Australian family took us around but as we didn't speak any English it was very difficult. It was hard learning a new language and a new culture. When I first arrived I attended school at Milpera. Milpera was great and I received lots of support from the teacher. Finding that there were other students from Ethiopia made a huge difference – it wasn't just me. Having the support from the other Ethiopian students made my transition to a new country a lot easier.

I studied at Milpera for four months and then I attended Yeronga State High School. It was hard at first having to attend classes with the Australian kids – it was a lot more pressure than at Milpera. The ESL teachers were especially nice. The other teachers were good but they didn't really understand our circumstances.

Ever since I was little I have wanted to be an actor so when I first arrived a teacher at Milpera introduced me to Contact Youth Theatre. I became a member and although I couldn't speak a word of English I was able to join in a lot of the movement pieces. Knowing that I can make a career out of acting in Australia is important to me.

I found accessing services in Australia to be very easy. Australia really is the land of opportunity. I have been able to do a lot of things I have wanted to do. It took a lot of hard work to settle in Australia especially as I didn't know English – the language itself is very difficult and if you don't know the language it limits you from going as far as you can go. In 1999 my younger brother came to Australia to join us. It made his experiences a lot easier because my mother and I were already settled in Australia

I am now studying Creative Industries in Theatre Studies at QUT. I do Rhee Tai Kwon Do and I am also involved with the Ethiopian Community. I help choreograph the dances for the Ethiopian Dancing Group. There have been difficult times but things are good now. Nothing is easy; you just have to take it step by step.

Senayt

'Freedom in Australia'

I arrived in Australia on the 25th of May 2000 with my family. I was 16 years old. My family is originally from Kurdistan but when I was three years old we moved to Iran for two years and then lived in Pakistan for 10 years. It was very difficult living in Pakistan as the culture and the country was so different.

When we arrived in Brisbane we were supported by Red Cross – they helped us with getting used to daily living and they provided us with furniture and clothes. When I first arrived I found it hard to settle in Australia as I wasn't sure how long I would be here for – I was used to leaving places. When I first arrived I thought there were no Kurdish people in Australia and that made me sad.

I first attended Milpera – the teachers were nice. As most of the students were from different backgrounds it made it easier because we had similar problems. I was able to talk to a lot of the other kids because I can speak Urdu, Farsi, and Kurdish.

It was hard going to Milpera because I had to take two buses and two trains to get there. In my second week in Brisbane one of my buses was cancelled. I had to sit in the city at night by myself for four hours waiting for the next one. I think that it would be good if the timetables for public transport were printed in different languages.

After two months I went to Yeronga State High School. It was scary at first because I did not speak English well but the teachers were very supportive and helped me a lot. The study at Yeronga was harder than at Milpera. Classes at Milpera were more general and basic. At Yeronga I attended the same classes as the other students except for English which I did in the ESL unit. Yeronga and Red Cross arranged to have university students come to our ESL classes and help us with our grammar. I think Yeronga is the best school because they organise tutoring.

I like studying in Australia because we have access to more information and can gain more experience. Some people are racist but most people are polite. Whenever my mother has to go to the doctor I am always impressed with how respectful the doctors are towards her.

I have more freedom here in Australia. In Pakistan I was never allowed to go out by myself but here my mother feels it is safer and lets me go out.

Sometimes I help out at QPASTT – they are all very helpful there and provide good support.

Settling in Australia was pretty easy..... it was getting here that was hard. I am in Grade 11 and I hope to study Biology at University. But the thing I really want to do is to help people especially with human rights issues. I would like to go back to Kurdistan and help the people there.

Hawzheen

'The Land of Opportunities'

I arrived in Australia as a refugee in 1993 when I was 16 years old. My mother, grandmother and I escaped from Croatia during the Balkan war. We settled in Brisbane because we had family here. We lived with my mother's brother who provided us with food, accommodation and money. The Australian way of life was strange and different in the beginning but with family support, it did not take us long to adjust, although we didn't know about many of the services for refugees, such as QPASTT.

I could not speak English when I arrived. Like many other young adults, I also started my first English class at Milpera. Studying at Milpera was my first encounter with the Australian culture and people. I enjoyed learning English, because after two years of war, it was the first opportunity to study again. After five months at Milpera, I started High School at Corpus Christi College at Nundah. Going back to High School was a difficult adjustment, especially since I was older than my school-mates. I received great support in High School. I had access to ESL where I could access additional English classes to improve my English. In the meantime, more of my family arrived in Australia. I was very proud to show off my knowledge and experience to help them settle in their new home.

After High School, I studied a Bachelor of Arts degree at QUT. I majored in Asian and Pacific Studies, and Indonesian language. I completed a research project 'Shifting Roles: Croatian Refugee Women in Brisbane' for my Honours degree. I received academic support through the Q-Step program. Studying at university was one of the best parts of my life. It was an opportunity of a lifetime that made my dreams come true. I would never have been able to achieve this in Croatia because of the lack of government support, such as AUSTUDY, HECS and Medicare. It is much easier to access services in Australia without being discriminated. In Croatia, my mixed ethnicity of Hungarian and Croatian meant that I was always discriminated in school and daily life.

Now I am settled and working for the Government as an Australian citizen. I love my job. It gives me an opportunity to work and meet Australians and people from different ethnic backgrounds. Migrating to Australia was a big and difficult decision, but it was the best decision of my life. I still have moments when I feel homesick, but I believe that my home is where peace is.

Roslyn

'Moving to Australia was the best thing that could have happened!'

I was 13 when I arrived with my family from El Salvador 11 years ago. We came to Australia under the Humanitarian Program and lived in Government flats for four months. We were so amazed on our arrival when we were provided with food, shelter and the basic needs. My parents were provided assistance in terms of opening bank accounts, getting health checks, provision of interpreters, general information sessions about Australia, and the most important thing was the provision of English classes.

The situation back home was very difficult as a result of a civil war, which had been going on for some time. Things were not improving and we were often living in fear, not knowing what would happen to us or our loved ones. Our town was often taken over by guerillas and there were constant battles around the country between the guerillas and the army. Due to these battles, the towns were left destroyed with no electricity and water, and we had to abide by government rules such as curfews and many other unpleasant things. Although it was sad to leave family and friends behind, we knew that my parents had made the right decision.

A few weeks after we arrived, I was enrolled at Milpera to learn English for four months. Milpera was a great place to be as there were other El Salvadoreans whom I felt comfortable with as they spoke my language and had the same culture. I then went to Yeronga SHS, where I received ESL classes. I felt a bit awkward because I was not able to participate in some core subjects. I would then receive English lessons and this made me feel different to others. However in the end, I learnt to understand that ESL classes were very important to my education and development. I then went to San Sisto College and thought that by then, I did not need ESL classes. I was wrong, as the subjects become harder and harder. This college also provided me with ESL classes. At San Sisto College, the majority of my friends were from El Salvador so even though it made me feel good and understood, I still felt unaccepted by the rest of the school. Once I was in grade 10, I made a decision to become more involved with the Australian girls as I no longer wanted to feel different. However, once I reached grade 12, I realised that I needed to keep my culture alive and that I needed to keep a balance. So I joined the multicultural group and was very active in the school community by participating in cultural dancing and helped organise "multicultural days". I guess my years in high school made me realise how important it was to keep my culture and to not feel funny about it.

I went to university and completed a Social Work degree. I got a job in the Government as a temporary employee one year after my graduation. I am now a permanent employee. I am so happy to work for the government, and my parents are so proud of my achievements. I now know that all their sacrifices were worth it and although they left everything behind to offer us a better future, I now thank my parents and God for bringing us here. My parents are so proud of us now. My sisters and I are all succeeding in different areas in sport, the arts, business and cultural activities.

I have been married to an El Salvadorean for nearly three years, and together, we try to keep a balance in maintaining our culture and to be good Australians. We speak both English and Spanish at home and hope that when we have children, they can learn about their heritage. Our dreams are to take them to El Salvador to show them our beautiful country.

When we first arrived here, we did not have a support group as other families, however we were blessed to have some relatives and they provided some moral support. I was a bit homesick for the initial two years, as I found Australia was such a lonely and quiet place, compared to El Salvador, which is very crowded and noisy, and even though life was very hard due to the war, the people around you made you feel good. People were positive and always helping one another out. We would play on the streets at night regardless of the electricity blackouts and the possibility of an attack. So when I came to Australia, I was a bit homesick because everybody seemed to be conservative and stayed indoors. However, after being in Australia for a while, I went for a holiday in El Salvador and for the first time, I learnt to appreciate my new country "Australia" for the peacefulness. A lot of us take things for granted in this country, but when I compare my situation prior to my arrival in Australia, and the current situation in El Salvador with so many social problems, I can now say that coming to this country was the best thing that could have happened.

Although I love El Salvador with all my heart, I now feel 100% Australian and I wish that all migrants learnt to appreciate what this country has to offer.

Jennie

'Angela's Story'

Angela first left Sudan when she was 4 years old. That was in 1983. She left with her family after her village was attacked. They lived in a refugee camp in Ethiopia for six years, before war broke out there and the camp was attacked. Angela then lost contact with her parents and brothers and sisters.

She lived in various refugee camps near and in Kenya until 2001. Angela was reunited with her mother and brothers and sisters in 1993. With the assistance of the UNHCR, her application for resettlement was approved by the Australian Embassy in August 2001.

Angela's first feelings on arriving in Australia were confused – 'happy but unhappy. She was happy to be starting a new life in Australia, but worried about her mother, brothers and sisters who were still in the refugee camp.

Angela arrived in Perth and she found the first few weeks a difficult time. 'I had to wait two weeks to get paid, it was hard to pay rent and bond'. She also didn't know about funded and volunteer organisations such as Red Cross or St Vincent's De Paul. However, moving out with her three cousins was a big help in her settling experience.

Angela moved to Queensland one month after she arrived in Australia – she'd heard from Sudanese friends, who'd been living in Australia since 1996, that there were more jobs here.

As she could speak English before arriving in Australia, Angela didn't participate in the Adult Migrant English Program. One of her goals is to study economics and be awarded a Bachelor of Business. She is working towards this by participating in the Tertiary Preparation Program at the University of Southern Queensland - she has already commenced a Bachelor of General Studies degree.

Angela says she now feels comfortable in Australia, and considers that she has settled in successfully because she is lucky. But living with Sudanese friends is good for her, 'good for her culture'. She looks forward to the day when she will be reunited with her mother and brothers and sisters. Sponsoring her family out to Australia is an important personal goal for Angela who is now living in Toowoomba.

6. CONCLUSION

The Commonwealth Government's National Integrated Settlement Strategy provides a planning framework that links services for migrants and services at the local, regional, State/Territory and national levels.

The 'Strategy for Refugee Young People' formulated by the Refugee Resettlement Advisory Council highlighted the need for existing services to strengthen links with service providers and government at all levels. The Council's report emphasised adding value to existing programs and recognised that newly arrived migrant and refugee youth, between the age of 14-25 years have special needs.

In this report, a number of 'good practice' service delivery examples are presented as a resource tool, together with the personal experiences of six young people from refugee backgrounds. Demographic information and an extensive resource list is also provided.

SERVICE DELIVERY PRINCIPLES

There are a number of principles which can be drawn from the examples covered in this report. Some principles which might guide the design of services which are inclusive of the needs of refugee young people are:

- the value of partnerships where skills and expertise can be shared and innovative approaches developed;
- the value of an educative process which also meets settlement, acculturation, personal well being and participation needs of young people;
- the potential for enhanced community (including volunteers), non-government and government collaboration in meeting needs;
- the need to "think outside the square" in developing service delivery strategies and focus on the value of the end result (not just on the cost of the inputs);
- the potential to harness social, cultural and sporting activities to meet a range of personal development aspirations.

The QMSPC hopes that service delivery agencies reading this report will seek to incorporate these principles into their planning.

7. REFERENCES

Queensland Program of Assistance to Survivors of Torture and Trauma, undated. *Keeping Up: stories and reflections of young refugees in Brisbane, a workers' guide*. QPASTT.

Queensland Transcultural Mental Health Centre & Youth Affairs Network Qld, 2001. *Coping in a new world: the social and emotional wellbeing of young people from culturally and linguistically diverse backgrounds*. Queensland Health and Youth Affairs Network Qld.

Youth Affairs Network Qld, 2001. *Voices from the edge: young people from culturally and linguistically diverse communities and the issues of self-harm and suicide*. Seminar report 12-13 November 2001, Brisbane.

8. INFORMATION RESOURCES FOR SERVICE PROVIDERS

Issues and Concerns Facing Young People from Non English Speaking Backgrounds

Kids Help Line - This report provides a description of the issues and concerns of 6,614 young Australians of non-English speaking backgrounds who have contacted Kids Help Line across the past 5 years.

<http://www.kidshelp.com.au/research/Pub1.html>

Working Cross Culturally

Victorian Parenting Centre - Intercultural interactions universally create challenges for people. No matter what our cultural background is, we are all prone to judge others by our own standards of expected behaviour.

<http://www.vicparenting.com.au/feature/crossculture.htm>

Developing Cultural Responsiveness in the Delivery of Services to Refugees and Survivors of Torture and Trauma

Australian Institute of Criminology - In summarising issues of cultural responsiveness and their incorporation into agency and professional development programs, many of the points discussed will be applicable to service development in any field.

<http://www.aic.gov.au/conferences/rvc>

Refugee Children: Guidelines on Protection and Care

UNHCR - the Guidelines focus attention on the childrens' developmental needs, their gender and cultural framework, the special requirements of unaccompanied minors, and the particular problems which arise in the context of repatriation and reintegration.

<http://www.unhcr.ch>

Working With Children: Foundations

UNHCR - The first three topics of this resource pack offer an introduction to the skills of communicating with children. Topics 4 and 5 examine strategies for promoting the well being of children affected by conflict.

<http://www.unhcr.ch>

The Refugee Experience: Psychosocial Training Module

Refugee Studies Centre, University of Oxford - The material is designed for humanitarian workers and refugee policy makers who do not necessarily have a professional background in the social sciences. The content reflects areas of concern that we feel it is helpful to be sensitive to in refugee work.

<http://earlybird.qeh.ox.ac.uk/rfgexp/start.htm>

EMPLOYMENT

Against the Odds: Young People and Work

Australian Clearinghouse for Youth Studies - investigates the recent trends that characterise the experience of young people as they move from school to training, further education or work in a rapidly changing technological age, the workplace experiences of specific groups of young people, including those who are disabled, gay or from non-English-speaking backgrounds.

<http://www.acys.utas.edu.au/ncys/pubs/Y09.htm>

The Price We Pay: Young People, Poverty and long-term unemployment in Australia

National Youth Affairs Research Scheme - The report describes the social and economic context of youth unemployment, the impact on families and young people, policy and program responses, the costs of youth unemployment, and future directions. It also contains an extensive bibliography as well as valuable tables of figures.

<http://www.acys.utas.edu.au/ncys/nyars/N14.htm>

Employment Issues Facing People of Non English Speaking Background

Multicultural Affairs QLD, Premier & Cabinet, Employment & Training - It highlights the employment and training needs faced by many people of non English speaking background, but more importantly, this report outlines the strategies that, as a result of the research, have been implemented to address some of the identified issues.

www.premiers.qld.gov.au/about/maq

New Country, New Stories: Discrimination and disadvantage experienced by people in small and emerging communities

Human Rights and Equal Opportunity Commission - Employment. Employment rights were a consistent theme raised throughout the consultations. Participants reported that they encountered significant difficulties in finding employment, especially employment for which they were trained and qualified and reported instances of poor employment conditions and discrimination in the workplace.

http://www.hreoc.gov.au/racial_discrimination/reports/index.html#new_country

Age Matters? A Report on Age Discrimination

Human Rights and Equal Opportunity Commission - Young People at Work. Young people also face employment related age discrimination. Again much of this is based on stereotypes and assumptions about their abilities.

http://www.hreoc.gov.au/human_rights/older_australians/age_matters.html

FAMILY

Issues and Concerns Facing Young People from Non English Speaking Backgrounds

Kids Help Line - The distinctive aspect of the concerns reported by children and young people of non-English speaking backgrounds is conflict with their parents. This intergenerational clash and struggle for independence also impacts on their friendships, intimate relationships and academic pressures.

<http://www.kidshelpline.com.au>

Information for Parents of Children with a Refugee Background

QPASTT - All children need support and encouragement from their parents and family to grow emotionally and physically. When children experience disruption, such as war trauma events and migration to another country, it can become more difficult for children to focus on the normal tasks of development. Children, like adults need time to adapt to changes.

<http://www.qpastt.org.au/children.htm>

School-Based Program for Children and Young People from Refugee Backgrounds and Their Families

VFST - As the principle source of contact between refugee families and their new society, schools have an important role in making the settlement experience of children and young people a positive one.

<http://www.survivorsvic.org.au>

Working Cross Culturally

Victorian Parenting Centre - Many culturally and linguistically diverse communities have not had access to literature on parenting in their first language. The content of a parenting education session may be very new and challenging for some.

<http://www.vicparenting.com.au/feature/crossculture.htm>

Mental Health Issues for Refugee Adolescents

ATMHN - The various pressures and anxieties which confront parents may lead them to adopt rigid parenting styles. They are often unable to comprehend the stresses experienced by young people growing up in an environment so different from the one they themselves had to negotiate. All the while families worry about those left behind, and seek to deal (or not deal) with the horrendous experiences.

http://www.atmhn.unimelb.edu.au/library/services/specialist_reports/ref

HOUSING

Homeless Twice: Exploring Resettlement and Homelessness for Refugee Young People

Centre for Multicultural Youth Issues - Refugee young people are particularly vulnerable to homelessness by virtue of their refugee status. Mackenzie (2000) notes that the young refugees are six times more likely to become homeless than other young people.

<http://www.infoxchange.net.au/group/noticeboard/PARITY/item/20020608010b.shtml>

Homelessness Among Young People in Australia: Early Intervention and Prevention

NYARS - The purpose of the study was to determine models of best practice in the prevention of, and early intervention into, youth homelessness.

<http://www.acys.utas.edu.au/ncys/nyars/homeless/default.html>

New Country, New Stories: Discrimination and disadvantage experienced by people in small and emerging communities

Human Rights and Equal Opportunity Commission - Housing and Accommodation. Housing was one of the recurring themes raised during consultations. Participants reported difficulties in all areas of housing including accommodation provided on arrival, access to public housing and difficulties in the private rental market.

http://www.hreoc.gov.au/racial_discrimination/reports/index.html#new_country

Living Rough - preventing crime and victimisation among homeless young people

National Crime Prevention - Homeless young people are clearly at greater risk of becoming victims of crime than young people who have a stable and supportive home environment. In many cases homeless young people become perpetrators of crime in order to survive, and may teach each other the techniques of crime.

<http://www.ncp.gov.au/ncp/publications/no9.htm>

Housing: Good Practice Guide on the Integration of Refugees in the European Union

European Union - Decent housing provides refugees with a secure home base from which to start building their lives. Housing can thus be seen as one of the prerequisites for any integration process.

<http://www.refugeenet.org/pdf/housing.guide.pdf>

HEALTH

Developing Cultural Responsiveness in the Delivery of Services to Refugees and Survivors of Torture and Trauma

Australian Institute of Criminology - In summarising issues of cultural responsiveness and their incorporation into agency and professional development programs, many of the points discussed will be applicable to service development in any field.

<http://www.aic.gov.au/conferences/rvc>

NESB Young People and Substance Use

Drug & Alcohol Multicultural Education Centre - A snapshot of available evidence of alcohol, tobacco and illicit drug use by young people from non English speaking backgrounds in New South Wales.

<http://www.damec.org.au/resources>

Queensland Multicultural Health Policy

This document is a Queensland Health policy to guide delivery of services and programs for a culturally diverse community.

http://www.health.qld.gov.au/hssb/hou/wwwmulti_cp.htm

Providing care to patients from culturally and linguistically diverse backgrounds.

A guide to identifying and responding to cross-cultural issues in health care delivery.

<http://www.health.qld.gov.au/hssb/cultdiv/guidel/home.htm>

Guide for the use of professional interpreters in health services

Ethnic Health Policy Unit - This guide is for health workers, including doctors, nurses, allied health professionals and others, who provide health services to people from non-English speaking backgrounds.

<http://www.health.qld.gov.au/hssb/cultdiv/guidel/home.htm>

Reproductive Health of Young People in Refugee Situations

International Planned Parenthood Federation - The primary principle in working effectively with young people is to promote their participation. Although this principle applies to the provision of RH services in adult populations, it is particularly important for young people. As a group, young people often have a "culture" of their own, with particular norms and values. They may not respond to services designed for adults.

<http://www.ippf.org/resource/refugeehealth/manual/8.htm>

Cultural Aspects of Caring for Refugees

American Academy of Family Physicians - Although the medical needs of refugees often differ from those of the general U.S. population, and while the needs may be individual and regional, there are common principles of practice that can be used in the provision of their health care. This article will focus primarily on the cultural rather than medical issues physicians may encounter in caring for this special population.

<http://www.aafp.org/afp/980315ap/medsoc.html>

Sexual and Reproductive Health

UNHCR - Young people affected by armed conflict, whether they are refugees or Internally Displaced Persons living in rural or urban settings, are likely to be more at risk of developing sexual or reproductive health problems.

<http://www.unhcr.ch>

Disability: Critical Issues

UNHCR - Children with disabilities will be found in any situation where there are refugees or internally displaced persons. The challenge is to work towards their inclusion in society.

<http://www.unhcr.ch>

RESOURCES FROM QPASTT

Video – ‘On Solid Ground’ (in partnership with Contact Youth Theatre) is a 12 minute video where young people talk about their experiences of settling in Brisbane.

‘Our lives: Past, Present & Future’ – a scrapbook of stories by young refugee women living in Brisbane from the Former Yugoslavia.

School Resource Pack - 3 separate handbooks to guide teachers, guidance officers and school counsellors and school administrators in supporting young refugees in school settings.

RESOURCES FROM MILPERA STATE HIGH SCHOOL

Video – ‘Forging new beginnings’ is a 10 minute video which talks about the various programs for newly arrived upper primary and high school aged immigrants.

Video – ‘Milpera volunteer program’ is a short video that promotes the important work that volunteers do at Milpera.

9. APPENDIX A: DEMOGRAPHICS

Humanitarian settler arrivals to Queensland Queensland Local Government Areas

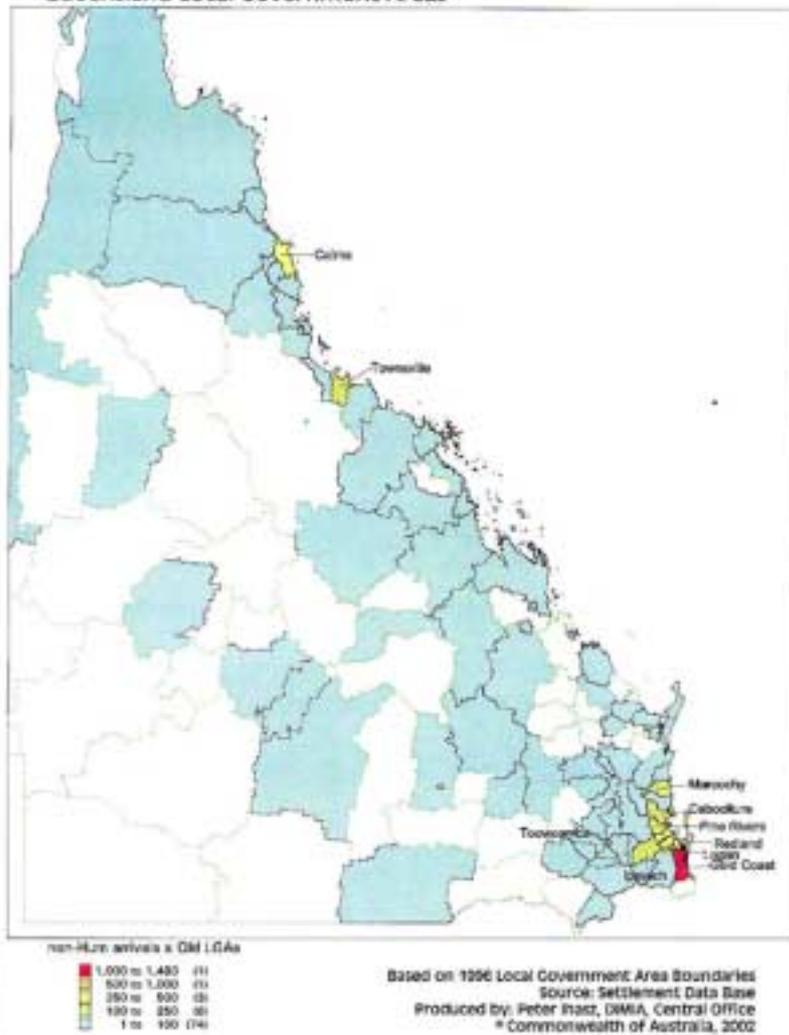


Hum arrivals x Old LGAs

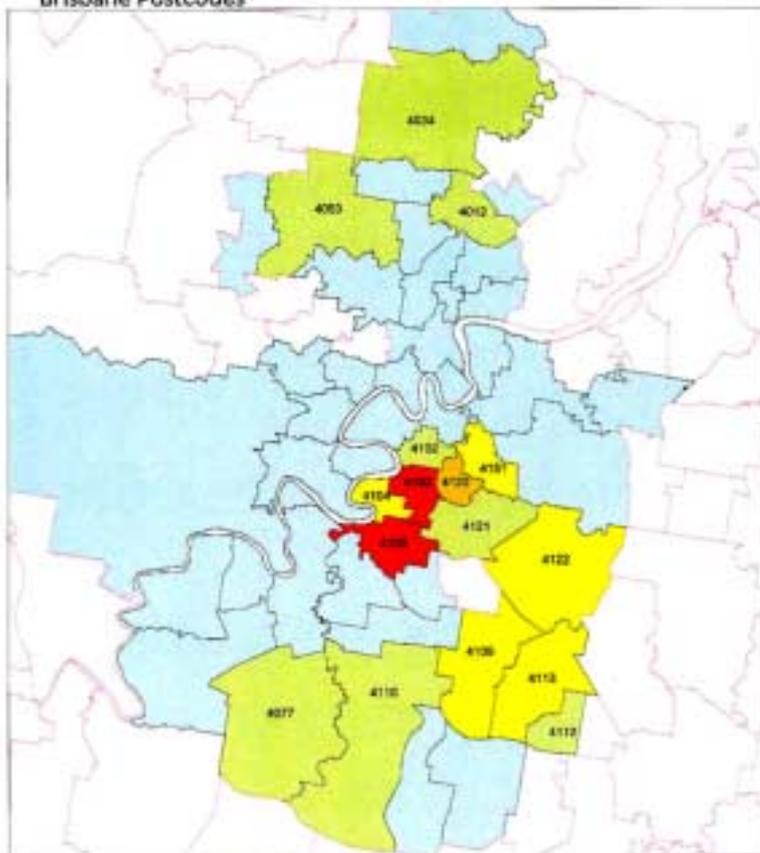


Based on 1996 Local Government Area Boundaries
Source: Settlement Data Base
Produced by: Peter Hanz, DIMIA, Central Office
© Commonwealth of Australia, 2002

non-Humanitarian settler arrivals to Queensland
Queensland Local Government Areas



Humanitarian arrivals from 1/1/97 to 31/12/2001
Brisbane Postcodes

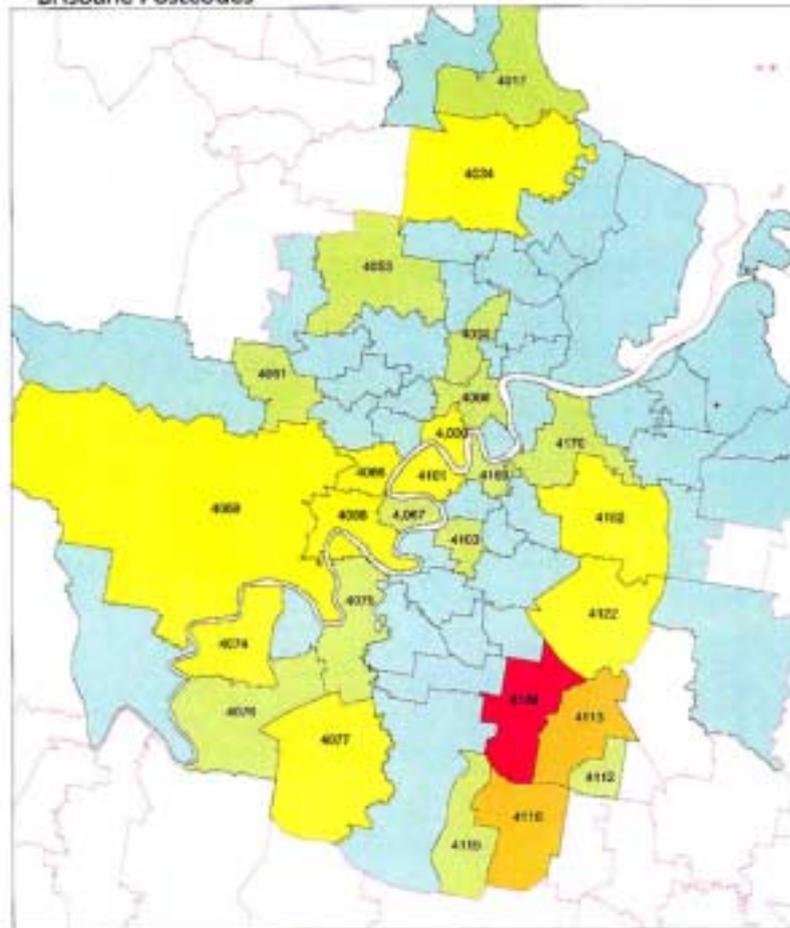


Hum arrivals x Brisbane postcodes



Based on 1996 Postal Area Boundaries
 Source: Settlement Data Base
 Produced by: Peter Ihauz, DIMIA, Central Office
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Non-Humanitarian settler arrivals from 1/1/97 to 31/
Brisbane Postcodes



Non-Humanitarian arrivals x Brisbane postcode

4000 to 4001	11
280 to 290	22
100 to 280	110
50 to 100	110
1 to 50	140

Based on 1996 Postal Area Boundaries
 Source: Settlement Data Base
 Produced by: Peter Ihaz, DIMIA, Central Office
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